WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 SIXTH STREET, SUITE 400,
LINCOLN, CALIFORNIA 95648
Phone: 916.645.6350 Fax: 916.645.6356

MEMBERS OF THE GOVERNING BOARD

Kris Wyatt - President
Brian Haley - Vice President
Damian Armitage - Clerk
Paul Long - Member
Paul Carras - Member

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent of Educational Services
Audrey Kilpatrick, Assistant Superintendent of Business & Operation
Ryan Davis, Assistant Superintendent of Personnel Services

	STUDENT ENROLLMENT		
School	**2012/13 CEBEDS**	**10/2/2013**	**11/1/2013**
Sheridan Elementary (K-5)	84	85	81
First Street Elementary (K-5)	465	491	494
Carlin C. Coppin Elementary (K-5)	412	399	400
Creekside Oaks Elementary (K-5)	559	635	635
Twelve Bridges Elementary (K-5)	717	684	679
Foskett Ranch Elementary (K-5)	552	530	535
Lincoln Crossing Elementary (K-5)	684	693	689
Glen Edwards Middle School (6-8)	686	735	728
Twelve Bridges Middle School (6-8)	853	825	823
Lincoln High School (9-12)	1,516	1,593	1,588
Phoenix High School (10-12)	65	63	65
TOTAL	**6593**	**6733**	**6717**

Parent Participation Program

First Street	18	A.M. /8 P.M.
Sheridan	20	P.M.
Carlin Coppin	8	P.M.
Twelve B. E.	18	A.M.

Parent Education 60

State Preschool

First & L Street	23	A.M. /20 P.M.
Carlin Coppin	21	A.M.
Sheridan	16	A.M.

Pre-K/Special Ed

Foskett	15
FSS PPPIP	49

GLOBAL DISTRICT GOALS

~Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.
~Foster a safe, caring environment where individual differences are valued and respected.
~Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
~Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.
~Promote student health and nutrition in order to enhance readiness for learning.

Western Placer Unified School District
Regular Meeting of the Board of Trustees
November 19, 2013, 7:00 P.M.
Sheridan Elementary – Multi-Purpose Room
4730 H Street, Sheridan, CA 95681

AGENDA

2013-2014 Goals & Objectives (G & 0) for the Management Team: **Component I:** Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

All Open Session Agenda related documents are available to the public for viewing at the Western Placer Unified School District Office located at 600 Sixth Street, Fourth Floor in Lincoln, CA 95648.

6:00 P.M. START

1. **CALL TO ORDER** – Sheridan Elementary School – Multi-Purpose Room

6:05 P.M.

2. **CLOSED SESSION** – Sheridan Elementary School - Staff Room

2.1 CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
Case No. SCV0032309, Western Placer Unified School District vs. City of Lincoln

2.2 CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION
- 1 Potential Case

2.3 CONFERENCE WITH LABOR NEGOTIATOR
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations

2.4 PERSONNEL
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
Public Employee Discipline/Dismissal/Release – CL 13/14.3

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE**– Sheridan Elementary School
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

3.1 CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
Case No. SCV0032309, Western Placer Unified School District vs. City of Lincoln

3.2 CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION

- 1 Potential Case

3.3 CONFERENCE WITH LABOR NEGOTIATOR

Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations

3.4 PERSONNEL
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
Public Employee Discipline/Dismissal/Release – CL 13/14.3

4. SPECIAL ORDER OF BUSINESS

4.1 School Being Featured: Sheridan Elementary School
4.2 Rotary Support of Literacy

5. CONSENT AGENDA

NOTICE TO THE PUBLIC
All items on the Consent Agenda will be approved with one motion, which is not debatable and requires a unanimous vote for passage. If any member of the Board, Superintendent, or the public, so request, items may be removed from this section and placed in the regular order of business following the approval of the consent agenda.

5.1 Classified Personnel Report
5.2 Certificated Personnel Report
Roll call vote:

6. COMMUNICATION FROM THE PUBLIC

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters not on the agenda, but within the board's subject matter jurisdiction. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2. Request forms for this purpose "Request to Address Board of Trustees" are located at the entrance to the Performing Arts Theater. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

7. REPORTS & COMMUNICATION

7.1 Lincoln High School, Student Advisory – Jillian Loya
7.2 Western Placer Teacher's Association – Tara McCroskey
7.3 Western Placer Classified Employee Association – Mike Kimbrough
7.4 Superintendent – Scott Leaman

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

Members of the public wishing to comment on any items should complete a yellow REQUEST TO ADDRESS BOARD OF TRUSTEES form located on the table at the entrance to the Performing Arts Theater. Request forms are to be submitted to the Board Clerk before each item is discussed.

8.1 Discussion Action **REVIEW AND APPROVAL OF SCHOOL FACILITIES AGREEMENTS WITHIN THE VILLAGE 1 PLAN AREA – Kilpatrick/Leaman/Steer** *(12-13 G & O Component I, II, III, IV, V)*

•Within the last two years, Staff has made a number of presentations to the Board of Trustees regarding the District's inability to fully fund the construction of new school facilities within future developments. This is both because of a lack of local funding and a disparity in the amount of State matching funding compared to the actual costs of school construction.

8.2 Information/ Discussion **FINANCIAL REVIEW OF JOHNSON CONTROLS, INC. REVISED PROJECT SCOPE – Leaman/Kilpatrick/Steer** *(12-13 G & O Component I, II, III, IV, V)*

•Development Agreement with Johnson Controls, Inc. (JCI).

In September, JCI presented a revised scope of work in order to better reflect; the needs of the District, concerns of the Board and Staff, and to show how the repayment schedules would change with the new Proposition 39 funding. Since that time, per the Board's request, and Ad Hoc committee was formed to review the project as proposed, as well as all other information regarding fixing Carlin C. Coppin's HVAC. In addition to our in depth review of this matter, JCI has been working with the District's financial consultants Capital Public Finance Group (CPFG).

8.3 Action **APPROVAL OF FULL SYSTEM VERFICATION FOR HVAC AT CARLIN C. COPPIN ELEMENTARY – Leaman/Kilpatrick/Steer** *(12-13 G & O Component I, II, III, IV, V)*

•During the presentation of November 5, 2013, the Board showed a distinct interest in pursuing the possibility of working with the current chiller/boiler system by making changes that would yield, if not a complete change of system, at least better comfort.

8.4 Information/ Discussion **PROPOSAL FOR IMPLEMENTATION OF CARLIN C. COPPIN MIDDLE SCHOOL ATTENDANCE BOUNDARY CHANGE – Leaman/Kilpatrick/Steer** *(12-13 G & O Component I, II, III, IV, V)*

•When Twelve Bridges Middle School was opened in 2006, in order to utilize available space and better balance the enrollment between the two middle schools, it was designated that students from the Carlin C. Coppin Elementary attendance area would be redirected to attend Twelve Bridges Middle School. This action was made knowing that at some point in the future the middle school boundaries would need to be reestablished to their original format in order to prevent overcrowding at Twelve Bridges Middle.

8.5 Action **DISPOSAL OF SURPLUS ITEMS – Kilpatrick** *(12-13 G & O Component I, II, III, IV, V)*

•Board Policy 3270 provides that the Board of Trustees may authorize the disposal of surplus equipment when the equipment becomes unusable, obsolete or no longer needed. Administrative Regulation 3270 provides the process for selling surplus or obsolete property through a number of methods. If the property value is insufficient to defray the costs to arrange a sale, the Board may unanimously approve that property be donated to a charitable organization deemed appropriate by the Board or may be disposed of by dumping (EC 17546)

8.6 Information **PLACER COMMUNITY FOUNDATION WELLNESS GRANT UPDATE: PROJECT FIT KIDS! – Boyle** *(12-13 G & O Component I, II, III, IV, V)*

•Last Spring, the District Student Wellness Committee wrote a grant through the Placer Community foundation to support physical fitness in our students, towards the goal of physical, mental and emotional health. The program, Project Fit Kids!, we funded and is now up and running, challenging students in grades 5, 7, and 9 to complete the Physical Fitness Test (PFT) in the fall for a baseline measure of their fitness in 6 different areas, setting goals for improvement, and periodically retesting to record their progress in meeting their goals.

8.7 Action **SINGLE PLANS FOR STUDENT ACHIEVEMENT – Boyle** *(12-13 G & O Component I, II, III, IV, V)*

•The Single Plan for Student Achievement (SPSA) is the guiding document that each School Based Leadership Team writes to support student achievement through use of federal and state categorical funds at their site. Categorical funds include Federal Title I monies, as well as State Economic Impact Aide (EIA), Pupil Retention Block Grant, GATE, California High School Exit Exam (CAHSEE), and others.

8.8 Discussion/ Action **CONSIDER APPROVING RESOLUTION NO. 13/14.12, AUTHORIZING THE REDUCTION OF HOURS OF A CLASSIFIED EMPLOYEE POSITION DUE TO LACK OF WORK/LACK OF FUNDS – Davis** *(12-13 G & O Component I, II, III, IV, V*

•Pursuant to Education Code section 45117, the district administration is making a recommendation that would require the Governing Board of the Western Placer Unified School District to reduce the hours of a Classified Employee position due to lack of work/lack of funds by adopting Resolution No. 13/14.12. This modification is necessitated by very low enrollment in one afternoon preschool program. Both, CSEA and the effected employee have been notified of the pending action.

8.9 Discussion/ Action **CONSIDER APPROVING NEW JOB DESCRIPTION FOR GRANT FUNDED TRANSITION SUPPORT PROVIDER POSITION – Davis** *(12-13 G & O Component I, II, III, IV, V*

•As a part of the ongoing review of job descriptions and the needs of the school sites and the District by both the District and CSEA there exists a need to approve a new job description for the "Grant Funded Transition Support Provider" position which is necessary to meet the very specific needs of supporting our special education student on the transition to from high school to work. The District administration worked with CSEA to bring forward the enclosed job description. The new grant funded position will be placed at Range 18 on the Classified Salary Schedule.

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here for continuing purposes and to ensure that when there are changes or new information they will be called up as Action/Discussion/Information.

- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update

9.2 BOARD MEMBER REPORTS/COMMENTS

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➢**December 3, 2013** 7:00 P.M., Regular Meeting of the Board of Trustee – Lincoln High School Library

➢**December 17, 2013** 7:00 P.M., Annual Organizational Meeting of the Board of Trustee – Lincoln High School

11. ADJOURNMENT

BOARD BYLAW 9320: Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1

Posted: 111513
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DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **Sheridan Elementary School – Staff Room**
Date: **Tuesday, November 19, 2013**
Time: **6:05 P.M.**

1. LICENSE/PERMIT DETERMINATION

2. SECURITY MATTERS

3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

4. **CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION**

5. **CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**

6. LIABILITY CLAIMS

7. THREAT TO PUBLIC SERVICES OR FACILITIES

8. **PERSONNEL**
   - * PUBLIC EMPLOYEE APPOINTMENT
   - * PUBLIC EMPLOYEE EMPLOYMENT
   - * PUBLIC EMPLOYEE PERFORMANCE EVALUATION
   - * **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**
   - * COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE

9. **CONFERENCE WITH LABOR NEGOTIATOR**

10. STUDENTS
    - * STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
    - * STUDENT PRIVATE PLACEMENT
    - * INTERDISTRICT ATTENDANCE APPEAL
    - * STUDENT ASSESSMENT INSTRUMENTS
    - * STUDENT RETENTION APPEAL, Pursuant to BP 5123
    - * DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION

1. LICENSE/PERMIT DETERMINATION
   a. Specify the number of license or permit applications.
2. SECURITY MATTERS
   a. Specify law enforcement agency
   b. Title of Officer,
3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR
   a. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.

b. Negotiating parties: specify the name of the negotiating party, not the agent who directly or through an agent will negotiate with the agency's agent.
c. Under negotiations: specify whether the instructions to the negotiator will concern price, terms of payment or both.

4. **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
   a. Name of case: specify by reference to claimant's name, names or parties, case or claim number.
   b. Case name unspecified: specify whether disclosure would jeopardize service of process or existing settlement negotiations.
5. **CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION**
   a. Significant exposure to litigation pursuant to subdivision (b) of Government Code section 54956.9 (if the agency expects to be sued) and also specify the number of potential cases.
   b. Initiation of litigation pursuant to subdivision (c) of Government Code Section 54956.9 (if the agency intends to initiate a suit) and specify the number of potential cases.
6. **LIABILITY CLAIMS**
   a. Claimant: specify each claimants name and claim number (if any). If the claimant is filing a claim alleging district liability based on tortuous sexual conduct or child abuse, the claimant's name need not be given unless the identity has already been publicly disclosed.
   b. Agency claims against.
7. **THREATS TO PUBLIC SERVICES OR FACILITIES**
   a. Consultation with: specify name of law enforcement agency and title of officer.
8. **PERSONNEL**:
   A. **PUBLIC EMPLOYEE APPOINTMENT**
      a. Identify title or position to be filled.
   B. **PUBLIC EMPLOYEE EMPLOYMENT**
      a. Identify title or position to be filled.
   C. **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
      a. Identify position of any employee under review.
   D. **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**
      a. It is not necessary to give any additional information on the agenda.
   E. **COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE, UNLESS EMPLOYEE REQUESTS OPEN SESSION**
      a. No information needed
9. **CONFERENCE WITH LABOR NEGOTIATOR**
   a. Name any employee organization with whom negotiations to be discussed are being conducted.
   b. Identify the titles of unrepresented individuals with whom negotiations are being conducted.
   c. Identify by name the agency's negotiator
10. **STUDENTS:**
   A. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
   B. **STUDENT PRIVATE PLACEMENT**
      a. Pursuant to Board Policy 6159.2
   C. **INTERDISTRICT ATTENDANCE APPEAL**
      a. Education Code 35146 and 48918
   D. **STUDENT ASSESSMENT INSTRUMENTS**
      a. Reviewing instrument approved or adopted for statewide testing program.
   E. **STUDENT RETENTION/ APPEAL**
      a. Pursuant to Board Policy 5123
   F **DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION**
      a. Prevent the disclosure of confidential student information.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

AGENDA ITEM AREA:
Disclosure of Action Taken in Closed Session

REQUESTED BY:
Audrey Kilpatrick,
Assistant Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 19, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to the Existing Litigation of Case No. SCV0032309, Western Placer Unified School District vs. City of Lincoln.

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Existing Litigation.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Conference with Legal Counsel - Anticipated Litigation

- 1 Potential Case

AGENDA ITEM AREA:
Closed Session Disclosure

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
N/A

REQUESTED BY:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 19, 2013

ROLL CALL VOTE REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to Anticipated Litigation.

RECOMMENDATION:

Administration recommends the Board of Trustee disclose action taken in closed session in regard to Anticipated Litigation.

wp/rk/factform

3.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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SUBJECT:
Bargaining Groups:
WPTA & CSEA Negotiations
Agency Negotiators:
Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent
Ryan Davis, Assistant Superintendent
of Personnel Services Audrey Kilpatrick,
Assistant Superintendent Business and Operations

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Ryan Davis
Assistant Superintendent
of Personnel Services

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 19, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

Labor Negotiator will give the Board of Trustees an update on Western Placer Teachers Association & Classified Schools Employee Association Bargaining Groups.

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Public Employee Discipline/
Dismissal/Release
- CL 13/14.3

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Ryan Davis
Assistant Superintendent of
Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General/Categorical

MEETING DATE:
November 19, 2013

ROLL CALL REQUIRED:
Yes (Closed Session)

BACKGROUND:

Board of Trustees will disclose any action taken in closed session in regard to Employee # CL 13/14.3 Discipline/Dismissal/Release.

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Employee # CL 13/14.3 Discipline/Dismissal/Release.

SPECIAL

ORDER

OF

BUSINESS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
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SUBJECT:
Featured School:
Sheridan Elementary School

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 19, 2013

ROLL CALL VOTE:
No

BACKGROUND:

Sheridan Elementary School will share a short presentation to the Board of Trustees. They will focus on the following:

- Pupils
- Programs
- Parents

RECOMMENDATION:

Administration recommends the Board of Trustees enjoy the presentation.

wp/rk/PPPfactform

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

Sheridan Elementary School
Board Visitation
November 19, 2013

- Welcome and Introductions.....Melissa Willes, Principal
- Video Presentation.....Highlights of ongoing programs including:
  - Choral/Performing Arts - weekly instruction and two performances per year
  - Hands-On Science
  - Differentiation/Interventions/GATE/English Learners
  - Character Trait Recognition/Monthly Awards Assembly
  - CARE After School Program/Tutoring
  - PTC Sponsored Activities
    - Book Fair
    - Red Ribbon Week
    - Team Points BBQ
    - Holiday Gift Boutique
- Parent Presentation..... Joel Sampson will share a parent perspective.
- Presentation of Student Achievement Awards

Thank you very much for visiting our school!

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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SUBJECT:
Rotary Support of Literacy

AGENDA ITEM AREA:
Special Presentation

REQUESTED BY:
Mary Boyle
Deputy Superintendent Educational Services

ENCLOSURES:
Handouts at Meeting

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
Donations

MEETING DATE:
November 19, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

The Rotary Club of Lincoln has been instrumental in supporting literacy in our elementary schools for a number of years. This year, the Lincoln Club is supporting three programs aimed at increasing the literacy of our elementary students:

- Book Buddies – at Creekside Oaks Elementary School
- Books for Bikes – at all seven WPUSD Elementary Schools
- Nooks/Ebooks – at all seven WPUSD Elementary Schools

Last year, the Rotary Club of Lincoln started a program in which Rotarian volunteers established Book Buddies at Creekside Oaks Elementary School – third graders who needed encouragement and support in developing their reading skills. Book Buddy Rotarians came to school monthly to read with the children, with great success.

This year, Book Buddies is continuing and Books for Bikes has begun. Through Books for Bikes, students meeting their individual reading goals through the Accelerated Reader program have their names entered into a drawing each trimester for a bicycle, donated by the Rotary Club of Lincoln. That's 21 bikes donated to WPUSD elementary students to suppor their reading this year! Additionally, the Rotary Club of Lincoln has donated ebooks and 13 Nook HD+ readers – 2 to each of six elementary schools, plus one to Sheridan. This will encourage our students to read through electronic means as well.

A HUGE "thank you" to the Rotary Club of Lincoln for their generosity and for their support of our students' literacy!

RECOMMENDATION:

Information only. Presentation of Certificate of Appreciation to the Rotary Club of Lincoln.

CONSENT

AGENDA

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
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SUBJECT:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Assistant Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
November 19, 2013

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will take action to approve the classified personnel report.

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

November 19, 2013

CLASSIFIED/MANAGEMENT

NEW HIRES

1. Name: Staci Slack
   Position: Campus/Café Supervisor
   Salary: CSEA, Range 13, Step B
   Hours: .9 Hours/Day
   Days: 10 Months/Year
   Effective: 11/6/13
   Site: Lincoln Crossing Elementary
   Replacement

RESIGNATIONS

1. Name: Patricia Alves
   Position: Campus/Café Supervisor
   Site: Carlin C. Coppin Elementary School
   Hours: 2 Hours/Day
   Effective: 11/22/13

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Certificated Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Assistant Superintendent of Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Categorical/General

MEETING DATE:
November 19, 2013

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will take action to approve the certificated personnel report.

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

5.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

November 19, 2013

CERTIFICATED/MANAGEMENT

REQUEST FOR LEAVE:

1. Name: Jessica Armistead
   Position: AVID Teacher
   FTE: 1.0
   Effective Date: December 2, 2013
   Site: Glen Edwards Middle School & Lincoln High School

2. Name: Catherine Pfitzer
   Position: RSP Teacher
   FTE: 1.0
   Effective Date: April 4, 2014
   Site: Twelve Bridges Middle School

INFORMATION

DISCUSSION

ACTION

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Review and Approval of School Facilities Agreements within the Village 1 Plan Area

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Scott Leaman, Superintendent
Audrey Kilpatrick, Assistant Superintendent
Heather Steer, Facilities Coordinator

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Restricted Facilities Fund 25

MEETING DATE:
November 19, 2013

ROLL CALL REQUIRED:
Yes

BACKGROUND:

Within the last two years, Staff has made a number of presentations to the Board of Trustees regarding the District's inability to fully fund the construction of new school facilities within future developments. This is both because of a lack of local funding and a disparity in the amount of State matching funding compared to the actual costs of school construction.

In an effort to assist the District, and the future residents of Lincoln, the below listed land owners have entered into School Facilities Agreements with Western Placer Unified School District to provide additional funding towards future school construction.

Staff and WPUSD Legal Counsel will review the components of the School Facilities Agreements, and ask for approval on the agreements listed below:

1. School Facilities Agreement with Elizabeth Layn & Jeannette Duff
2. School Facilities Agreement with Bella Rosa, LLC
3. School Facilities Agreement with Sunset Tartesso, LLC
4. School Facilities Agreement with East Lincoln Associates, LLC
5. School Facilities Agreement with Leavell Ranch Partnership

RECOMMENDATION:

Staff requests that the Board of Trustees review with information provided, and recommends approval of all five (5) School Facilities Agreements as listed above.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
SCHOOL FACILITIES AGREEMENT

PREAMBLE

THIS SCHOOL FACILITIES AGREEMENT ("**Agreement**") shall be effective as of November 19, 2013 ("**Effective Date**"), and is entered into by and between WESTERN PLACER UNIFIED SCHOOL DISTRICT, a public school district in the State of California ("**District**"), on the one hand, and Elizabeth Layn and Jeannette Duff (collectively "**Owners**"), on the other. For purposes of this Agreement, the term "**Party**" shall refer to either the District or the Owners, and the term "**Parties**" shall refer to the District and Owners collectively.

RECITALS

A. WHEREAS, the Owners and others have proposed the Village I Specific Plan ("**Specific Plan**"), the land use diagram for which is attached hereto as **Exhibit A** and made a part hereof. The Specific Plan affects approximately 1,832 acres of land located in Placer County, near the City of Lincoln ("**City**") within the boundaries of the District. As shown on **Exhibit A**, the proposed Specific Plan provides for single-family residential units, multi-family residential units, non-residential uses including commercial, office and business park development, various public and quasi public facilities, school facilities, parks and open space, and a circulation system.

B. WHEREAS, the Specific Plan provides for the maximum allowable density and intensity of 5,639 residential units. Since the numbers are an absolute limit on dwelling units at buildout, it is not likely that all residential areas will be built out to the maximum allowed intensity within individual residential categories.

C. WHEREAS, Owners' portion of the Specific Plan includes approximately 575 residential units, as particularly described in **Exhibit B** ("**Project**").

D. WHEREAS, the Parties acknowledge that students generated by the Project may result in significant impacts on the District's facilities and infrastructure and may require construction of permanent elementary, middle and high school facilities, acquisition of school sites for the permanent facilities, and furnishings, fixtures, equipment, technology and busses required to accommodate students generated by the Project, and may require interim elementary, middle and high school facilities to house students during construction of permanent school facilities (such permanent and interim facilities collectively being called the "**School Facilities**").

E. WHEREAS, the Owners agree to timely fund a portion of the cost of the School Facilities in order to assist in providing adequate facilities for K-12 students generated by the Project as more particularly set forth in this Agreement.

F. WHEREAS, the District and the Owners have entered into this Agreement freely and voluntarily and acknowledge that at the time of the Effective Date, the California State Legislature has enacted as part of Senate Bill 50 ("**SB 50**") in

8.1.1

Government Code sections 65995, *et seq.*, which became fully effective in November 1998, certain modifications to the law concerning payment of school impact fees by homebuilders. The District and Owners mutually acknowledge, agree and find that this Agreement sets forth the responsibility of the Owners to mitigate impacts intended to be mitigated by any "State Mandated Fee" (as hereinafter defined), and the California Environmental Quality Act. The Owners and District further acknowledge and agree that this Agreement is not subject to legal challenge as an alleged violation of any terms of SB 50 or any other applicable law concerning the payment of school impact fees by homebuilders.

NOW, THEREFORE, in consideration of the premises set forth above, the mutual covenants and obligations of the parties set forth herein, District and the Owners hereby agree as follows:

AGREEMENT

ARTICLE I
DEFINITIONS

Section 1 Definitions. In addition to the terms defined elsewhere in this Agreement, as used in this Agreement, the following terms shall have the meaning set forth below:

Section 1.1 "Certificate of Compliance." "**Certificate of Compliance**" shall mean a certificate issued by District for the purpose of the Owners obtaining a building permit from the City, or if the area does not incorporate, from the County of Placer ("**County**"), acknowledging that the Owners have complied with all requirements of this Agreement with respect to the issuance of a building permit for any Residential Unit located within the Project.

Section 1.2 "Residential Unit." "**Residential Unit**" shall mean a residential dwelling, as that term is used and interpreted in Chapter 4.7 (school facilities) of the State Government Code, and shall include single-family and multi-family (apartment) units.

Section 1.3 "School Facility Program" "**School Facility Program**" shall mean the State program providing State Funds in the form of per pupil grants, with supplemental grants for site development, site acquisition, and other project specific costs when warranted, as contemplated by School Fee Legislation.

Section 1.4 "School Fee Legislation." "**School Fee Legislation**" shall mean sections 65995 through 65996, inclusive, of the Government Code of the State of California and Section 17620, *et seq.*, of the Education Code of the State of California (including any amendments thereto), and any related or successor statutes thereto.

Section 1.5 "State." "**State**" shall mean the State of California.

8.1.2

Section 1.6 "State Funds." "**State Funds**" shall mean the total funds allocated and paid to District by the State specifically intended for the acquisition, construction, furnishing and/or equipping of School Facilities.

Section 1.7 "State Law." "**State Law**" shall mean the applicable laws and/or administrative regulations of the State of California and its agencies.

Section 1.8 "State Mandated Fee." "**State Mandated Fee**" shall mean the statutorily mandated fee for School Facilities pursuant to the School Fee Legislation.

ARTICLE II
FEES AND PAYMENT CONDITIONS

Section 2.1 Residential School Fee. Prior to and as a condition of obtaining Certificate of Compliance and a building permit for any Residential Unit, Owners shall pay for each Residential Unit the following "**Residential School Fee**", which shall be adjusted by an Inflation Factor in a manner set forth in Section 2.2 of this Agreement:

(a) For each Residential Unit that is 1 square foot to 1199 square feet, Owners shall pay the District a Residential School Fee equal to Six Dollars Twenty-Five Cents ($6.25) multiplied by the square footage of the Residential Unit. (For example, for a 1000 square foot Residential Unit Owners will pay $6,250 = $6.25 x 1,000.)

(b) For each Residential Unit that is 1200 square feet to 1360 square feet, Owners shall pay a Residential School Fee equal to Seven Thousand Five Hundred Dollars ($7,500.00).

(c) For each Residential Unit that is 1361 square feet to 2700 square feet, Owners shall pay a Residential School Fee equal to Five Dollars Fifty-Five Cents ($5.55) multiplied by the square footage of the Residential Unit. (For example, for a 1,500 square foot Residential Unit Owners will pay $8,325.00 = $5.55 x 1500.)

(d) For each Residential Unit that is 2701 square feet to 4000 square feet, Owners shall pay a Residential School Fee equal to Fourteen Thousand Nine Hundred Eight Five Dollars ($14,985.00).

(e) For each Residential Unit that is 4001 square feet or more, Owners shall pay a Residential School Fee equal to Sixteen Thousand Four Hundred Eighty-Five Dollars ($16,485.00).

(f) For each multi-family (apartment) Residential Unit, Owners shall pay a Residential School Fee equal to rate as described in (a) through (e) above, on a "per door" or "per apartment" basis. Owners shall not be required to pay a Residential School Fee on common areas of multi-family (apartment) units such as stairwells and common hallways. (By way of

8.1.3

example, if an 1100 square foot apartment complex has two apartments of 500 square feet each, plus a common hallway of 100 square feet, the Residential School Fees are calculated as Apartment #1 (500 square feet x $6.25) + Apartment #2 (500 square feet x $6.25) + Hallway (100 x 0)) = $6,250.)

The Residential School Fee shall be paid by Owners in lieu of the State Mandated Fee. If Owners fails to pay the Residential School Fee, the District may withhold a Certificate of Compliance for the Residential Unit and the Owners may not construct the Residential Unit.

Section 2.2 Inflation Factor.

(a) Adjustment and Index. The Residential School Fee shall be adjusted annually on January 1st, based upon the inflation factor applied by the State to the per pupil grant amount pursuant to Education Code Section 17072.10 ("statewide cost index for class B construction as determined by the board"), rounded to the nearest cent ("Inflation Factor"). (By way of example only, if the applicable Residential School Fee was $5.55 per square foot, and the index prescribed an Inflation Factor during the first year of 1%, the fee would increase by six cents ($.06) (1% over the prior year ($.055), rounded to the nearest cent) from $5.55 to $5.61.) In the event there is a change in the State Facility Program such that the State no longer allocates per-pupil grants, the Parties shall apply the Marshall & Swift Eight California Cities Class B Construction Index to determine the Inflation Factor.

(b) Cap. The Inflation Factor for any one year shall not be greater than six percent (6%) over the Residential School Fee for the prior year.

Section 2.3 Exceptions During Initial Project Build Out.

(a) The Residential School Fee shall freeze at the amounts set forth in Section 2.1, meaning that it shall not be subject to the Inflation Factor, from January 1, 2014, through December 31, 2016.

(b) On January 1, 2017, and for the subsequent years 2018 and 2019, the Inflation Factor shall not be greater than three percent (3%) per year (if the inflation factor in a given year is less than 3%, the lesser value will be applied).

(c) On January 1, 2020, the Residential School Fee shall be the value of the Residential School Fee as if the Inflation Factor had been applied, at the full value set forth in Section 2.2, over the previous six years. (By way of example only, if the applicable Residential School Fee is $5.55 per square foot in 2014, and the index prescribed an Inflation Factor during the first year of 1%, the fee would increase by six cents ($.06) (1% over the prior year ($.055), rounded to the nearest cent) from $5.55 to $5.61. In 2015, if the index prescribes and Inflation Factor of 1%, it would be applied to the then-current Residential School Fee of $5.61, resulting in an increase of ($.06) (1% over the prior year ($.056), rounded to the nearest cent) from $5.61 to $5.67. The same process would be applied for 2016, 2017, 2018 and 2019.)

8.1.4

Section 2.4 Prepayment Option. Owners may prepay the Residential School Fee for any number of Residential Units at any time and at the rate in effect at the time of prepayment, even if building permits for such Residential Units will not be immediately obtained. If prepayment is made, an accounting will be completed when building permits are obtained to reconcile the number of Residential Units, square footage thereof, and appropriate Residential School Fees. After the accounting, the Owners will pay any deficiency in the pre-paid Residential School Fees at the then-current rate of the Residential School Fee. For any overpayment, the District shall provide a credit to the Owners, which can be applied to Residential School Fees to be paid on future Residential Units within the Project. In no event shall Owners be entitled to a refund for any prepayment of the Residential School Fees if Owners do not construct Residential Units for which they have prepaid. Further, the credit for Residential School Fees paid will run with each individual Residential Unit. As such, Owners may not bank, sell or trade credits accrued as a result of prepayment for application toward a different Residential Unit outside the Project. Further, any change in the allocation of pre-paid Residential School Fees from Residential Unit to Residential Unit within the Project shall require the written consent of the District, which shall not be unreasonably withheld.

Section 2.5 Commercial, Office and/or Industrial Unit Fee. Owners shall also pay in cash a commercial, office and/or industrial unit fee ("Commercial School Impact Fee") to District in accordance with Education Code sections 17620, *et seq.*, and Government Code sections 65995, *et seq.* Owners shall pay the Commercial School Impact Fee for each commercial, office, and/or industrial unit constructed on the Property, multiplied by the total square footage of each unit's "chargeable covered and enclosed space," as such term is defined in Government Code section 65995(b)(2).

ARTICLE III
SCHOOL SITE

Section 3.1 Reservation of School Site. Owner and District acknowledge that the approved amended Specific Plan has identified a school site of at least eight (8) acres ("School Site") primarily located on the Project ("LD Parcel"), but with a portion also located on an adjacent property within the Specific Plan ("BR Parcel"). Prior to entering into a Development Agreement with the City, Owners shall enter into a purchase and sale agreement ("PSA") with the District for the LD Parcel. Concurrently with this Agreement, the District is entering into a separate school facilities agreement with owners of the BR Parcel ("Bella Rosa Agreement"). The Bella Rosa Agreement includes a provision that the owners of the BR Parcel shall enter into a purchase and sale agreement with the District for the BR Parcel on substantially the same terms and conditions as this described in this Section. The close of escrow of the BR Parcel shall be a condition of close of escrow under the PSA, unless such condition is waived by the District. Further, the School Site shall be subject to final approval by the California Department of Education ("CDE") and the District shall not be required to acquire the School Site if CDE determines the School Site is unacceptable. If CDE does not approve the School Site, Owners shall use their reasonable good faith efforts to assist the District in finding a different location for the School Site within the Specific Plan, including coordination of such efforts with other landowners and the City. The purchase price for

the School Site shall be the fair market value of the School Site based upon an appraisal process to be agreed upon between the Parties. The Parties will negotiate in good faith the allocation of the purchase price for the School Site between the LD Parcel and the BR Parcel. The Parties agree that the purchase price for the School Site shall be satisfied by the District provided dollar for dollar credits against Residential School Fees owed by the Project, and the terms of the PSA shall reflect this agreement. For the limited purpose of Residential Fee credits accrued against the purchase price of the School Site, such credits may be transferable to other properties within the Specific Plan.

ARTICLE IV
MISCELLANEOUS PROVISIONS

Section 4.1 Agreement Runs With Land. This Agreement is created for the benefit of Owners and the Project. Subject to the limitations set forth herein, the covenants of this Agreement shall run with the land constituting the Project. Owners agree for the benefit of District that the Project, as described in Exhibit B hereto, shall be held, transferred, and encumbered subject to the provisions of this Agreement which are for the use and benefit of the District, the Owners, the Project and of each and every person who now or in the future owns any portion or portions of the Project. Either Party to this Agreement may cause this Agreement to be recorded with the Recorder's Office of Placer County, and shall reasonably cooperate to prepare or provide any further documents and signatures necessary for the recording of the terms of this Agreement.

Section 4.2 Disputes. If a dispute arises relating to the interpretation of, enforcement of, or compliance with the terms of this Agreement, the Parties shall first attempt to resolve such dispute through informal discussions or other alternative means. Any Party may convene such discussions by written notice, and shall reasonably accommodate the other Party with respect to scheduling any such discussion. If the dispute is not resolved in this manner within thirty (30) days of such written notice, it shall be referred to mediation upon the request of either Party for a period not to exceed an additional thirty (30) days. This dispute resolution process shall be undertaken in good faith and exhausted prior to judicial review. However, compliance with this process does not waive any Party's obligation to comply with, or right to assert as a defense, any applicable statutes of limitation. The Parties may agree in writing to toll any applicable statutes of limitation for such period as may reasonably be necessary to complete the dispute resolution process outlined in this section.

Section 4.3 Successors and Assignees. All terms and conditions of this Agreement shall be binding upon all successors-in-interest, including without limitation purchasers of all or any part of the Project. In the event that Owners transfer title to all or a portion of the Project, then such successor or assign shall be required to fulfill Owners' obligations under this Agreement for that certain portion of the transferred Project. Owners shall be released from the obligations under this Agreement which apply to the transferred portion of the Project. For that portion of the Project that is not transferred, Owners' obligations under this Agreement shall remain in full force and effect. Prior to any such transfer or assignment, Owners shall also notify the District in writing of the

8.1.16

name of the successor or assign and all appropriate contact information for the District's records.

Section 4.4 Headings. The headings of this Agreement are for convenience purposes only and shall not limit or define the meaning of the provisions of this Agreement.

Section 4.5 Governing Law and Venue. This Agreement shall be construed in accordance with, and governed by, the laws of the State of California applicable to contracts to be performed wholly within this State. Any dispute arising from the terms and conditions of this Agreement shall be heard by a court of competent jurisdiction located within Placer County.

Section 4.6 Attorneys' Fees and Costs. In the event of any legal proceeding or alternative dispute resolution proceeding, including any lawsuit, action, or proceeding in law or equity, arising out of or relating to this Agreement, the prevailing Party shall be entitled to recover its reasonable attorneys' fees and costs arising from the proceeding, including expert witness fees, not to exceed the total attorneys' fees and costs incurred by the Party incurring fewer fees. The prevailing Party on any appeal shall also be entitled to recover its reasonable attorneys' fees and costs arising out of any such appeal, not to exceed the total attorneys' fees and costs incurred by the Party incurring fewer fees. In addition to the foregoing attorneys' fees and costs, the prevailing Party shall be entitled to its attorneys' fees and costs incurred in any post-judgment proceedings to collect or enforce the judgment. This provision is separate and several and shall survive the merger of this Agreement into any judgment on this Agreement.

Section 4.7 Construction. The singular includes the plural, "shall" is mandatory, and "may" is permissive. The Parties acknowledge and agree the each of the Parties and each of the Parties' attorneys have participated fully in the negotiation and drafting of this Agreement. In cases of uncertainty as to the meaning, intent or interpretation of any provision of this Agreement, the Agreement shall be construed without regard to which of the Parties caused, or may have caused, the uncertainty to exist. No presumption shall arise from the fact that particular provisions were or may have been drafted by a specific Party, and prior versions or drafts of this Agreement may be used to interpret the meaning or intent of this Agreement or any provision thereof.

Section 4.8 Notices. Any notice to be given hereunder to either Party shall be in writing and shall be given either by personal delivery (including express or courier service), by receipt-confirmed facsimile, or by registered or certified mail, with return receipt requested and postage prepaid (excluding electronic messaging) and addressed as follows:

To District:

Western Placer Unified School District
ATTN: SUPERINTENDENT
600 Sixth Street, Suite 600
Lincoln, CA 95648
Fax: 916-645-6582

With a copy to Legal Counsel:
Megan E. Macy
LOZANO SMITH
1 Capitol Mall, Suite 640
Sacramento, CA 95814

To Owners:

Elizabeth Layn
954 Hawthorne Drive.
Walnut Creek, CA 94596

Jeannette Duff
1415 Millertown Road
Auburn, CA 95603

With a copy to Legal Counsel:
Richard Feld
CORFIELD FELD LLP
30320 Rancho Viejo Road, Suite 101
San Juan Capistrano, CA 92675
Phone: 949-218-7812

Section 4.9 No Joint Venture. The relationship of the Parties to this Agreement is determined solely by the provisions of this Agreement. This Agreement does not create and shall not be construed to create any agency, partnership, joint venture, trust or other relationship with duties or incidents different from those of parties to an arm's-length contract.

Section 4.10 No Further Assurances. Nothing in this Agreement, whether express or implied, is intended to or shall do any of the following: (a) confer any benefits, rights or remedies under or by reason of this Agreement on any persons or entities other than the express Parties to this Agreement; (b) relieve or discharge the obligation or liability of any person not an express party to this Agreement; or (c) give any person not an express party to this Agreement any right of subrogation or action against any Party to this Agreement.

8.1.8

Section 4.11 Time is of the Essence. Time is of the essence in the performance of each Party's respective obligations under this Agreement.

Section 4.12 Amendments and Waivers. No amendment of, supplement to, or waiver of any obligations under this Agreement shall be enforceable or admissible unless set forth in writing signed by the Party against which enforcement or admission is sought. No delay or failure to require performance of any provision of this Agreement shall constitute a waiver of that provision as to that or any other instance. Any waiver granted shall apply solely to the specific instance expressly stated in a writing signed by the Parties.

Section 4.13 Entire Agreement. This Agreement sets forth the entire understanding of the Parties relating to the transactions it contemplates, and supersedes all prior understandings relating to them, whether written or oral. There are no obligations, commitments, representations, or warranties relating to them except those expressly set forth in this Agreement.

Section 4.14 Severability. If any provision of this Agreement is held invalid, void or unenforceable by a court of competent jurisdiction, but the remainder of the Agreement can be enforced without failure of material consideration to any Party, then this Agreement shall not be affected and it shall remain in full force and effect, unless amended or modified by mutual consent of the Parties.

Section 4.15 Execution in Counterparts. This Agreement may be executed in multiple counterparts, each of which shall be deemed an original, and counterpart signature pages may be assembled to form a single document which shall be deemed an original document. Consolidated signature pages shall be compiled by District and forwarded to Owners to constitute the Owners' executed copy of the Agreement.

Section 4.16 Signatures. By signing below, each of the signatories represents and warrants that he or she has been duly authorized to execute this Agreement on behalf of the Party on whose behalf he or she is signing.

Section 4.17 Eminent Domain. Nothing in the Agreement shall prevent the District from exercising its rights of eminent domain pursuant to law.

Section 4.18 Represented by Counsel. Each Party hereto acknowledges that it has been represented by legal counsel, or had the opportunity to obtain legal counsel and consciously chose not to obtain it, in the negotiation, drafting, and execution of this Agreement.

[Signatures on Following Page]

IN WITNESS WHEREOF, this Agreement has been entered into by and between the District and Owners as of the last date set forth below.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

By: _____

Name: _____

Its: Superintendent

Date: _____, 2013

Elizabeth Layn

By: _____

Date: _____, 2013

Jeannette Duff

By: _____

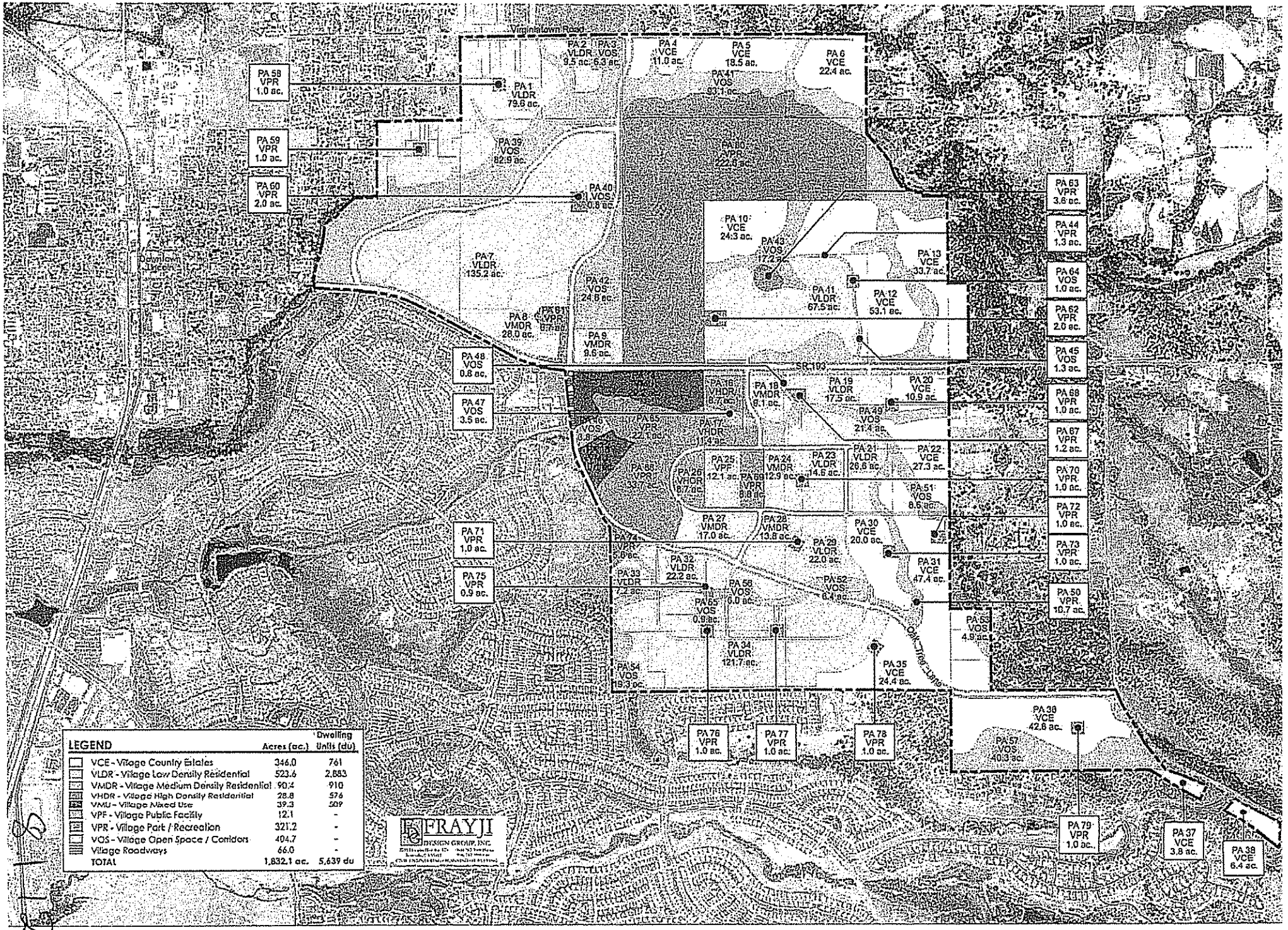
Date: _____, 2013

8.1.10

EXHIBIT A

Map of Specific Plan

8.1.11

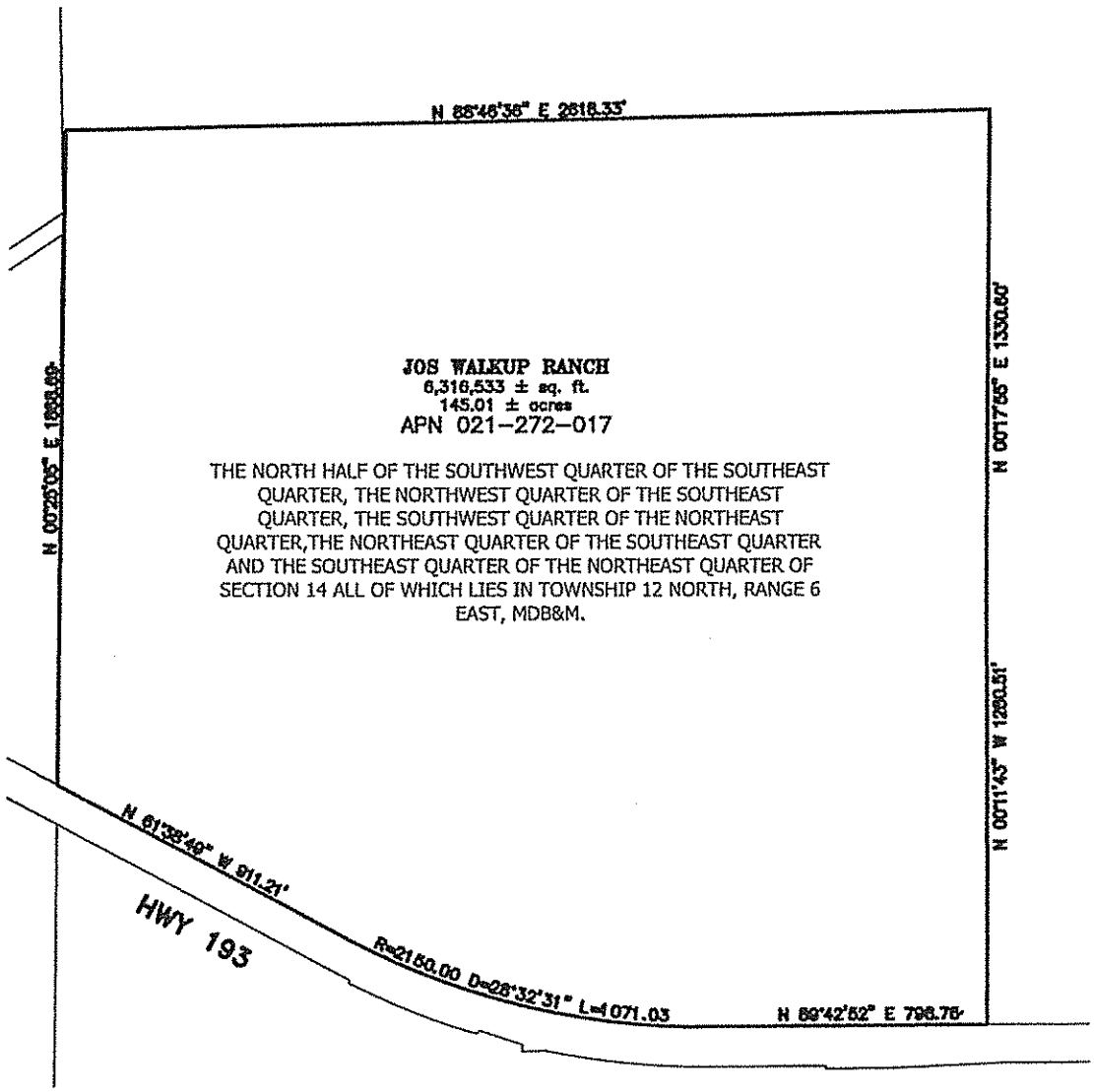


LEGEND	Acres (ac.)	Dwelling Units (du)
VCE - Village Country Estates	346.0	761
VLDR - Village Low Density Residential	523.6	2,883
VMDR - Village Medium Density Residential	90.4	910
VHDR - Village High Density Residential	28.8	576
VMU - Village Mixed Use	39.3	509
VPF - Village Public Facility	12.1	-
VPR - Village Park / Recreation	321.2	-
VOS - Village Open Space / Corridors	404.7	-
Village Roadways	66.0	-
TOTAL	1,832.1 ac.	5,639 du

EXHIBIT B

Project Description

8.1.13



JOS WALKUP RANCH
6,316,533 ± sq. ft.
145.01 ± acres
APN 021–272–017

THE NORTH HALF OF THE SOUTHWEST QUARTER OF THE SOUTHEAST QUARTER, THE NORTHWEST QUARTER OF THE SOUTHEAST QUARTER, THE SOUTHWEST QUARTER OF THE NORTHEAST QUARTER,THE NORTHEAST QUARTER OF THE SOUTHEAST QUARTER AND THE SOUTHEAST QUARTER OF THE NORTHEAST QUARTER OF SECTION 14 ALL OF WHICH LIES IN TOWNSHIP 12 NORTH, RANGE 6 EAST, MDB&M.

LICENSED LAND SURVEYOR
CHRISTOPHER D. JOHNSON
L.S. 7576
Exp. 12-31-2015
STATE OF CALIFORNIA

Not to Scale

FRAYJI DESIGN GROUP, INC.
2235 Douglas Blvd. Ste. 520 (916) 782-3000 Phone
Roseville, CA 95661 (916) 782-3955 Fax
CIVIL ENGINEERING PLANNING SURVEYING

JOS WALKUP RANCH
EXHIBIT
County of Placer California

Date: 11/13/13
17000
By: cj
Page 1 Of 1

S:\17000–Village 1\2–Mapping\Exhibits\School Exhibits\Jos School Legal.dwg, 11/13/13 10:40:48am, Cjohnson Layout2

8.1.14

WESTERN PLACER UNIFIED SCHOOL DISTRICT
SCHOOL FACILITIES AGREEMENT

PREAMBLE

THIS SCHOOL FACILITIES AGREEMENT ("**Agreement**") shall be effective as of November 19, 2013 ("**Effective Date**"), and is entered into by and between WESTERN PLACER UNIFIED SCHOOL DISTRICT, a public school district in the State of California ("**District**"), on the one hand, and BELLA ROSA, LLC ("**Owner**"), on the other. For purposes of this Agreement, the term "**Party**" shall refer to either the District or the Owner, and the term "**Parties**" shall refer to the District and Owner collectively.

RECITALS

A. WHEREAS, the Owner and others have proposed the Village I Specific Plan ("**Specific Plan**"), the land use diagram for which is attached hereto as **Exhibit A** and made a part hereof. The Specific Plan affects approximately 1,832 acres of land located in Placer County, near the City of Lincoln ("**City**") within the boundaries of the District. As shown on **Exhibit A**, the proposed Specific Plan provides for single-family residential units, multi-family residential units, non-residential uses including commercial, office and business park development, various public and quasi public facilities, school facilities, parks and open space, and a circulation system.

B. WHEREAS, the Specific Plan provides for the maximum allowable density and intensity of 5,639 residential units. Since the numbers are an absolute limit on dwelling units at buildout, it is not likely that all residential areas will be built out to the maximum allowed intensity within individual residential categories.

C. WHEREAS, Owner's portion of the Specific Plan includes approximately 164 residential units, as particularly described in **Exhibit B** ("**Project**").

D. WHEREAS, the Parties acknowledge that students generated by the Project may result in significant impacts on the District's facilities and infrastructure and may require construction of permanent elementary, middle and high school facilities, acquisition of school sites for the permanent facilities, and furnishings, fixtures, equipment, technology and busses required to accommodate students generated by the Project, and may require interim elementary, middle and high school facilities to house students during construction of permanent school facilities (such permanent and interim facilities collectively being called the "**School Facilities**").

E. WHEREAS, the Owner agrees to timely fund a portion of the cost of the School Facilities in order to assist in providing adequate facilities for K-12 students generated by the Project as more particularly set forth in this Agreement.

F. WHEREAS, the District and the Owner have entered into this Agreement freely and voluntarily and acknowledge that at the time of the Effective Date, the California State Legislature has enacted as part of Senate Bill 50 ("**SB 50**") in

8.1.15

Government Code sections 65995, *et seq.*, which became fully effective in November 1998, certain modifications to the law concerning payment of school impact fees by homebuilders. The District and Owner mutually acknowledge, agree and find that this Agreement sets forth the responsibility of the Owner to mitigate impacts intended to be mitigated by any "State Mandated Fee" (as hereinafter defined), and the California Environmental Quality Act. The Owner and District further acknowledge and agree that this Agreement is not subject to legal challenge as an alleged violation of any terms of SB 50 or any other applicable law concerning the payment of school impact fees by homebuilders.

NOW, THEREFORE, in consideration of the premises set forth above, the mutual covenants and obligations of the parties set forth herein, District and the Owner hereby agree as follows:

AGREEMENT

ARTICLE I
DEFINITIONS

Section 1 Definitions. In addition to the terms defined elsewhere in this Agreement, as used in this Agreement, the following terms shall have the meaning set forth below:

Section 1.1 "Certificate of Compliance." "**Certificate of Compliance**" shall mean a certificate issued by District for the purpose of the Owner obtaining a building permit from the City, or if the area does not incorporate, from the County of Placer ("**County**"), acknowledging that the Owner has complied with all requirements of this Agreement with respect to the issuance of a building permit for any Residential Unit located within the Project.

Section 1.2 "Residential Unit." "**Residential Unit**" shall mean a residential dwelling, as that term is used and interpreted in Chapter 4.7 (school facilities) of the State Government Code, and shall include single-family and multi-family (apartment) units.

Section 1.3 "School Facility Program" "**School Facility Program**" shall mean the State program providing State Funds in the form of per pupil grants, with supplemental grants for site development, site acquisition, and other project specific costs when warranted, as contemplated by School Fee Legislation.

Section 1.4 "School Fee Legislation." "**School Fee Legislation**" shall mean sections 65995 through 65996, inclusive, of the Government Code of the State of California and Section 17620, *et seq.*, of the Education Code of the State of California (including any amendments thereto), and any related or successor statutes thereto.

Section 1.5 "State." "**State**" shall mean the State of California.

8.1.16

Section 1.6 "State Funds." **"State Funds"** shall mean the total funds allocated and paid to District by the State specifically intended for the acquisition, construction, furnishing and/or equipping of School Facilities.

Section 1.7 "State Law." **"State Law"** shall mean the applicable laws and/or administrative regulations of the State of California and its agencies.

Section 1.8 "State Mandated Fee." **"State Mandated Fee"** shall mean the statutorily mandated fee for School Facilities pursuant to the School Fee Legislation.

ARTICLE II
FEES AND PAYMENT CONDITIONS

Section 2.1 Residential School Fee. Prior to and as a condition of obtaining Certificate of Compliance and a building permit for any Residential Unit, Owner shall pay for each Residential Unit the following **"Residential School Fee"**, which shall be adjusted by an Inflation Factor in a manner set forth in Section 2.2 of this Agreement:

(a) For each Residential Unit that is 1 square foot to 1199 square feet, Owner shall pay the District a Residential School Fee equal to Six Dollars Twenty-Five Cents ($6.25) multiplied by the square footage of the Residential Unit. (For example, for a 1000 square foot Residential Unit Owner will pay $6,250 = $6.25 x 1,000.)

(b) For each Residential Unit that is 1200 square feet to 1360 square feet, Owner shall pay a Residential School Fee equal to Seven Thousand Five Hundred Dollars ($7,500.00).

(c) For each Residential Unit that is 1361 square feet to 2700 square feet, Owner shall pay a Residential School Fee equal to Five Dollars Fifty-Five Cents ($5.55) multiplied by the square footage of the Residential Unit. (For example, for a 1,500 square foot Residential Unit Owner will pay $8,325.00 = $5.55 x 1500.)

(d) For each Residential Unit that is 2701 square feet to 4000 square feet, Owner shall pay a Residential School Fee equal to Fourteen Thousand Nine Hundred Eight Five Dollars ($14,985.00).

(e) For each Residential Unit that is 4001 square feet or more, Owner shall pay a Residential School Fee equal to Sixteen Thousand Four Hundred Eighty-Five Dollars ($16,485.00).

(f) For each multi-family (apartment) Residential Unit, Owner shall pay a Residential School Fee equal to rate as described in (a) through (e) above, on a "per door" or "per apartment" basis. Owner shall not be required to pay a Residential School Fee on common areas of multi-family (apartment) units such as stairwells and common hallways. (By way of example, if an 1100 square foot apartment complex has two apartments of

8.1.17

500 square feet each, plus a common hallway of 100 square feet, the Residential School Fees are calculated as Apartment #1 (500 square feet x $6.25) + Apartment #2 (500 square feet x $6.25) + Hallway (100 x 0)) = $6,250.)

The Residential School Fee shall be paid by Owner in lieu of the State Mandated Fee. If Owner fails to pay the Residential School Fee, the District may withhold a Certificate of Compliance for the Residential Unit and the Owner may not construct the Residential Unit.

Section 2.2 Inflation Factor.

(a) Adjustment and Index. The Residential School Fee shall be adjusted annually on January 1st, based upon the inflation factor applied by the State to the per pupil grant amount pursuant to Education Code Section 17072.10 ("statewide cost index for class B construction as determined by the board"), rounded to the nearest cent ("Inflation Factor"). (By way of example only, if the applicable Residential School Fee was $5.55 per square foot, and the index prescribed an Inflation Factor during the first year of 1%, the fee would increase by six cents ($.06) (1% over the prior year ($.055), rounded to the nearest cent) from $5.55 to $5.61.) In the event there is a change in the State Facility Program such that the State no longer allocates per-pupil grants, the Parties shall apply the Marshall & Swift Eight California Cities Class B Construction Index to determine the Inflation Factor.

(b) Cap. The Inflation Factor for any one year shall not be greater than six percent (6%) over the Residential School Fee for the prior year.

Section 2.3 Exceptions During Initial Project Build Out.

(a) The Residential School Fee shall freeze at the amounts set forth in Section 2.1, meaning that it shall not be subject to the Inflation Factor, from January 1, 2014, through December 31, 2016.

(b) On January 1, 2017, and for the subsequent years 2018 and 2019, the Inflation Factor shall not be greater than three percent (3%) per year (if the inflation factor in a given year is less than 3%, the lesser value will be applied).

(c) On January 1, 2020, the Residential School Fee shall be the value of the Residential School Fee as if the Inflation Factor had been applied, at the full value set forth in Section 2.2, over the previous six years. (By way of example only, if the applicable Residential School Fee is $5.55 per square foot in 2014, and the index prescribed an Inflation Factor during the first year of 1%, the fee would increase by six cents ($.06) (1% over the prior year ($.055), rounded to the nearest cent) from $5.55 to $5.61. In 2015, if the index prescribes and Inflation Factor of 1%, it would be applied to the then-current Residential School Fee of $5.61, resulting in an increase of ($.06) (1% over the prior year ($.056), rounded to the nearest cent) from $5.61 to $5.67. The same process would be applied for 2016, 2017, 2018 and 2019.)

8.1.18

Section 2.4 Prepayment Option. Owner may prepay the Residential School Fee for any number of Residential Units at any time and at the rate in effect at the time of prepayment, even if building permits for such Residential Units will not be immediately obtained. If prepayment is made, an accounting will be completed when building permits are obtained to reconcile the number of Residential Units, square footage thereof, and appropriate Residential School Fees. After the accounting, the Owner will pay any deficiency in the pre-paid Residential School Fees at the then-current rate of the Residential School Fee. For any overpayment, the District shall provide a credit to the Owner, which can be applied to Residential School Fees to be paid on future Residential Units within the Project. In no event shall Owner be entitled to a refund for any prepayment of the Residential School Fees if Owner do not construct Residential Units for which they have prepaid. Further, the credit for Residential School Fees paid will run with each individual Residential Unit. As such, Owner may not bank, sell or trade credits accrued as a result of prepayment for application toward a different Residential Unit outside the Project. Further, any change in the allocation of pre-paid Residential School Fees from Residential Unit to Residential Unit within the Project shall require the written consent of the District, which shall not be unreasonably withheld.

Section 2.5 Commercial, Office and/or Industrial Unit Fee. Owner shall also pay in cash a commercial, office and/or industrial unit fee ("Commercial School Impact Fee") to District in accordance with Education Code sections 17620, *et seq.*, and Government Code sections 65995, *et seq.* Owner shall pay the Commercial School Impact Fee for each commercial, office, and/or industrial unit constructed on the Property, multiplied by the total square footage of each unit's "chargeable covered and enclosed space," as such term is defined in Government Code section 65995(b)(2).

ARTICLE III
SCHOOL SITE

Section 3.1 Reservation of School Site. Owner and District acknowledge that the approved amended Specific Plan has identified a school site of at least eight (8) acres ("School Site") primarily located within the Specific Plan to the south of the Project ("LD Parcel"), but with a portion also located on the Project ("BR Parcel"). Prior to entering into a Development Agreement with the City, Owner shall enter into a purchase and sale agreement ("PSA") with the District for the BR Parcel. Concurrently with this Agreement, the District is entering into a separate school facilities agreement with owners of the LD Parcel ("Layn & Duff Agreement"). The Layn & Duff Agreement includes a provision that the owners of the LD Parcel shall enter into a purchase and sale agreement with the District for the LD Parcel on substantially the same terms and conditions as this described in this Section. The close of escrow of the LD Parcel shall be a condition of close of escrow under the PSA, unless such condition is waived by the District. Further, the School Site shall be subject to final approval by the California Department of Education ("CDE") and the District shall not be required to acquire the School Site if CDE determines the School Site is unacceptable. If CDE does not approve the School Site, Owner shall use its reasonable good faith efforts to assist the District in finding a different location for the School Site within the Specific Plan, including coordination of such efforts with other landowners and the City. The purchase price for

8.1.19

the School Site shall be the fair market value of the School Site based upon an appraisal process to be agreed upon between the Parties. The Parties will negotiate in good faith the allocation of the purchase price for the School Site between the LD Parcel and the BR Parcel. The Parties agree that the purchase price for the School Site shall be satisfied by the District provided dollar for dollar credits against Residential School Fees owed by the Project, and the terms of the PSA shall reflect this agreement. For the limited purpose of Residential Fee credits accrued against the purchase price of the School Site, such credits may be transferable to other properties within the Specific Plan.

ARTICLE IV
MISCELLANEOUS PROVISIONS

Section 4.1 Agreement Runs With Land. This Agreement is created for the benefit of Owner and the Project. Subject to the limitations set forth herein, the covenants of this Agreement shall run with the land constituting the Project. Owner agrees for the benefit of District that the Project, as described in Exhibit B hereto, shall be held, transferred, and encumbered subject to the provisions of this Agreement which are for the use and benefit of the District, the Owner, the Project and of each and every person who now or in the future owns any portion or portions of the Project. Either Party to this Agreement may cause this Agreement to be recorded with the Recorder's Office of Placer County, and shall reasonably cooperate to prepare or provide any further documents and signatures necessary for the recording of the terms of this Agreement.

Section 4.2 Disputes. If a dispute arises relating to the interpretation of, enforcement of, or compliance with the terms of this Agreement, the Parties shall first attempt to resolve such dispute through informal discussions or other alternative means. Any Party may convene such discussions by written notice, and shall reasonably accommodate the other Party with respect to scheduling any such discussion. If the dispute is not resolved in this manner within thirty (30) days of such written notice, it shall be referred to mediation upon the request of either Party for a period not to exceed an additional thirty (30) days. This dispute resolution process shall be undertaken in good faith and exhausted prior to judicial review. However, compliance with this process does not waive any Party's obligation to comply with, or right to assert as a defense, any applicable statutes of limitation. The Parties may agree in writing to toll any applicable statutes of limitation for such period as may reasonably be necessary to complete the dispute resolution process outlined in this section.

Section 4.3 Successors and Assignees. All terms and conditions of this Agreement shall be binding upon all successors-in-interest, including without limitation purchasers of all or any part of the Project. In the event that Owner transfers title to all or a portion of the Project, then such successor or assign shall be required to fulfill Owner's obligations under this Agreement for that certain portion of the transferred Project. Owner shall be released from the obligations under this Agreement which apply to the transferred portion of the Project. For that portion of the Project that is not transferred, Owner's obligations under this Agreement shall remain in full force and effect. Prior to any such transfer or assignment, Owner shall also notify the District in writing of the

8.1.20

name of the successor or assign and all appropriate contact information for the District's records.

Section 4.4 Headings. The headings of this Agreement are for convenience purposes only and shall not limit or define the meaning of the provisions of this Agreement.

Section 4.5 Governing Law and Venue. This Agreement shall be construed in accordance with, and governed by, the laws of the State of California applicable to contracts to be performed wholly within this State. Any dispute arising from the terms and conditions of this Agreement shall be heard by a court of competent jurisdiction located within Placer County.

Section 4.6 Attorneys' Fees and Costs. In the event of any legal proceeding or alternative dispute resolution proceeding, including any lawsuit, action, or proceeding in law or equity, arising out of or relating to this Agreement, the prevailing Party shall be entitled to recover its reasonable attorneys' fees and costs arising from the proceeding, including expert witness fees, not to exceed the total attorneys' fees and costs incurred by the Party incurring fewer fees. The prevailing Party on any appeal shall also be entitled to recover its reasonable attorneys' fees and costs arising out of any such appeal, not to exceed the total attorneys' fees and costs incurred by the Party incurring fewer fees. In addition to the foregoing attorneys' fees and costs, the prevailing Party shall be entitled to its attorneys' fees and costs incurred in any post-judgment proceedings to collect or enforce the judgment. This provision is separate and several and shall survive the merger of this Agreement into any judgment on this Agreement.

Section 4.7 Construction. The singular includes the plural, "shall" is mandatory, and "may" is permissive. The Parties acknowledge and agree the each of the Parties and each of the Parties' attorneys have participated fully in the negotiation and drafting of this Agreement. In cases of uncertainty as to the meaning, intent or interpretation of any provision of this Agreement, the Agreement shall be construed without regard to which of the Parties caused, or may have caused, the uncertainty to exist. No presumption shall arise from the fact that particular provisions were or may have been drafted by a specific Party, and prior versions or drafts of this Agreement may be used to interpret the meaning or intent of this Agreement or any provision thereof.

Section 4.8 Notices. Any notice to be given hereunder to either Party shall be in writing and shall be given either by personal delivery (including express or courier service), by receipt-confirmed facsimile, or by registered or certified mail, with return receipt requested and postage prepaid (excluding electronic messaging) and addressed as follows:

8.1.21

To District:

Western Placer Unified School District
ATTN: SUPERINTENDENT
600 Sixth Street, Suite 600
Lincoln, CA 95648
Fax: 916-645-6582

With a copy to Legal Counsel:
Megan E. Macy
LOZANO SMITH
1 Capitol Mall, Suite 640
Sacramento, CA 95814

To Owner:

Bella Rosa, LLC

Pete Digiordano
1478 Sky Harbor Drive
Olivehurst, CA 95961

John Peck
3650 Cincinnati Ave.
Rocklin, CA 95765

Section 4.9 No Joint Venture. The relationship of the Parties to this Agreement is determined solely by the provisions of this Agreement. This Agreement does not create and shall not be construed to create any agency, partnership, joint venture, trust or other relationship with duties or incidents different from those of parties to an arm's-length contract.

Section 4.10 No Further Assurances. Nothing in this Agreement, whether express or implied, is intended to or shall do any of the following: (a) confer any benefits, rights or remedies under or by reason of this Agreement on any persons or entities other than the express Parties to this Agreement; (b) relieve or discharge the obligation or liability of any person not an express party to this Agreement; or (c) give any person not an express party to this Agreement any right of subrogation or action against any Party to this Agreement.

Section 4.11 Time is of the Essence. Time is of the essence in the performance of each Party's respective obligations under this Agreement.

Section 4.12 Amendments and Waivers. No amendment of, supplement to, or waiver of any obligations under this Agreement shall be enforceable or admissible unless set forth in writing signed by the Party against which enforcement or admission is sought.

8.1.22

No delay or failure to require performance of any provision of this Agreement shall constitute a waiver of that provision as to that or any other instance. Any waiver granted shall apply solely to the specific instance expressly stated in a writing signed by the Parties.

Section 4.13 Entire Agreement. This Agreement sets forth the entire understanding of the Parties relating to the transactions it contemplates, and supersedes all prior understandings relating to them, whether written or oral. There are no obligations, commitments, representations, or warranties relating to them except those expressly set forth in this Agreement.

Section 4.14 Severability. If any provision of this Agreement is held invalid, void or unenforceable by a court of competent jurisdiction, but the remainder of the Agreement can be enforced without failure of material consideration to any Party, then this Agreement shall not be affected and it shall remain in full force and effect, unless amended or modified by mutual consent of the Parties.

Section 4.15 Execution in Counterparts. This Agreement may be executed in multiple counterparts, each of which shall be deemed an original, and counterpart signature pages may be assembled to form a single document which shall be deemed an original document. Consolidated signature pages shall be compiled by District and forwarded to Owner to constitute the Owner's executed copy of the Agreement.

Section 4.16 Signatures. By signing below, each of the signatories represents and warrants that he or she has been duly authorized to execute this Agreement on behalf of the Party on whose behalf he or she is signing.

Section 4.17 Eminent Domain. Nothing in the Agreement shall prevent the District from exercising its rights of eminent domain pursuant to law.

Section 4.18 Represented by Counsel. Each Party hereto acknowledges that it has been represented by legal counsel, or had the opportunity to obtain legal counsel and consciously chose not to obtain it, in the negotiation, drafting, and execution of this Agreement.

[Signatures on Following Page]

8.1.23

IN WITNESS WHEREOF, this Agreement has been entered into by and between the District and Owner as of the last date set forth below.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

By: _____

Name: _____

Its: Superintendent

Date: _____, 2013

BELLA ROSA, LLC

By: John H. Peck Jr

Name: John H. Peck Jr.

Its: Member

By: Pete D. Giordano

Name: PETE DI GIORDANO

Its: MEMBER

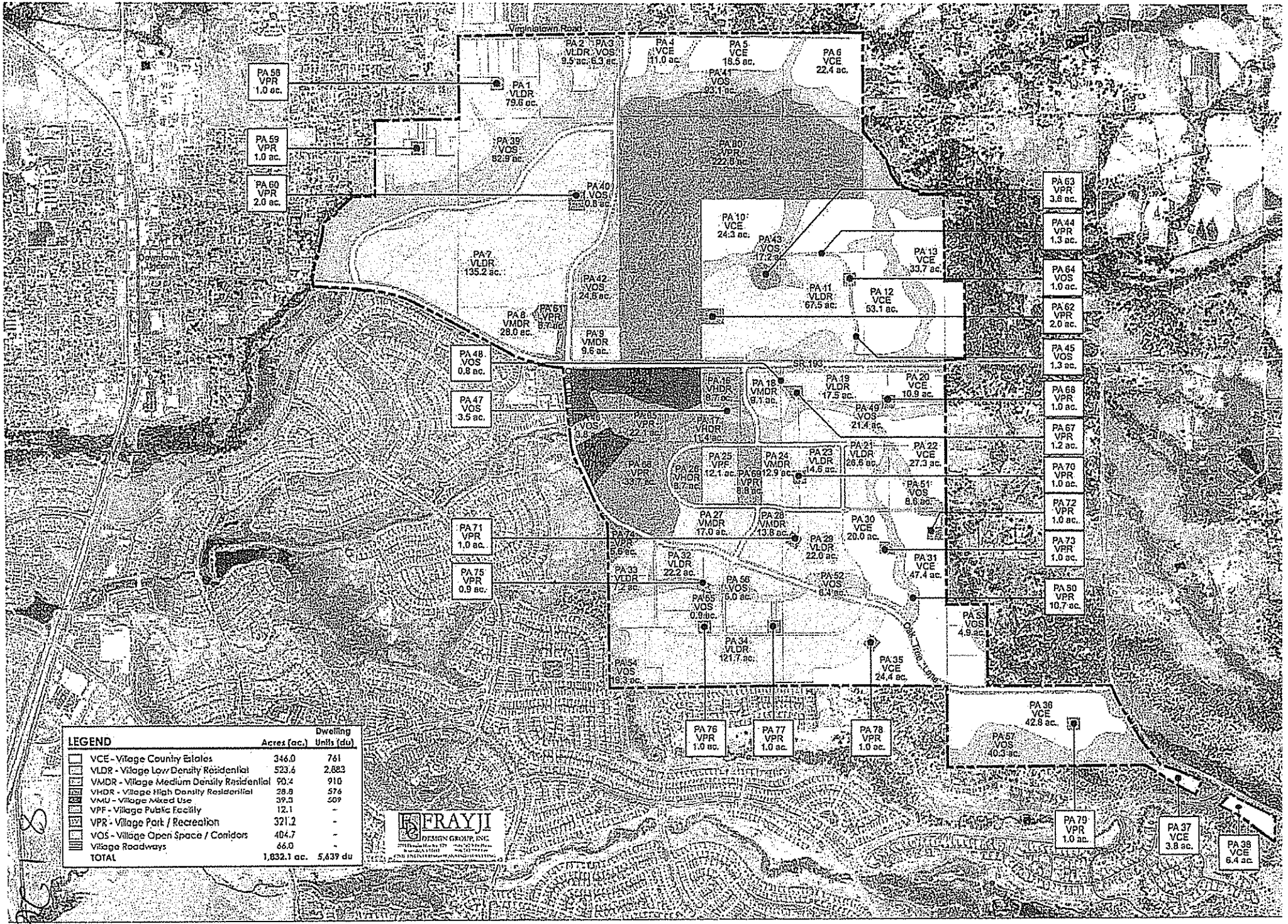
Date: 11-12-, 2013

8.1.24

EXHIBIT A

Map of Specific Plan

8.1.25

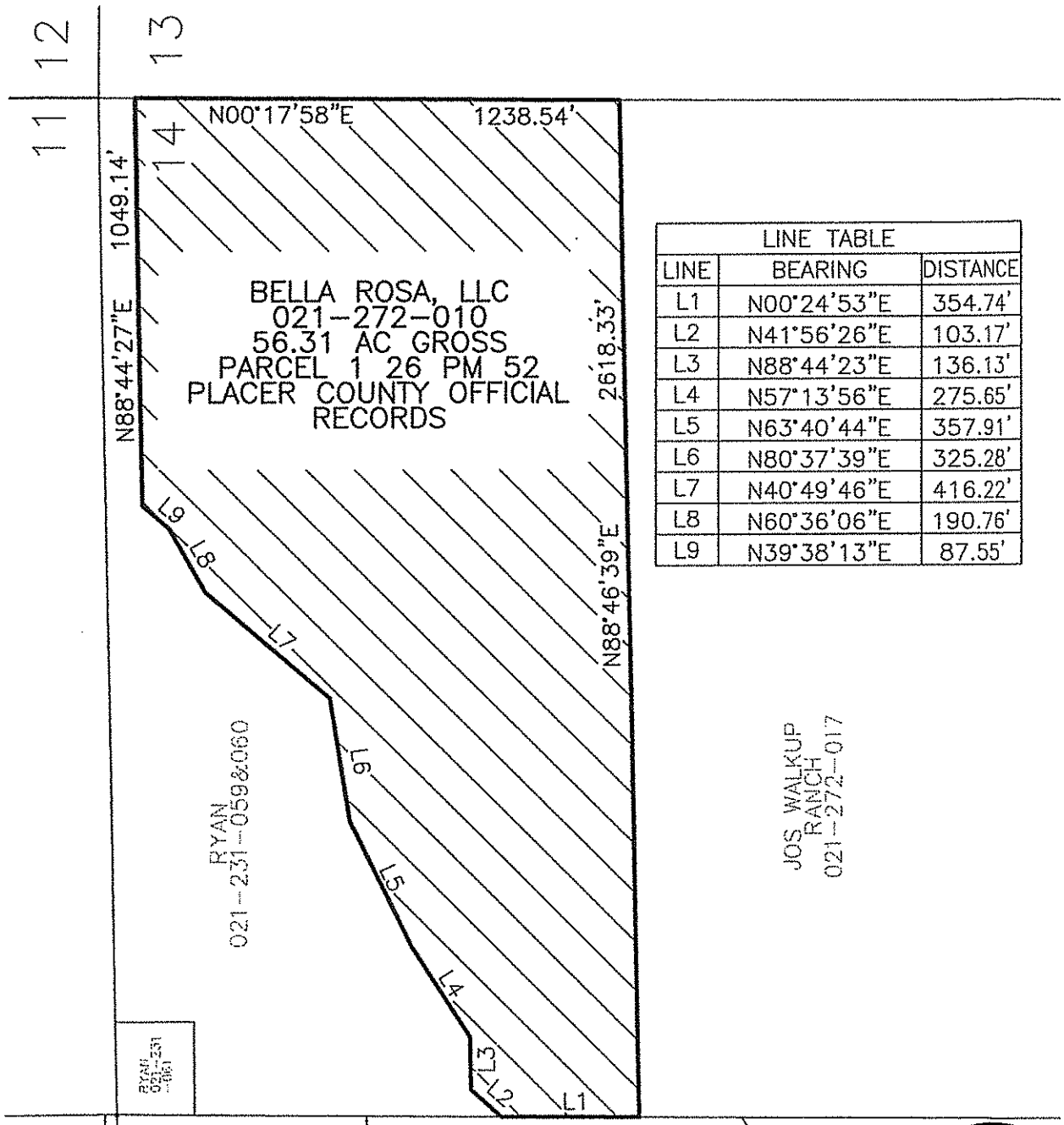


LEGEND	Acres (ac.)	Dwelling Units (du)
VCE - Village Country Estates	346.0	761
VLDR - Village Low Density Residential	523.6	2,882
VMDR - Village Medium Density Residential	90.4	910
VHDR - Village High Density Residential	28.8	576
VMU - Village Mixed Use	39.3	509
VPF - Village Public Facility	12.1	-
VPR - Village Park / Recreation	321.2	-
VOS - Village Open Space / Corridors	404.7	-
Village Roadways	66.0	-
TOTAL	1,832.1 ac.	5,639 du

EXHIBIT B

Project Description

8.1.27



LINE TABLE		
LINE	BEARING	DISTANCE
L1	N00°24'53"E	354.74'
L2	N41°56'26"E	103.17'
L3	N88°44'23"E	136.13'
L4	N57°13'56"E	275.65'
L5	N63°40'44"E	357.91'
L6	N80°37'39"E	325.28'
L7	N40°49'46"E	416.22'
L8	N60°36'06"E	190.76'
L9	N39°38'13"E	87.55'

1" = 400'

LICENSED LAND SURVEYOR
CHRISTOPHER D. JOHNSON
L.S. 7576
Exp. 12-31-2015
STATE OF CALIFORNIA

FRAYJI DESIGN GROUP, INC.
2235 Douglas Blvd, Ste 520 (916) 782-3000 Phone
Roseville, CA 95661 (916) 782-3955 Fax
CIVIL ENGINEERING · PLANNING · SURVEYING

EXHIBIT
021-272-010 BELLA ROSA, LLC
PLACER COUNTY UNIFIED SCHOOL DISTRICT AGREEMENT
County of Placer State of California

11-13-2013
17000
CDJ
Page 1 Of 1

S:\17000-Village 1\2-Mapping\Exhibits\School Exhibits\School agreement.dwg, 11/13/13 04:10:45pm, CJohnson Bella Rosa

8.1.28

WESTERN PLACER UNIFIED SCHOOL DISTRICT
SCHOOL FACILITIES AGREEMENT

PREAMBLE

THIS SCHOOL FACILITIES AGREEMENT ("**Agreement**") shall be effective as of November 19, 2013 ("**Effective Date**"), and is entered into by and between WESTERN PLACER UNIFIED SCHOOL DISTRICT, a public school district in the State of California ("**District**"), on the one hand, and SUNSET TARTESSO, LLC ("**Owner**"), on the other. For purposes of this Agreement, the term "**Party**" shall refer to either the District or the Owner, and the term "**Parties**" shall refer to the District and Owner collectively.

RECITALS

A. WHEREAS, the Owner and others have proposed the Village I Specific Plan ("**Specific Plan**"), the land use diagram for which is attached hereto as **Exhibit A** and made a part hereof. The Specific Plan affects approximately 1,832 acres of land located in Placer County, near the City of Lincoln ("**City**") within the boundaries of the District. As shown on **Exhibit A**, the proposed Specific Plan provides for single-family residential units, multi-family residential units, non-residential uses including commercial, office and business park development, various public and quasi public facilities, school facilities, parks and open space, and a circulation system.

B. WHEREAS, the Specific Plan provides for the maximum allowable density and intensity of 5,639 residential units. Since the numbers are an absolute limit on dwelling units at buildout, it is not likely that all residential areas will be built out to the maximum allowed intensity within individual residential categories.

C. WHEREAS, Owner's portion of the Specific Plan includes approximately 223 residential units, as particularly described in **Exhibit B** ("**Project**").

D. WHEREAS, the Parties acknowledge that students generated by the Project may result in significant impacts on the District's facilities and infrastructure and may require construction of permanent elementary, middle and high school facilities, acquisition of school sites for the permanent facilities, and furnishings, fixtures, equipment, technology and busses required to accommodate students generated by the Project, and may require interim elementary, middle and high school facilities to house students during construction of permanent school facilities (such permanent and interim facilities collectively being called the "**School Facilities**").

E. WHEREAS, the Owner agrees to timely fund a portion of the cost of the School Facilities in order to assist in providing adequate facilities for K-12 students generated by the Project as more particularly set forth in this Agreement.

F. WHEREAS, the District and the Owner have entered into this Agreement freely and voluntarily and acknowledge that at the time of the Effective Date, the California State Legislature has enacted as part of Senate Bill 50 ("**SB 50**") in

8.1-29

Government Code sections 65995, *et seq.*, which became fully effective in November 1998, certain modifications to the law concerning payment of school impact fees by homebuilders. The District and Owner mutually acknowledge, agree and find that this Agreement sets forth the responsibility of the Owner to mitigate impacts intended to be mitigated by any "State Mandated Fee" (as hereinafter defined), and the California Environmental Quality Act. The Owner and District further acknowledge and agree that this Agreement is not subject to legal challenge as an alleged violation of any terms of SB 50 or any other applicable law concerning the payment of school impact fees by homebuilders.

NOW, THEREFORE, in consideration of the premises set forth above, the mutual covenants and obligations of the parties set forth herein, District and the Owner hereby agree as follows:

AGREEMENT

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DEFINITIONS

Section 1 Definitions. In addition to the terms defined elsewhere in this Agreement, as used in this Agreement, the following terms shall have the meaning set forth below:

Section 1.1 "Certificate of Compliance." "**Certificate of Compliance**" shall mean a certificate issued by District for the purpose of the Owner obtaining a building permit from the City, or if the area does not incorporate, from the County of Placer ("**County**"), acknowledging that the Owner has complied with all requirements of this Agreement with respect to the issuance of a building permit for any Residential Unit located within the Project.

Section 1.2 "Residential Unit." "**Residential Unit**" shall mean a residential dwelling, as that term is used and interpreted in Chapter 4.7 (school facilities) of the State Government Code, and shall include single-family and multi-family (apartment) units.

Section 1.3 "School Facility Program" "**School Facility Program**" shall mean the State program providing State Funds in the form of per pupil grants, with supplemental grants for site development, site acquisition, and other project specific costs when warranted, as contemplated by School Fee Legislation.

Section 1.4 "School Fee Legislation." "**School Fee Legislation**" shall mean sections 65995 through 65996, inclusive, of the Government Code of the State of California and Section 17620, *et seq.*, of the Education Code of the State of California (including any amendments thereto), and any related or successor statutes thereto.

Section 1.5 "State." "**State**" shall mean the State of California.

8.1-30

Section 1.6 "State Funds." **"State Funds"** shall mean the total funds allocated and paid to District by the State specifically intended for the acquisition, construction, furnishing and/or equipping of School Facilities.

Section 1.7 "State Law." **"State Law"** shall mean the applicable laws and/or administrative regulations of the State of California and its agencies.

Section 1.8 "State Mandated Fee." **"State Mandated Fee"** shall mean the statutorily mandated fee for School Facilities pursuant to the School Fee Legislation.

ARTICLE II
FEES AND PAYMENT CONDITIONS

Section 2.1 Residential School Fee. Prior to and as a condition of obtaining Certificate of Compliance and a building permit for any Residential Unit, Owner shall pay for each Residential Unit the following **"Residential School Fee"**, which shall be adjusted by an Inflation Factor in a manner set forth in Section 2.2 of this Agreement:

(a) For each Residential Unit that is 1 square foot to 1199 square feet, Owner shall pay the District a Residential School Fee equal to Six Dollars Twenty-Five Cents ($6.25) multiplied by the square footage of the Residential Unit. (For example, for a 1000 square foot Residential Unit Owner will pay $6,250 = $6.25 x 1,000.)

(b) For each Residential Unit that is 1200 square feet to 1360 square feet, Owner shall pay a Residential School Fee equal to Seven Thousand Five Hundred Dollars ($7,500.00).

(c) For each Residential Unit that is 1361 square feet to 2700 square feet, Owner shall pay a Residential School Fee equal to Five Dollars Fifty-Five Cents ($5.55) multiplied by the square footage of the Residential Unit. (For example, for a 1,500 square foot Residential Unit Owner will pay $8,325.00 = $5.55 x 1500.)

(d) For each Residential Unit that is 2701 square feet to 4000 square feet, Owner shall pay a Residential School Fee equal to Fourteen Thousand Nine Hundred Eight Five Dollars ($14,985.00).

(e) For each Residential Unit that is 4001 square feet or more, Owner shall pay a Residential School Fee equal to Sixteen Thousand Four Hundred Eighty-Five Dollars ($16,485.00).

(f) For each multi-family (apartment) Residential Unit, Owner shall pay a Residential School Fee equal to rate as described in (a) through (e) above, on a "per door" or "per apartment" basis. Owner shall not be required to pay a Residential School Fee on common areas of multi-family (apartment) units such as stairwells and common hallways. (By way of example, if an 1100 square foot apartment complex has two apartments of

8.1.31

500 square feet each, plus a common hallway of 100 square feet, the Residential School Fees are calculated as Apartment #1 (500 square feet x $6.25) + Apartment #2 (500 square feet x $6.25) + Hallway (100 x 0)) = $6,250.)

The Residential School Fee shall be paid by Owner in lieu of the State Mandated Fee. If Owner fails to pay the Residential School Fee, the District may withhold a Certificate of Compliance for the Residential Unit and the Owner may not construct the Residential Unit.

Section 2.2 Inflation Factor.

(a) Adjustment and Index. The Residential School Fee shall be adjusted annually on January 1st, based upon the inflation factor applied by the State to the per pupil grant amount pursuant to Education Code Section 17072.10 ("statewide cost index for class B construction as determined by the board"), rounded to the nearest cent ("Inflation Factor"). (By way of example only, if the applicable Residential School Fee was $5.55 per square foot, and the index prescribed an Inflation Factor during the first year of 1%, the fee would increase by six cents ($.06) (1% over the prior year ($.055), rounded to the nearest cent) from $5.55 to $5.61.) In the event there is a change in the State Facility Program such that the State no longer allocates per-pupil grants, the Parties shall apply the Marshall & Swift Eight California Cities Class B Construction Index to determine the Inflation Factor.

(b) Cap. The Inflation Factor for any one year shall not be greater than six percent (6%) over the Residential School Fee for the prior year.

Section 2.3 Exceptions During Initial Project Build Out.

(a) The Residential School Fee shall freeze at the amounts set forth in Section 2.1, meaning that it shall not be subject to the Inflation Factor, from January 1, 2014, through December 31, 2016.

(b) On January 1, 2017, and for the subsequent years 2018 and 2019, the Inflation Factor shall not be greater than three percent (3%) per year (if the inflation factor in a given year is less than 3%, the lesser value will be applied).

(c) On January 1, 2020, the Residential School Fee shall be the value of the Residential School Fee as if the Inflation Factor had been applied, at the full value set forth in Section 2.2, over the previous six years. (By way of example only, if the applicable Residential School Fee is $5.55 per square foot in 2014, and the index prescribed an Inflation Factor during the first year of 1%, the fee would increase by six cents ($.06) (1% over the prior year ($.055), rounded to the nearest cent) from $5.55 to $5.61. In 2015, if the index prescribes and Inflation Factor of 1%, it would be applied to the then-current Residential School Fee of $5.61, resulting in an increase of ($.06) (1% over the prior year ($.056), rounded to the nearest cent) from $5.61 to $5.67. The same process would be applied for 2016, 2017, 2018 and 2019.)

8.1.32

Section 2.4 Prepayment Option. Owner may prepay the Residential School Fee for any number of Residential Units at any time and at the rate in effect at the time of prepayment, even if building permits for such Residential Units will not be immediately obtained. If prepayment is made, an accounting will be completed when building permits are obtained to reconcile the number of Residential Units, square footage thereof, and appropriate Residential School Fees. After the accounting, the Owner will pay any deficiency in the pre-paid Residential School Fees at the then-current rate of the Residential School Fee. For any overpayment, the District shall provide a credit to the Owner, which can be applied to Residential School Fees to be paid on future Residential Units within the Project. In no event shall Owner be entitled to a refund for any prepayment of the Residential School Fees if Owner do not construct Residential Units for which they have prepaid. Further, the credit for Residential School Fees paid will run with each individual Residential Unit. As such, Owner may not bank, sell or trade credits accrued as a result of prepayment for application toward a different Residential Unit outside the Project. Further, any change in the allocation of pre-paid Residential School Fees from Residential Unit to Residential Unit within the Project shall require the written consent of the District, which shall not be unreasonably withheld.

Section 2.5 Commercial, Office and/or Industrial Unit Fee. Owner shall also pay in cash a commercial, office and/or industrial unit fee ("Commercial School Impact Fee") to District in accordance with Education Code sections 17620, *et seq.*, and Government Code sections 65995, *et seq.* Owner shall pay the Commercial School Impact Fee for each commercial, office, and/or industrial unit constructed on the Property, multiplied by the total square footage of each unit's "chargeable covered and enclosed space," as such term is defined in Government Code section 65995(b)(2).

ARTICLE III
MISCELLANEOUS PROVISIONS

Section 3.1 Agreement Runs With Land. This Agreement is created for the benefit of Owner and the Project. Subject to the limitations set forth herein, the covenants of this Agreement shall run with the land constituting the Project. Owner agrees for the benefit of District that the Project, as described in Exhibit B hereto, shall be held, transferred, and encumbered subject to the provisions of this Agreement which are for the use and benefit of the District, the Owner, the Project and of each and every person who now or in the future owns any portion or portions of the Project. Either Party to this Agreement may cause this Agreement to be recorded with the Recorder's Office of Placer County, and shall reasonably cooperate to prepare or provide any further documents and signatures necessary for the recording of the terms of this Agreement.

Section 3.2 Disputes. If a dispute arises relating to the interpretation of, enforcement of, or compliance with the terms of this Agreement, the Parties shall first attempt to resolve such dispute through informal discussions or other alternative means. Any Party may convene such discussions by written notice, and shall reasonably accommodate the other Party with respect to scheduling any such discussion. If the dispute is not resolved in this manner within thirty (30) days of such written notice, it shall be referred to mediation upon the request of either Party for a period not to exceed

8.1.33

an additional thirty (30) days. This dispute resolution process shall be undertaken in good faith and exhausted prior to judicial review. However, compliance with this process does not waive any Party's obligation to comply with, or right to assert as a defense, any applicable statutes of limitation. The Parties may agree in writing to toll any applicable statutes of limitation for such period as may reasonably be necessary to complete the dispute resolution process outlined in this section.

Section 3.3 Successors and Assignees. All terms and conditions of this Agreement shall be binding upon all successors-in-interest, including without limitation purchasers of all or any part of the Project. In the event that Owner transfers title to all or a portion of the Project, then such successor or assign shall be required to fulfill Owner's obligations under this Agreement for that certain portion of the transferred Project. Owner shall be released from the obligations under this Agreement which apply to the transferred portion of the Project. For that portion of the Project that is not transferred, Owner's obligations under this Agreement shall remain in full force and effect. Prior to any such transfer or assignment, Owner shall also notify the District in writing of the name of the successor or assign and all appropriate contact information for the District's records.

Section 3.4 Headings. The headings of this Agreement are for convenience purposes only and shall not limit or define the meaning of the provisions of this Agreement.

Section 3.5 Governing Law and Venue. This Agreement shall be construed in accordance with, and governed by, the laws of the State of California applicable to contracts to be performed wholly within this State. Any dispute arising from the terms and conditions of this Agreement shall be heard by a court of competent jurisdiction located within Placer County.

Section 3.6 Attorneys' Fees and Costs. In the event of any legal proceeding or alternative dispute resolution proceeding, including any lawsuit, action, or proceeding in law or equity, arising out of or relating to this Agreement, the prevailing Party shall be entitled to recover its reasonable attorneys' fees and costs arising from the proceeding, including expert witness fees, not to exceed the total attorneys' fees and costs incurred by the Party incurring fewer fees. The prevailing Party on any appeal shall also be entitled to recover its reasonable attorneys' fees and costs arising out of any such appeal, not to exceed the total attorneys' fees and costs incurred by the Party incurring fewer fees. In addition to the foregoing attorneys' fees and costs, the prevailing Party shall be entitled to its attorneys' fees and costs incurred in any post-judgment proceedings to collect or enforce the judgment. This provision is separate and several and shall survive the merger of this Agreement into any judgment on this Agreement.

Section 3.7 Construction. The singular includes the plural, "shall" is mandatory, and "may" is permissive. The Parties acknowledge and agree the each of the Parties and each of the Parties' attorneys have participated fully in the negotiation and drafting of this Agreement. In cases of uncertainty as to the meaning, intent or interpretation of any provision of this Agreement, the Agreement shall be construed without regard to which

8.1.34

of the Parties caused, or may have caused, the uncertainty to exist. No presumption shall arise from the fact that particular provisions were or may have been drafted by a specific Party, and prior versions or drafts of this Agreement may be used to interpret the meaning or intent of this Agreement or any provision thereof.

Section 3.8 Notices. Any notice to be given hereunder to either Party shall be in writing and shall be given either by personal delivery (including express or courier service), by receipt-confirmed facsimile, or by registered or certified mail, with return receipt requested and postage prepaid (excluding electronic messaging) and addressed as follows:

To District:

Western Placer Unified School District
ATTN: SUPERINTENDENT
600 Sixth Street, Suite 600
Lincoln, CA 95648
Fax: 916-645-6582

With a copy to Legal Counsel:
Megan E. Macy
LOZANO SMITH
1 Capitol Mall, Suite 640
Sacramento, CA 95814

To Owner:

Sunset Tartesso LLC – Elliott Homes
ATTN: Price Walker
340 Palladio Parkway, Suite 521
Folsom, CA 95630-8775

Section 3.9 No Joint Venture. The relationship of the Parties to this Agreement is determined solely by the provisions of this Agreement. This Agreement does not create and shall not be construed to create any agency, partnership, joint venture, trust or other relationship with duties or incidents different from those of parties to an arm's-length contract.

Section 3.10 No Further Assurances. Nothing in this Agreement, whether express or implied, is intended to or shall do any of the following: (a) confer any benefits, rights or remedies under or by reason of this Agreement on any persons or entities other than the express Parties to this Agreement; (b) relieve or discharge the obligation or liability of any person not an express party to this Agreement; or (c) give any person not an express party to this Agreement any right of subrogation or action against any Party to this Agreement.

8.1.35

Section 3.11 Time is of the Essence. Time is of the essence in the performance of each Party's respective obligations under this Agreement.

Section 3.12 Amendments and Waivers. No amendment of, supplement to, or waiver of any obligations under this Agreement shall be enforceable or admissible unless set forth in writing signed by the Party against which enforcement or admission is sought. No delay or failure to require performance of any provision of this Agreement shall constitute a waiver of that provision as to that or any other instance. Any waiver granted shall apply solely to the specific instance expressly stated in a writing signed by the Parties.

Section 3.13 Entire Agreement. This Agreement sets forth the entire understanding of the Parties relating to the transactions it contemplates, and supersedes all prior understandings relating to them, whether written or oral. There are no obligations, commitments, representations, or warranties relating to them except those expressly set forth in this Agreement.

Section 3.14 Severability. If any provision of this Agreement is held invalid, void or unenforceable by a court of competent jurisdiction, but the remainder of the Agreement can be enforced without failure of material consideration to any Party, then this Agreement shall not be affected and it shall remain in full force and effect, unless amended or modified by mutual consent of the Parties.

Section 3.15 Execution in Counterparts. This Agreement may be executed in multiple counterparts, each of which shall be deemed an original, and counterpart signature pages may be assembled to form a single document which shall be deemed an original document. Consolidated signature pages shall be compiled by District and forwarded to Owner to constitute the Owner's executed copy of the Agreement.

Section 3.16 Signatures. By signing below, each of the signatories represents and warrants that he or she has been duly authorized to execute this Agreement on behalf of the Party on whose behalf he or she is signing.

Section 3.17 Eminent Domain. Nothing in the Agreement shall prevent the District from exercising its rights of eminent domain pursuant to law.

Section 3.18 Represented by Counsel. Each Party hereto acknowledges that it has been represented by legal counsel, or had the opportunity to obtain legal counsel and consciously chose not to obtain it, in the negotiation, drafting, and execution of this Agreement.

[SIGNATURES TO FOLLOW ON SUBSEQUENT PAGE]

8.1.36

IN WITNESS WHEREOF, this Agreement has been entered into by and between the District and Owner as of the last date set forth below.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

By: _____

Name: _____

Its: Superintendent

Date: _____, 2013

SUNSET TARTESSO LLC

By: _____

Name: PRICE WALKER

Its: Director, Land Acquisition and Development

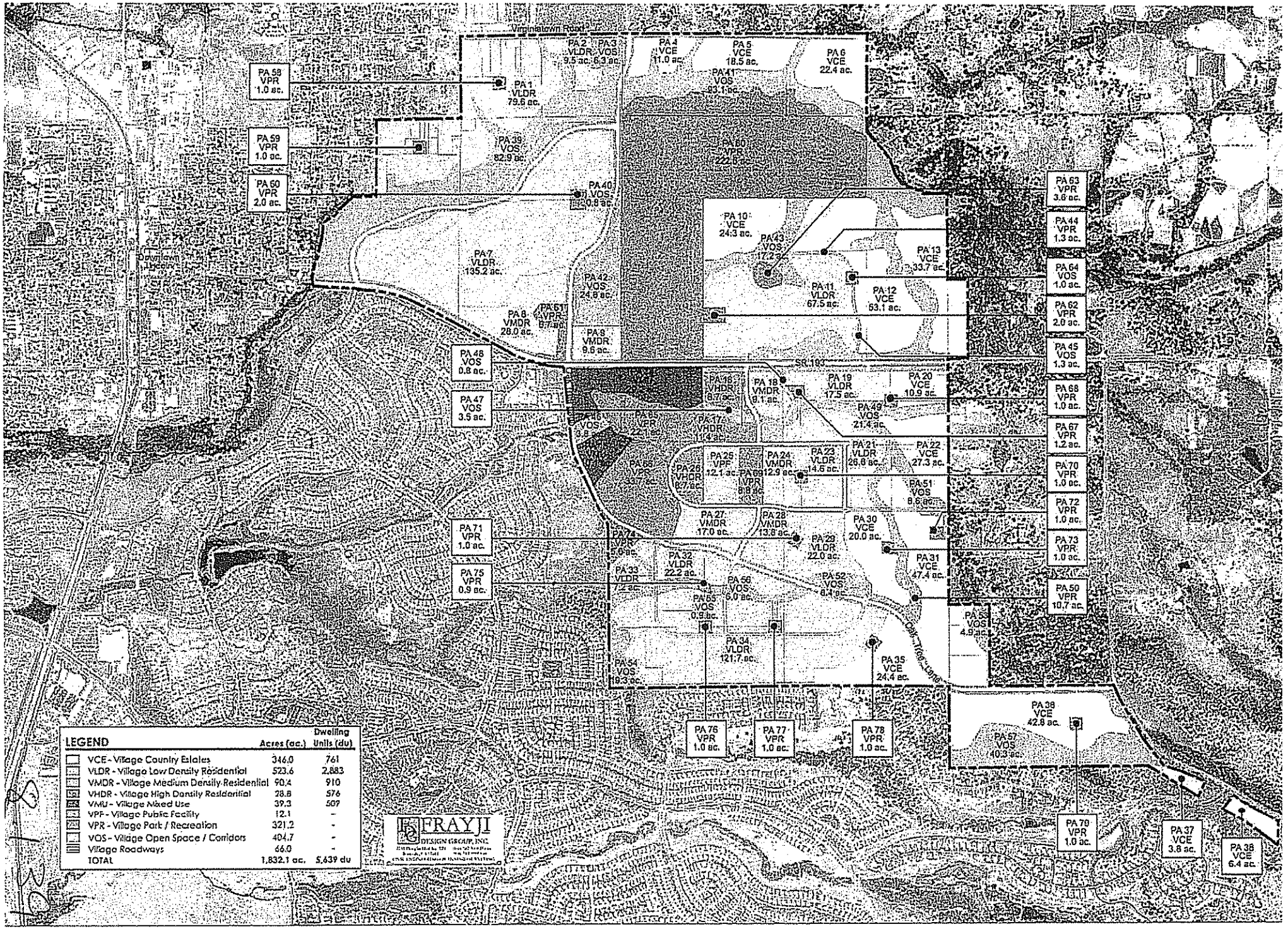
Date: November 14, 2013

8.1.37

EXHIBIT A

Map of Specific Plan

8.1.38

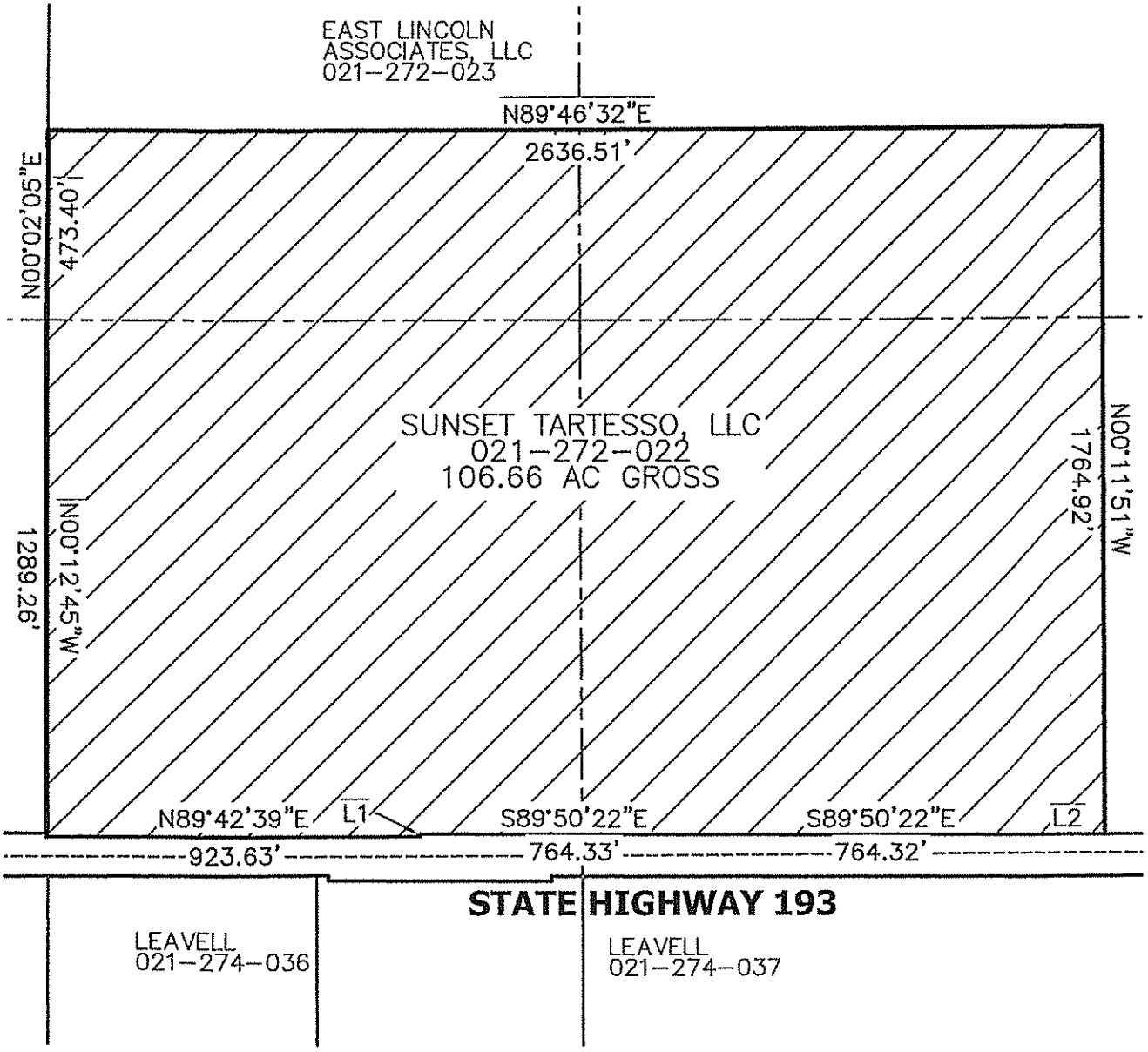


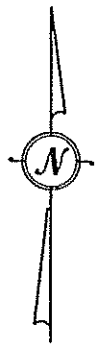
LEGEND	Acres (ac.)	Dwelling Units (du)
VCE - Village Country Estates	346.0	761
VLDR - Village Low Density Residential	523.6	2,883
VMDR - Village Medium Density Residential	90.4	910
VHDR - Village High Density Residential	28.8	576
VMU - Village Mixed Use	39.3	509
VPF - Village Public Facility	12.1	-
VPR - Village Park / Recreation	321.2	-
VOS - Village Open Space / Corridors	404.7	-
Village Roadways	66.0	-
TOTAL	1,832.1 ac.	5,639 du

EXHIBIT B

Project Description

8.1.40





1' = 400'

LINE TABLE		
LINE	LENGTH	BEARING
L1	6.56	N00°00'00"E
L2	185.81	N89°39'13"E



FRAYJI DESIGN GROUP, INC.
2235 Douglas Blvd, Ste 520 (916) 782-3000 Phone
Roseville, CA 95661 (916) 782-3955 Fax
CIVIL ENGINEERING · PLANNING · SURVEYING

EXHIBIT
021-272-022 SUNSET TARTESSO, LLC

PLACER COUNTY UNIFIED SCHOOL DISTRICT AGREEMENT
County of Placer State of California

11-13-2013
17000
CDJ
Page 1 Of 1

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8.1.41

WESTERN PLACER UNIFIED SCHOOL DISTRICT
SCHOOL FACILITIES AGREEMENT

PREAMBLE

THIS SCHOOL FACILITIES AGREEMENT ("**Agreement**") shall be effective as of November 19, 2013 ("**Effective Date**"), and is entered into by and between WESTERN PLACER UNIFIED SCHOOL DISTRICT, a public school district in the State of California ("**District**"), on the one hand, and EAST LINCOLN ASSOCIATES, LLC ("**Owner**"), on the other. For purposes of this Agreement, the term "**Party**" shall refer to either the District or the Owner, and the term "**Parties**" shall refer to the District and Owner collectively.

RECITALS

A. WHEREAS, the Owner and others have proposed the Village I Specific Plan ("**Specific Plan**"), the land use diagram for which is attached hereto as **Exhibit A** and made a part hereof. The Specific Plan affects approximately 1,832 acres of land located in Placer County, near the City of Lincoln ("**City**") within the boundaries of the District. As shown on **Exhibit A**, the proposed Specific Plan provides for single-family residential units, multi-family residential units, non-residential uses including commercial, office and business park development, various public and quasi public facilities, school facilities, parks and open space, and a circulation system.

B. WHEREAS, the Specific Plan provides for the maximum allowable density and intensity of 5,639 residential units. Since the numbers are an absolute limit on dwelling units at buildout, it is not likely that all residential areas will be built out to the maximum allowed intensity within individual residential categories.

C. WHEREAS, Owner's portion of the Specific Plan includes approximately 172 residential units, as particularly described in **Exhibit B** ("**Project**").

D. WHEREAS, the Parties acknowledge that students generated by the Project may result in significant impacts on the District's facilities and infrastructure and may require construction of permanent elementary, middle and high school facilities, acquisition of school sites for the permanent facilities, and furnishings, fixtures, equipment, technology and busses required to accommodate students generated by the Project, and may require interim elementary, middle and high school facilities to house students during construction of permanent school facilities (such permanent and interim facilities collectively being called the "**School Facilities**").

E. WHEREAS, the Owner agrees to timely fund a portion of the cost of the School Facilities in order to assist in providing adequate facilities for K-12 students generated by the Project as more particularly set forth in this Agreement.

F. WHEREAS, the District and the Owner have entered into this Agreement freely and voluntarily and acknowledge that at the time of the Effective Date, the California State Legislature has enacted as part of Senate Bill 50 ("**SB 50**") in

8.1.42

Government Code sections 65995, *et seq.*, which became fully effective in November 1998, certain modifications to the law concerning payment of school impact fees by homebuilders. The District and Owner mutually acknowledge, agree and find that this Agreement sets forth the responsibility of the Owner to mitigate impacts intended to be mitigated by any "State Mandated Fee" (as hereinafter defined), and the California Environmental Quality Act. The Owner and District further acknowledge and agree that this Agreement is not subject to legal challenge as an alleged violation of any terms of SB 50 or any other applicable law concerning the payment of school impact fees by homebuilders.

NOW, THEREFORE, in consideration of the premises set forth above, the mutual covenants and obligations of the parties set forth herein, District and the Owner hereby agree as follows:

AGREEMENT

ARTICLE I
DEFINITIONS

Section 1 Definitions. In addition to the terms defined elsewhere in this Agreement, as used in this Agreement, the following terms shall have the meaning set forth below:

Section 1.1 "Certificate of Compliance." "**Certificate of Compliance**" shall mean a certificate issued by District for the purpose of the Owner obtaining a building permit from the City, or if the area does not incorporate, from the County of Placer ("**County**"), acknowledging that the Owner has complied with all requirements of this Agreement with respect to the issuance of a building permit for any Residential Unit located within the Project.

Section 1.2 "Residential Unit." "**Residential Unit**" shall mean a residential dwelling, as that term is used and interpreted in Chapter 4.7 (school facilities) of the State Government Code, and shall include single-family and multi-family (apartment) units.

Section 1.3 "School Facility Program" "**School Facility Program**" shall mean the State program providing State Funds in the form of per pupil grants, with supplemental grants for site development, site acquisition, and other project specific costs when warranted, as contemplated by School Fee Legislation.

Section 1.4 "School Fee Legislation." "**School Fee Legislation**" shall mean sections 65995 through 65996, inclusive, of the Government Code of the State of California and Section 17620, *et seq.*, of the Education Code of the State of California (including any amendments thereto), and any related or successor statutes thereto.

Section 1.5 "State." "**State**" shall mean the State of California.

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Section 1.6 "State Funds." **"State Funds"** shall mean the total funds allocated and paid to District by the State specifically intended for the acquisition, construction, furnishing and/or equipping of School Facilities.

Section 1.7 "State Law." **"State Law"** shall mean the applicable laws and/or administrative regulations of the State of California and its agencies.

Section 1.8 "State Mandated Fee." **"State Mandated Fee"** shall mean the statutorily mandated fee for School Facilities pursuant to the School Fee Legislation.

ARTICLE II
FEES AND PAYMENT CONDITIONS

Section 2.1 Residential School Fee. Prior to and as a condition of obtaining Certificate of Compliance and a building permit for any Residential Unit, Owner shall pay for each Residential Unit the following **"Residential School Fee"**, which shall be adjusted by an Inflation Factor in a manner set forth in Section 2.2 of this Agreement:

(a) For each Residential Unit that is 1 square foot to 1199 square feet, Owner shall pay the District a Residential School Fee equal to Six Dollars Twenty-Five Cents ($6.25) multiplied by the square footage of the Residential Unit. (For example, for a 1000 square foot Residential Unit Owner will pay $6,250 = $6.25 x 1,000.)

(b) For each Residential Unit that is 1200 square feet to 1360 square feet, Owner shall pay a Residential School Fee equal to Seven Thousand Five Hundred Dollars ($7,500.00).

(c) For each Residential Unit that is 1361 square feet to 2700 square feet, Owner shall pay a Residential School Fee equal to Five Dollars Fifty-Five Cents ($5.55) multiplied by the square footage of the Residential Unit. (For example, for a 1,500 square foot Residential Unit Owner will pay $8,325.00 = $5.55 x 1500.)

(d) For each Residential Unit that is 2701 square feet to 4000 square feet, Owner shall pay a Residential School Fee equal to Fourteen Thousand Nine Hundred Eight Five Dollars ($14,985.00).

(e) For each Residential Unit that is 4001 square feet or more, Owner shall pay a Residential School Fee equal to Sixteen Thousand Four Hundred Eighty-Five Dollars ($16,485.00).

(f) For each multi-family (apartment) Residential Unit, Owner shall pay a Residential School Fee equal to rate as described in (a) through (e) above, on a "per door" or "per apartment" basis. Owner shall not be required to pay a Residential School Fee on common areas of multi-family (apartment) units such as stairwells and common hallways. (By way of example, if an 1100 square foot apartment complex has two apartments of

8.1.44

500 square feet each, plus a common hallway of 100 square feet, the Residential School Fees are calculated as Apartment #1 (500 square feet x $6.25) + Apartment #2 (500 square feet x $6.25) + Hallway (100 x 0)) = $6,250.)

The Residential School Fee shall be paid by Owner in lieu of the State Mandated Fee. If Owner fails to pay the Residential School Fee, the District may withhold a Certificate of Compliance for the Residential Unit and the Owner may not construct the Residential Unit.

Section 2.2 Inflation Factor.

(a) Adjustment and Index. The Residential School Fee shall be adjusted annually on January 1st, based upon the inflation factor applied by the State to the per pupil grant amount pursuant to Education Code Section 17072.10 ("statewide cost index for class B construction as determined by the board"), rounded to the nearest cent ("Inflation Factor"). (By way of example only, if the applicable Residential School Fee was $5.55 per square foot, and the index prescribed an Inflation Factor during the first year of 1%, the fee would increase by six cents ($.06) (1% over the prior year ($.055), rounded to the nearest cent) from $5.55 to $5.61.) In the event there is a change in the State Facility Program such that the State no longer allocates per-pupil grants, the Parties shall apply the Marshall & Swift Eight California Cities Class B Construction Index to determine the Inflation Factor.

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(c) On January 1, 2020, the Residential School Fee shall be the value of the Residential School Fee as if the Inflation Factor had been applied, at the full value set forth in Section 2.2, over the previous six years. (By way of example only, if the applicable Residential School Fee is $5.55 per square foot in 2014, and the index prescribed an Inflation Factor during the first year of 1%, the fee would increase by six cents ($.06) (1% over the prior year ($.055), rounded to the nearest cent) from $5.55 to $5.61. In 2015, if the index prescribes and Inflation Factor of 1%, it would be applied to the then-current Residential School Fee of $5.61, resulting in an increase of ($.06) (1% over the prior year ($.056), rounded to the nearest cent) from $5.61 to $5.67. The same process would be applied for 2016, 2017, 2018 and 2019.)

8.1.45

Section 2.4 Prepayment Option. Owner may prepay the Residential School Fee for any number of Residential Units at any time and at the rate in effect at the time of prepayment, even if building permits for such Residential Units will not be immediately obtained. If prepayment is made, an accounting will be completed when building permits are obtained to reconcile the number of Residential Units, square footage thereof, and appropriate Residential School Fees. After the accounting, the Owner will pay any deficiency in the pre-paid Residential School Fees at the then-current rate of the Residential School Fee. For any overpayment, the District shall provide a credit to the Owner, which can be applied to Residential School Fees to be paid on future Residential Units within the Project. In no event shall Owner be entitled to a refund for any prepayment of the Residential School Fees if Owner do not construct Residential Units for which they have prepaid. Further, the credit for Residential School Fees paid will run with each individual Residential Unit. As such, Owner may not bank, sell or trade credits accrued as a result of prepayment for application toward a different Residential Unit outside the Project. Further, any change in the allocation of pre-paid Residential School Fees from Residential Unit to Residential Unit within the Project shall require the written consent of the District, which shall not be unreasonably withheld.

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8.1.46

an additional thirty (30) days. This dispute resolution process shall be undertaken in good faith and exhausted prior to judicial review. However, compliance with this process does not waive any Party's obligation to comply with, or right to assert as a defense, any applicable statutes of limitation. The Parties may agree in writing to toll any applicable statutes of limitation for such period as may reasonably be necessary to complete the dispute resolution process outlined in this section.

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Section 3.7 Construction. The singular includes the plural, "shall" is mandatory, and "may" is permissive. The Parties acknowledge and agree the each of the Parties and each of the Parties' attorneys have participated fully in the negotiation and drafting of this Agreement. In cases of uncertainty as to the meaning, intent or interpretation of any provision of this Agreement, the Agreement shall be construed without regard to which

8.1.47

of the Parties caused, or may have caused, the uncertainty to exist. No presumption shall arise from the fact that particular provisions were or may have been drafted by a specific Party, and prior versions or drafts of this Agreement may be used to interpret the meaning or intent of this Agreement or any provision thereof.

Section 3.8 Notices. Any notice to be given hereunder to either Party shall be in writing and shall be given either by personal delivery (including express or courier service), by receipt-confirmed facsimile, or by registered or certified mail, with return receipt requested and postage prepaid (excluding electronic messaging) and addressed as follows:

To District:

Western Placer Unified School District
ATTN: SUPERINTENDENT
600 Sixth Street, Suite 600
Lincoln, CA 95648
Fax: 916-645-6582

With a copy to Legal Counsel:
Megan E. Macy
LOZANO SMITH
1 Capitol Mall, Suite 640
Sacramento, CA 95814

To Owner:

East Lincoln Associates, LLC – Elliott Homes
ATTN: Price Walker
340 Palladio Parkway, Suite 521
Folsom, CA 95630-8775

Section 3.9 No Joint Venture. The relationship of the Parties to this Agreement is determined solely by the provisions of this Agreement. This Agreement does not create and shall not be construed to create any agency, partnership, joint venture, trust or other relationship with duties or incidents different from those of parties to an arm's-length contract.

Section 3.10 No Further Assurances. Nothing in this Agreement, whether express or implied, is intended to or shall do any of the following: (a) confer any benefits, rights or remedies under or by reason of this Agreement on any persons or entities other than the express Parties to this Agreement; (b) relieve or discharge the obligation or liability of any person not an express party to this Agreement; or (c) give any person not an express party to this Agreement any right of subrogation or action against any Party to this Agreement.

Section 3.11 Time is of the Essence. Time is of the essence in the performance of each Party's respective obligations under this Agreement.

Section 3.12 Amendments and Waivers. No amendment of, supplement to, or waiver of any obligations under this Agreement shall be enforceable or admissible unless set forth in writing signed by the Party against which enforcement or admission is sought. No delay or failure to require performance of any provision of this Agreement shall constitute a waiver of that provision as to that or any other instance. Any waiver granted shall apply solely to the specific instance expressly stated in a writing signed by the Parties.

Section 3.13 Entire Agreement. This Agreement sets forth the entire understanding of the Parties relating to the transactions it contemplates, and supersedes all prior understandings relating to them, whether written or oral. There are no obligations, commitments, representations, or warranties relating to them except those expressly set forth in this Agreement.

Section 3.14 Severability. If any provision of this Agreement is held invalid, void or unenforceable by a court of competent jurisdiction, but the remainder of the Agreement can be enforced without failure of material consideration to any Party, then this Agreement shall not be affected and it shall remain in full force and effect, unless amended or modified by mutual consent of the Parties.

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Section 3.16 Signatures. By signing below, each of the signatories represents and warrants that he or she has been duly authorized to execute this Agreement on behalf of the Party on whose behalf he or she is signing.

Section 3.17 Eminent Domain. Nothing in the Agreement shall prevent the District from exercising its rights of eminent domain pursuant to law.

Section 3.18 Represented by Counsel. Each Party hereto acknowledges that it has been represented by legal counsel, or had the opportunity to obtain legal counsel and consciously chose not to obtain it, in the negotiation, drafting, and execution of this Agreement.

[SIGNATURES TO FOLLOW ON SUBSEQUENT PAGE]

IN WITNESS WHEREOF, this Agreement has been entered into by and between the District and Owner as of the last date set forth below.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

By: _____

Name: _____

Its: Superintendent

Date: _____, 2013

EAST LINCOLN ASSOCIATES, LLC

By: _____

Name: PRICE WALKER

Its: Director, Land Acquisition and Development

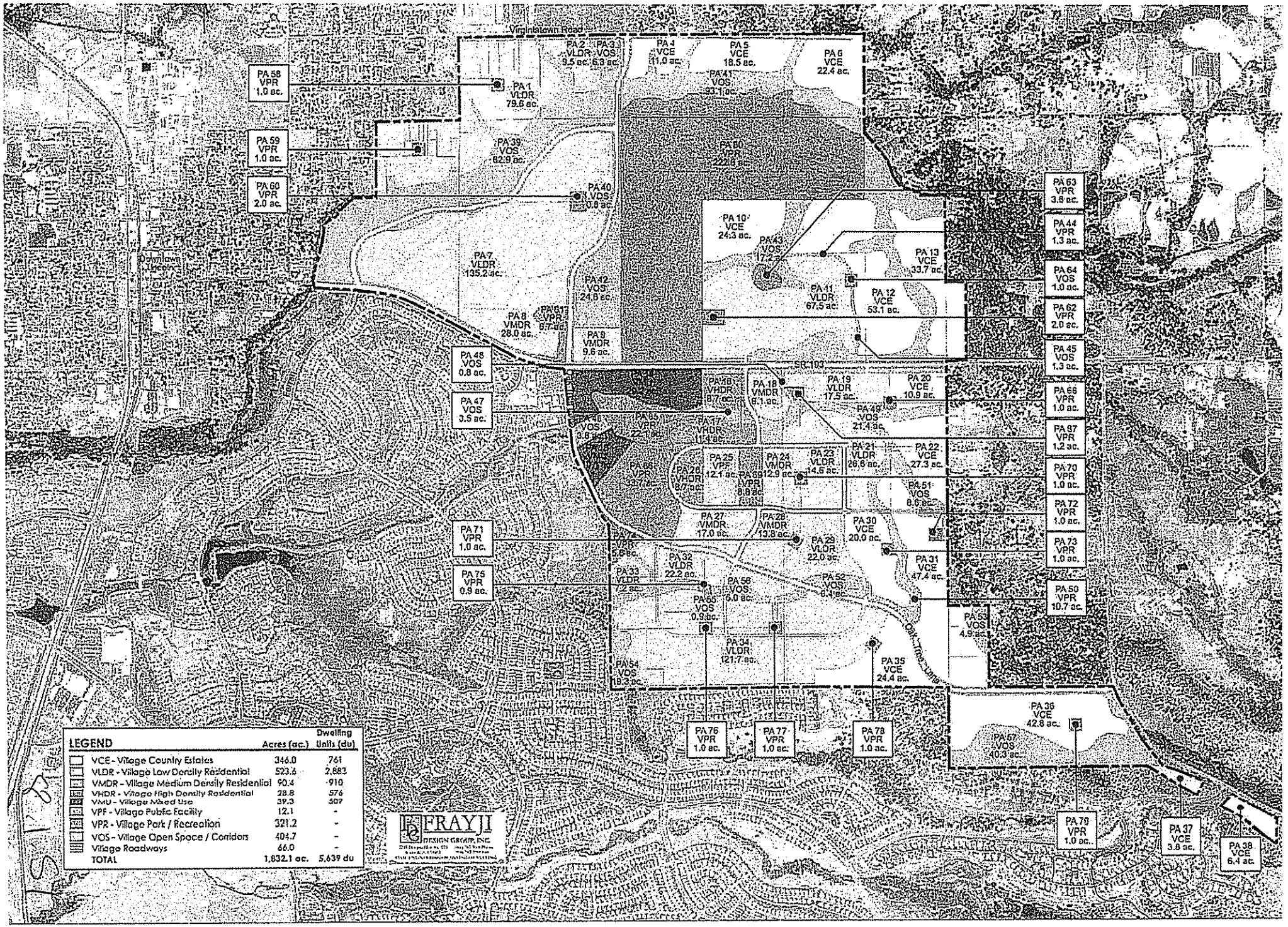
Date: November 14, 2013

8.1.49

EXHIBIT A

Map of Specific Plan

8,1.50

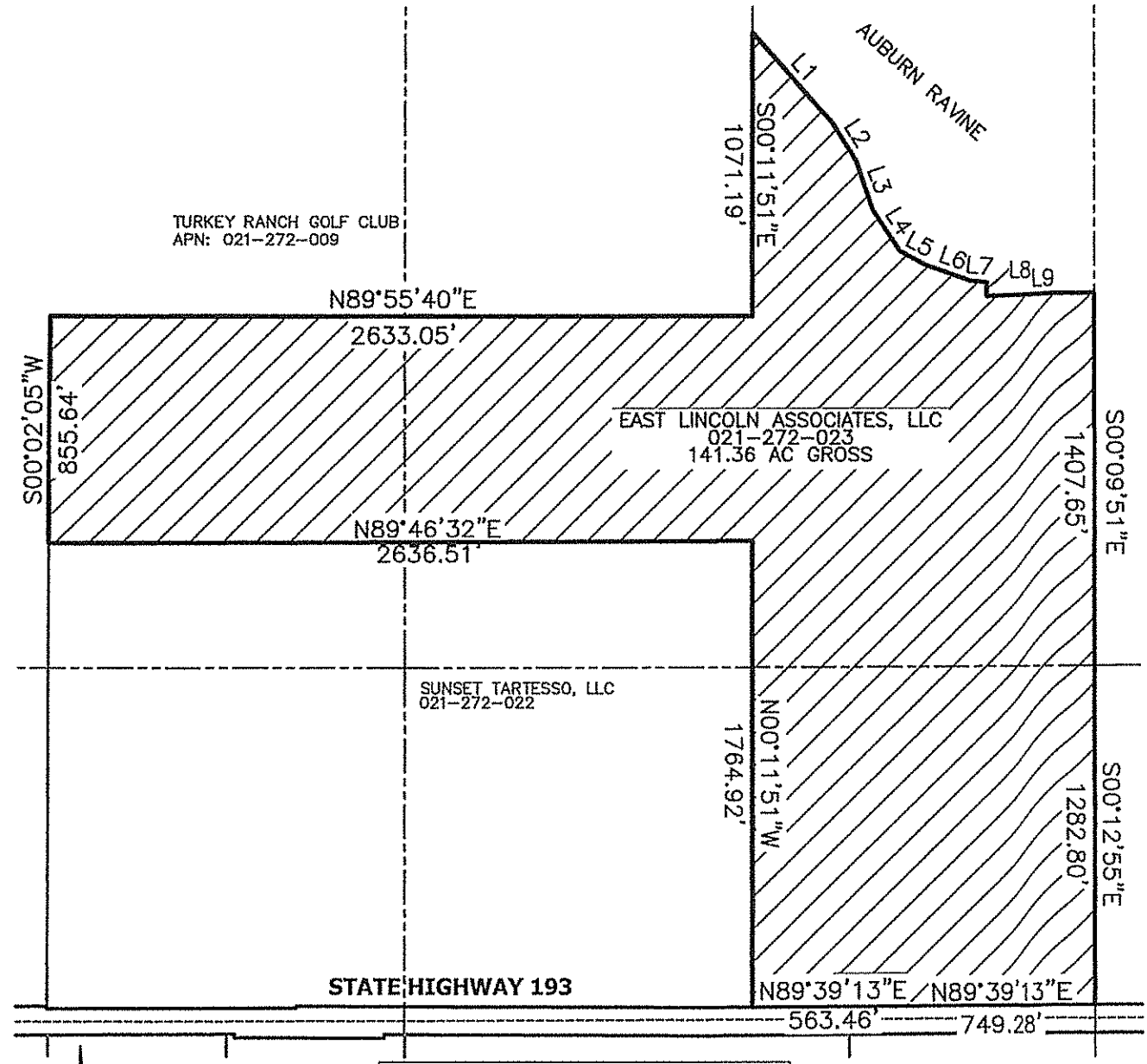


LEGEND	Acres (ac.)	Dwelling Units (du)
VCE - Village Country Estates	346.0	761
VLDR - Village Low Density Residential	523.6	2,883
VMDR - Village Medium Density Residential	90.4	910
VHDR - Village High Density Residential	28.8	576
VMU - Village Mixed Use	39.3	509
VPF - Village Public Facility	12.1	-
VPR - Village Park / Recreation	321.2	-
VOS - Village Open Space / Corridors	404.7	-
Village Roadways	66.0	-
TOTAL	1,832.1 ac.	5,639 du

EXHIBIT B

Project Description

8.1.52



LINE TABLE		
LINE	LENGTH	BEARING
L1	455.40	N41°46'57"W
L2	170.00	N32°29'57"W
L3	196.00	N18°35'57"W
L4	186.00	N32°55'57"W
L5	113.00	N61°32'57"W
L6	178.00	N70°23'57"W
L7	61.29	N84°59'57"W
L8	52.31	S00°08'22"E
L9	430.00	N88°42'38"E

N

1' = 600'

LICENSED LAND SURVEYOR
CHRISTOPHER D. JOHNSON
L.S. 7576
Exp. 12-31-2015
STATE OF CALIFORNIA

FRAYJI DESIGN GROUP, INC.
2235 Douglas Blvd, Ste 370 (916) 782-3000 Phone
Roseville, CA 95661 (916) 782-3955 Fax
CIVIL ENGINEERING · PLANNING · SURVEYING

EXHIBIT

021-272-022 EAST LINCOLN ASSOCIATES, LLC

PLACER COUNTY UNIFIED SCHOOL DISTRICT AGREEMENT
County of Placer State of California

11-13-2013
17000
CDJ
Page 1 Of 1

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8,1,53

WESTERN PLACER UNIFIED SCHOOL DISTRICT
SCHOOL FACILITIES AGREEMENT

PREAMBLE

THIS SCHOOL FACILITIES AGREEMENT ("**Agreement**") shall be effective as of November 19, 2013 ("**Effective Date**"), and is entered into by and between WESTERN PLACER UNIFIED SCHOOL DISTRICT, a public school district in the State of California ("**District**"), on the one hand, and LEAVELL RANCH PARTNERSHIP ("**Owner**"), on the other. For purposes of this Agreement, the term "**Party**" shall refer to either the District or the Owner, and the term "**Parties**" shall refer to the District and Owner collectively.

RECITALS

A. WHEREAS, the Owner and others have proposed the Village I Specific Plan ("**Specific Plan**"), the land use diagram for which is attached hereto as **Exhibit A** and made a part hereof. The Specific Plan affects approximately 1,832 acres of land located in Placer County, near the City of Lincoln ("**City**") within the boundaries of the District. As shown on **Exhibit A**, the proposed Specific Plan provides for single-family residential units, multi-family residential units, non-residential uses including commercial, office and business park development, various public and quasi public facilities, school facilities, parks and open space, and a circulation system.

B. WHEREAS, the Specific Plan provides for the maximum allowable density and intensity of 5,639 residential units. Since the numbers are an absolute limit on dwelling units at buildout, it is not likely that all residential areas will be built out to the maximum allowed intensity within individual residential categories.

C. WHEREAS, Owner's portion of the Specific Plan includes approximately 142 residential units, as particularly described in **Exhibit B** ("**Project**").

D. WHEREAS, the Parties acknowledge that students generated by the Project may result in significant impacts on the District's facilities and infrastructure and may require construction of permanent elementary, middle and high school facilities, acquisition of school sites for the permanent facilities, and furnishings, fixtures, equipment, technology and busses required to accommodate students generated by the Project, and may require interim elementary, middle and high school facilities to house students during construction of permanent school facilities (such permanent and interim facilities collectively being called the "**School Facilities**").

E. WHEREAS, the Owner agrees to timely fund a portion of the cost of the School Facilities in order to assist in providing adequate facilities for K-12 students generated by the Project as more particularly set forth in this Agreement.

F. WHEREAS, the District and the Owner have entered into this Agreement freely and voluntarily and acknowledge that at the time of the Effective Date, the California State Legislature has enacted as part of Senate Bill 50 ("**SB 50**") in

8.1.54

Government Code sections 65995, *et seq.*, which became fully effective in November 1998, certain modifications to the law concerning payment of school impact fees by homebuilders. The District and Owner mutually acknowledge, agree and find that this Agreement sets forth the responsibility of the Owner to mitigate impacts intended to be mitigated by any "State Mandated Fee" (as hereinafter defined), and the California Environmental Quality Act. The Owner and District further acknowledge and agree that this Agreement is not subject to legal challenge as an alleged violation of any terms of SB 50 or any other applicable law concerning the payment of school impact fees by homebuilders.

NOW, THEREFORE, in consideration of the premises set forth above, the mutual covenants and obligations of the parties set forth herein, District and the Owner hereby agree as follows:

AGREEMENT

ARTICLE I
DEFINITIONS

Section 1 Definitions. In addition to the terms defined elsewhere in this Agreement, as used in this Agreement, the following terms shall have the meaning set forth below:

Section 1.1 "Certificate of Compliance." "**Certificate of Compliance**" shall mean a certificate issued by District for the purpose of the Owner obtaining a building permit from the City, or if the area does not incorporate, from the County of Placer ("**County**"), acknowledging that the Owner has complied with all requirements of this Agreement with respect to the issuance of a building permit for any Residential Unit located within the Project.

Section 1.2 "Residential Unit." "**Residential Unit**" shall mean a residential dwelling, as that term is used and interpreted in Chapter 4.7 (school facilities) of the State Government Code, and shall include single-family and multi-family (apartment) units.

Section 1.3 "School Facility Program" "**School Facility Program**" shall mean the State program providing State Funds in the form of per pupil grants, with supplemental grants for site development, site acquisition, and other project specific costs when warranted, as contemplated by School Fee Legislation.

Section 1.4 "School Fee Legislation." "**School Fee Legislation**" shall mean sections 65995 through 65996, inclusive, of the Government Code of the State of California and Section 17620, *et seq.*, of the Education Code of the State of California (including any amendments thereto), and any related or successor statutes thereto.

Section 1.5 "State." "**State**" shall mean the State of California.

8.1.55

Section 1.6 "State Funds." **"State Funds"** shall mean the total funds allocated and paid to District by the State specifically intended for the acquisition, construction, furnishing and/or equipping of School Facilities.

Section 1.7 "State Law." **"State Law"** shall mean the applicable laws and/or administrative regulations of the State of California and its agencies.

Section 1.8 "State Mandated Fee." **"State Mandated Fee"** shall mean the statutorily mandated fee for School Facilities pursuant to the School Fee Legislation.

ARTICLE II
FEES AND PAYMENT CONDITIONS

Section 2.1 Residential School Fee. Prior to and as a condition of obtaining Certificate of Compliance and a building permit for any Residential Unit, Owner shall pay for each Residential Unit the following "**Residential School Fee**", which shall be adjusted by an Inflation Factor in a manner set forth in Section 2.2 of this Agreement:

(a) For each Residential Unit that is 1 square foot to 1199 square feet, Owner shall pay the District a Residential School Fee equal to Six Dollars Twenty-Five Cents ($6.25) multiplied by the square footage of the Residential Unit. (For example, for a 1000 square foot Residential Unit Owner will pay $6,250 = $6.25 x 1,000.)

(b) For each Residential Unit that is 1200 square feet to 1360 square feet, Owner shall pay a Residential School Fee equal to Seven Thousand Five Hundred Dollars ($7,500.00).

(c) For each Residential Unit that is 1361 square feet to 2700 square feet, Owner shall pay a Residential School Fee equal to Five Dollars Fifty-Five Cents ($5.55) multiplied by the square footage of the Residential Unit. (For example, for a 1,500 square foot Residential Unit Owner will pay $8,325.00 = $5.55 x 1500.)

(d) For each Residential Unit that is 2701 square feet to 4000 square feet, Owner shall pay a Residential School Fee equal to Fourteen Thousand Nine Hundred Eight Five Dollars ($14,985.00).

(e) For each Residential Unit that is 4001 square feet or more, Owner shall pay a Residential School Fee equal to Sixteen Thousand Four Hundred Eighty-Five Dollars ($16,485.00).

(f) For each multi-family (apartment) Residential Unit, Owner shall pay a Residential School Fee equal to rate as described in (a) through (e) above, on a "per door" or "per apartment" basis. Owner shall not be required to pay a Residential School Fee on common areas of multi-family (apartment) units such as stairwells and common hallways. (By way of example, if an 1100 square foot apartment complex has two apartments of

8.1.56

500 square feet each, plus a common hallway of 100 square feet, the Residential School Fees are calculated as Apartment #1 (500 square feet x $6.25) + Apartment #2 (500 square feet x $6.25) + Hallway (100 x 0)) = $6,250.)

The Residential School Fee shall be paid by Owner in lieu of the State Mandated Fee. If Owner fails to pay the Residential School Fee, the District may withhold a Certificate of Compliance for the Residential Unit and the Owner may not construct the Residential Unit.

Section 2.2 Inflation Factor.

(a) Adjustment and Index. The Residential School Fee shall be adjusted annually on January 1st, based upon the inflation factor applied by the State to the per pupil grant amount pursuant to Education Code Section 17072.10 ("statewide cost index for class B construction as determined by the board"), rounded to the nearest cent ("Inflation Factor"). (By way of example only, if the applicable Residential School Fee was $5.55 per square foot, and the index prescribed an Inflation Factor during the first year of 1%, the fee would increase by six cents ($.06) (1% over the prior year ($.055), rounded to the nearest cent) from $5.55 to $5.61.) In the event there is a change in the State Facility Program such that the State no longer allocates per-pupil grants, the Parties shall apply the Marshall & Swift Eight California Cities Class B Construction Index to determine the Inflation Factor.

(b) Cap. The Inflation Factor for any one year shall not be greater than six percent (6%) over the Residential School Fee for the prior year.

Section 2.3 Exceptions During Initial Project Build Out.

(a) The Residential School Fee shall freeze at the amounts set forth in Section 2.1, meaning that it shall not be subject to the Inflation Factor, from January 1, 2014, through December 31, 2016.

(b) On January 1, 2017, and for the subsequent years 2018 and 2019, the Inflation Factor shall not be greater than three percent (3%) per year (if the inflation factor in a given year is less than 3%, the lesser value will be applied).

(c) On January 1, 2020, the Residential School Fee shall be the value of the Residential School Fee as if the Inflation Factor had been applied, at the full value set forth in Section 2.2, over the previous six years. (By way of example only, if the applicable Residential School Fee is $5.55 per square foot in 2014, and the index prescribed an Inflation Factor during the first year of 1%, the fee would increase by six cents ($.06) (1% over the prior year ($.055), rounded to the nearest cent) from $5.55 to $5.61. In 2015, if the index prescribes and Inflation Factor of 1%, it would be applied to the then-current Residential School Fee of $5.61, resulting in an increase of ($.06) (1% over the prior year ($.056), rounded to the nearest cent) from $5.61 to $5.67. The same process would be applied for 2016, 2017, 2018 and 2019.)

8.1.57

Section 2.4 Prepayment Option. Owner may prepay the Residential School Fee for any number of Residential Units at any time and at the rate in effect at the time of prepayment, even if building permits for such Residential Units will not be immediately obtained. If prepayment is made, an accounting will be completed when building permits are obtained to reconcile the number of Residential Units, square footage thereof, and appropriate Residential School Fees. After the accounting, the Owner will pay any deficiency in the pre-paid Residential School Fees at the then-current rate of the Residential School Fee. For any overpayment, the District shall provide a credit to the Owner, which can be applied to Residential School Fees to be paid on future Residential Units within the Project. In no event shall Owner be entitled to a refund for any prepayment of the Residential School Fees if Owner do not construct Residential Units for which they have prepaid. Further, the credit for Residential School Fees paid will run with each individual Residential Unit. As such, Owner may not bank, sell or trade credits accrued as a result of prepayment for application toward a different Residential Unit outside the Project. Further, any change in the allocation of pre-paid Residential School Fees from Residential Unit to Residential Unit within the Project shall require the written consent of the District, which shall not be unreasonably withheld.

Section 2.5 Commercial, Office and/or Industrial Unit Fee. Owner shall also pay in cash a commercial, office and/or industrial unit fee ("Commercial School Impact Fee") to District in accordance with Education Code sections 17620, *et seq.*, and Government Code sections 65995, *et seq.* Owner shall pay the Commercial School Impact Fee for each commercial, office, and/or industrial unit constructed on the Property, multiplied by the total square footage of each unit's "chargeable covered and enclosed space," as such term is defined in Government Code section 65995(b)(2).

ARTICLE III
MISCELLANEOUS PROVISIONS

Section 3.1 Agreement Runs With Land. This Agreement is created for the benefit of Owner and the Project. Subject to the limitations set forth herein, the covenants of this Agreement shall run with the land constituting the Project. Owner agrees for the benefit of District that the Project, as described in Exhibit B hereto, shall be held, transferred, and encumbered subject to the provisions of this Agreement which are for the use and benefit of the District, the Owner, the Project and of each and every person who now or in the future owns any portion or portions of the Project. Either Party to this Agreement may cause this Agreement to be recorded with the Recorder's Office of Placer County, and shall reasonably cooperate to prepare or provide any further documents and signatures necessary for the recording of the terms of this Agreement.

Section 3.2 Disputes. If a dispute arises relating to the interpretation of, enforcement of, or compliance with the terms of this Agreement, the Parties shall first attempt to resolve such dispute through informal discussions or other alternative means. Any Party may convene such discussions by written notice, and shall reasonably accommodate the other Party with respect to scheduling any such discussion. If the dispute is not resolved in this manner within thirty (30) days of such written notice, it shall be referred to mediation upon the request of either Party for a period not to exceed

8.1.58

an additional thirty (30) days. This dispute resolution process shall be undertaken in good faith and exhausted prior to judicial review. However, compliance with this process does not waive any Party's obligation to comply with, or right to assert as a defense, any applicable statutes of limitation. The Parties may agree in writing to toll any applicable statutes of limitation for such period as may reasonably be necessary to complete the dispute resolution process outlined in this section.

Section 3.3 Successors and Assignees. All terms and conditions of this Agreement shall be binding upon all successors-in-interest, including without limitation purchasers of all or any part of the Project. In the event that Owner transfers title to all or a portion of the Project, then such successor or assign shall be required to fulfill Owner's obligations under this Agreement for that certain portion of the transferred Project. Owner shall be released from the obligations under this Agreement which apply to the transferred portion of the Project. For that portion of the Project that is not transferred, Owner's obligations under this Agreement shall remain in full force and effect. Prior to any such transfer or assignment, Owner shall also notify the District in writing of the name of the successor or assign and all appropriate contact information for the District's records.

Section 3.4 Headings. The headings of this Agreement are for convenience purposes only and shall not limit or define the meaning of the provisions of this Agreement.

Section 3.5 Governing Law and Venue. This Agreement shall be construed in accordance with, and governed by, the laws of the State of California applicable to contracts to be performed wholly within this State. Any dispute arising from the terms and conditions of this Agreement shall be heard by a court of competent jurisdiction located within Placer County.

Section 3.6 Attorneys' Fees and Costs. In the event of any legal proceeding or alternative dispute resolution proceeding, including any lawsuit, action, or proceeding in law or equity, arising out of or relating to this Agreement, the prevailing Party shall be entitled to recover its reasonable attorneys' fees and costs arising from the proceeding, including expert witness fees, not to exceed the total attorneys' fees and costs incurred by the Party incurring fewer fees. The prevailing Party on any appeal shall also be entitled to recover its reasonable attorneys' fees and costs arising out of any such appeal, not to exceed the total attorneys' fees and costs incurred by the Party incurring fewer fees. In addition to the foregoing attorneys' fees and costs, the prevailing Party shall be entitled to its attorneys' fees and costs incurred in any post-judgment proceedings to collect or enforce the judgment. This provision is separate and several and shall survive the merger of this Agreement into any judgment on this Agreement.

Section 3.7 Construction. The singular includes the plural, "shall" is mandatory, and "may" is permissive. The Parties acknowledge and agree the each of the Parties and each of the Parties' attorneys have participated fully in the negotiation and drafting of this Agreement. In cases of uncertainty as to the meaning, intent or interpretation of any provision of this Agreement, the Agreement shall be construed without regard to which

8.1.59

of the Parties caused, or may have caused, the uncertainty to exist. No presumption shall arise from the fact that particular provisions were or may have been drafted by a specific Party, and prior versions or drafts of this Agreement may be used to interpret the meaning or intent of this Agreement or any provision thereof.

Section 3.8 Notices. Any notice to be given hereunder to either Party shall be in writing and shall be given either by personal delivery (including express or courier service), by receipt-confirmed facsimile, or by registered or certified mail, with return receipt requested and postage prepaid (excluding electronic messaging) and addressed as follows:

To District:

Western Placer Unified School District
ATTN: SUPERINTENDENT
600 Sixth Street, Suite 600
Lincoln, CA 95648
Fax: 916-645-6582

With a copy to Legal Counsel:
Megan E. Macy
LOZANO SMITH
1 Capitol Mall, Suite 640
Sacramento, CA 95814

To Owner:

Leavell Ranch Partnership – Epick Homes
ATTN: Pete Giampaoli
91 Bruce Road, Suite 208
Chico, CA 95928

Section 3.9 No Joint Venture. The relationship of the Parties to this Agreement is determined solely by the provisions of this Agreement. This Agreement does not create and shall not be construed to create any agency, partnership, joint venture, trust or other relationship with duties or incidents different from those of parties to an arm's-length contract.

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8.1.60

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Section 3.18 Represented by Counsel. Each Party hereto acknowledges that it has been represented by legal counsel, or had the opportunity to obtain legal counsel and consciously chose not to obtain it, in the negotiation, drafting, and execution of this Agreement.

[SIGNATURES TO FOLLOW ON SUBSEQUENT PAGE]

8.1.61

IN WITNESS WHEREOF, this Agreement has been entered into by and between the District and Owner as of the last date set forth below.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

By: _____

Name: _____

Its: Superintendent

Date: _____, 2013

LEAVELL RANCH PARTNERSHIP

By: _____

Name: _____

Its: _____

Date: _____, 2013

8.1.62

EXHIBIT A

Map of Specific Plan

8.1.63

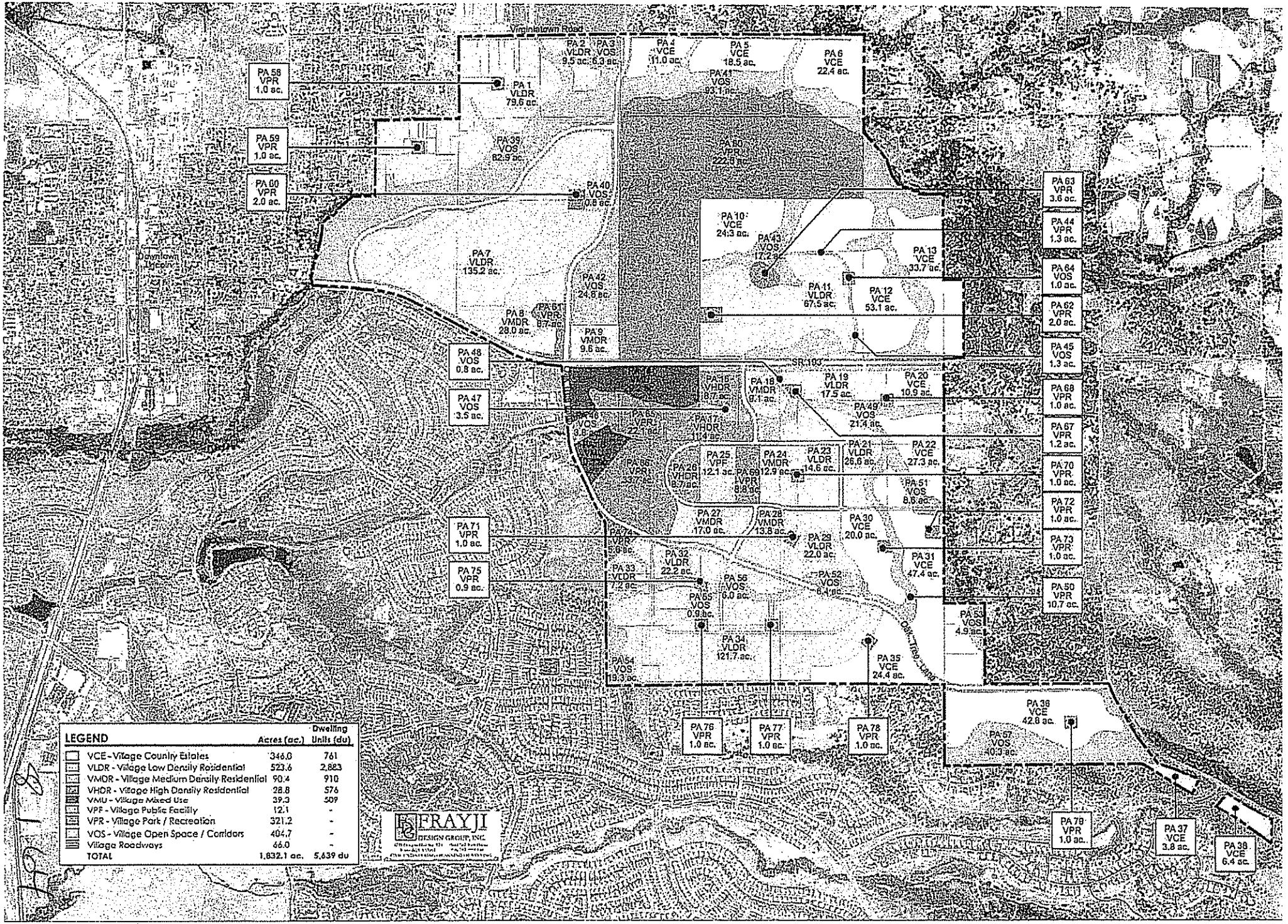
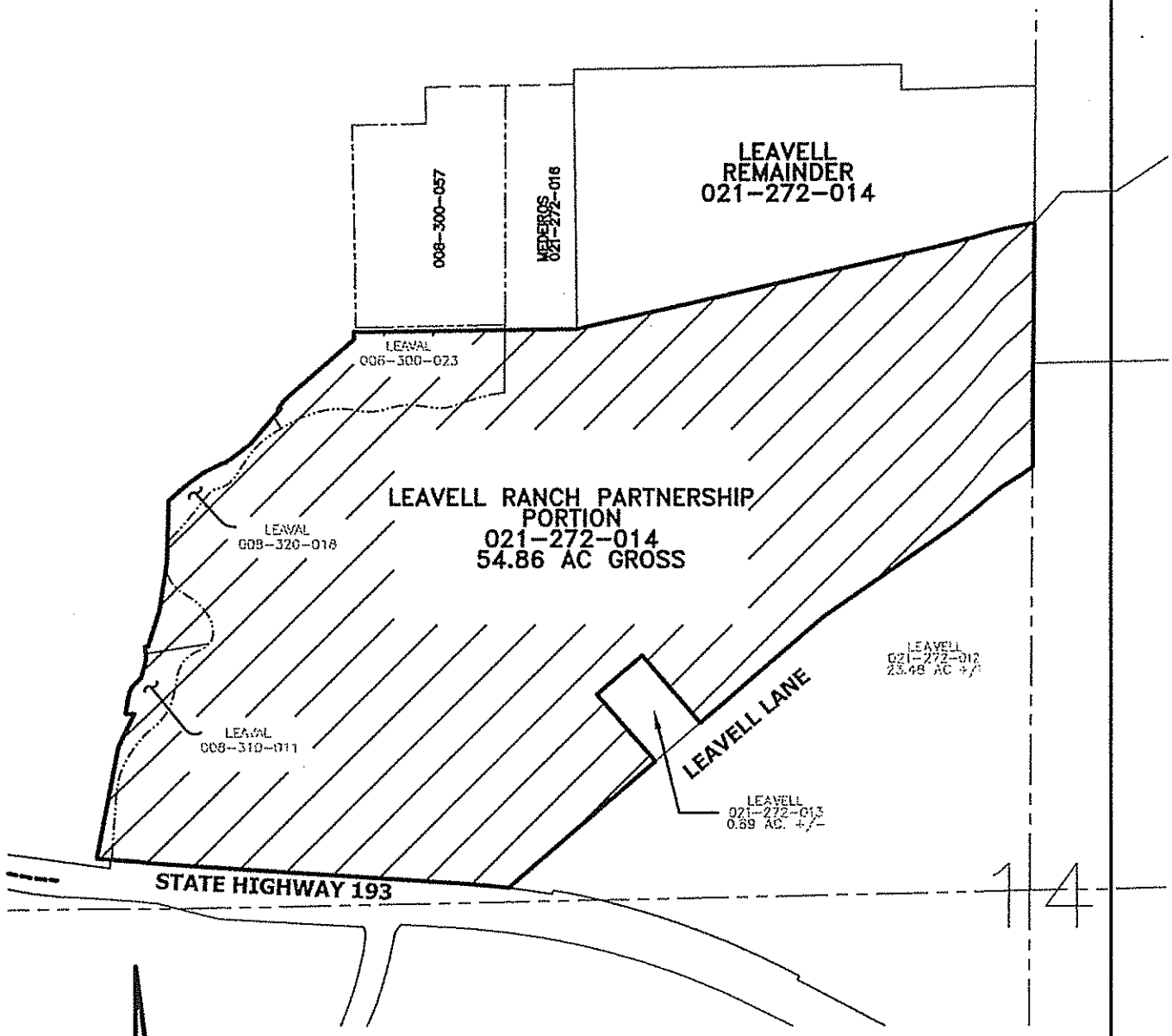

Virginiatown Road
PA 58 VPR 1.0 ac.
PA 59 VPR 1.0 ac.
PA 60 VPR 2.0 ac.
PA 1 VLDR 79.6 ac.
PA 2 VLDR 9.5 ac.
PA 3 VOS 6.3 ac.
PA 4 VCE 11.0 ac.
PA 5 VCE 18.5 ac.
PA 6 VCE 22.4 ac.
PA 41 VOS 93.1 ac.
PA 39 VOS 82.9 ac.
PA 40 VOS 0.8 ac.
PA 60 VPR 222.8 ac.
PA 7 VLDR 135.2 ac.
PA 42 VOS 24.6 ac.
PA 10 VCE 24.3 ac.
PA 43 VOS 17.2 ac.
PA 13 VCE 33.7 ac.
PA 11 VLDR 67.5 ac.
PA 12 VCE 53.1 ac.
PA 8 VMDR 28.0 ac.
PA 61 VPR 0.7 ac.
PA 9 VMDR 9.6 ac.
PA 63 VPR 3.6 ac.
PA 44 VPR 1.3 ac.
PA 64 VOS 1.0 ac.
PA 62 VPR 2.0 ac.
PA 45 VOS 1.3 ac.
PA 48 VOS 0.8 ac.
PA 47 VOS 3.5 ac.
SR 193
PA 16 VHDR 8.7 ac.
PA 18 VMDR 9.1 ac.
PA 19 VLDR 17.5 ac.
PA 20 VCE 10.9 ac.
PA 49 VOS 21.4 ac.
PA 68 VPR 1.0 ac.
PA 67 VPR 1.2 ac.
PA 46 VOS 9.8 ac.
PA 65 VPR 2.2 ac.
PA 17 VHDR 11.4 ac.
PA 25 VPF 12.1 ac.
PA 24 VMDR 12.9 ac.
PA 23 VLDR 14.6 ac.
PA 21 VLDR 26.6 ac.
PA 22 VCE 27.3 ac.
PA 26 VHDR 8.7 ac.
PA 69 VPR 8.8 ac.
PA 51 VOS 8.6 ac.
PA 70 VPR 1.0 ac.
PA 72 VPR 1.0 ac.
PA 73 VPR 1.0 ac.
PA 71 VPR 1.0 ac.
PA 75 VPR 0.9 ac.
PA 27 VMDR 17.0 ac.
PA 28 VMDR 13.8 ac.
PA 30 VCE 20.0 ac.
PA 29 VLDR 22.0 ac.
PA 31 VCE 47.4 ac.
PA 74 VPR 0.8 ac.
PA 32 VLDR 22.2 ac.
PA 33 VLDR 7.2 ac.
PA 55 VOS 6.0 ac.
PA 52 VOS 6.4 ac.
PA 50 VPR 10.7 ac.
PA 65 VOS 0.9 ac.
PA 53 VOS 4.9 ac.
PA 34 VLDR 121.7 ac.
PA 54 VOS 19.3 ac.
PA 35 VCE 24.4 ac.
PA 36 VCE 42.8 ac.
PA 57 VOS 40.3 ac.
PA 76 VPR 1.0 ac.
PA 77 VPR 1.0 ac.
PA 78 VPR 1.0 ac.
PA 79 VPR 1.0 ac.
PA 37 VCE 3.8 ac.
PA 38 VCE 6.4 ac.
Downtown Tycoon
Dark Tree Lane
LEGEND
VCE - Village Country Estates 346.0 761
VLDR - Village Low Density Residential 523.6 2,883
VMDR - Village Medium Density Residential 90.4 910
VHDR - Village High Density Residential 28.8 576
VMU - Village Mixed Use 39.3 509
VPF - Village Public Facility 12.1 -
VPR - Village Park / Recreation 321.2 -
VOS - Village Open Space / Corridors 404.7 -
Village Roadways 66.0 -
TOTAL 1,832.1 ac. 5,639 du
FRAYJI DESIGN GROUP, INC.

EXHIBIT B

Project Description

8.1.65



LICENSED LAND SURVEYOR
CHRISTOPHER D. JOHNSON
L.S. 7576
Exp. 12-31-2015
STATE OF CALIFORNIA

FRAYJI DESIGN GROUP, INC.
2235 Douglas Blvd. Ste 320 (916) 782-3000 Phone
Roseville, CA 95661 (916) 782-3955 Fax
CIVIL ENGINEERING • PLANNING • SURVEYING

EXHIBIT

021-272-014 LEAVELL RANCH PARTNERSHIP

PLACER COUNTY UNIFIED SCHOOL DISTRICT AGREEMENT

County of Placer State of California

11-13-2013
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Page 1 Of 1

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WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Financial Review of Johnson Controls, Inc. Revised Project Scope

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Heather Steer, Facilities Coordinator
Scott Leaman, Superintendent
Audrey Kilpatrick, Assistant Superintendent of Business Services

ENCLOSURES:
No

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
TBD

MEETING DATE:
November 19, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

Over the past year we have received a lot of information regarding the Project Development Agreement with Johnson Controls, Inc. (JCI).

In September, JCI presented a revised scope of work in order to better reflect; the needs of the District, concerns of the Board and Staff, and to show how the repayment schedules would change with the new Proposition 39 funding. Since that time, per the Board's request, and Ad Hoc committee was formed to review the project as proposed, as well as all other information regarding fixing Carlin C. Coppin's HVAC. In addition to our in depth review of this matter, JCI has been working with the District's financial consultants Capital Public Finance Group (CPFG).

Staff has asked that Jeff Small from CPFG return again to give his summary and findings of the financial piece of the JCI project.

RECOMMENDATION:

Staff requests that the Board of Trustees consider the information provided during the presentation and provide input.

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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Approval of Full System Verification for HVAC at Carlin C Coppin Elementary

AGENDA ITEM AREA:
Action

REQUESTED BY:
Heather Steer, Facilities Coordinator
Scott Leaman, Superintendent
Audrey Kilpatrick, Assistant Superintendent of Business Services

ENCLOSURES:
No

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Restricted Facilities Fund 35

MEETING DATE:
November 19, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

During the presentation of November 5, 2013, the Board showed a distinct interest in pursuing the possibility of working with the current chiller/boiler system by making changes that would yield, if not a complete change of system, at least better comfort.

While this is a viable and more affordable alternative, it does require more significant investigation to be certain that the level of comfort that is considered to be standard can be obtained as outlined by SEED, Inc. in conjunction with Rainforth Grau Architects. This can be achieved by having SEED, Inc. perform a full system verification. This would include; each component of the system being retro-commissioned to determine its current status and quality of installation, addressing each piece of equipment, and verifying all assumptions as reported to Staff previously. Currently the estimation of cost for this would be around $28,000.00. While that does seem expensive, it would be part of any further work that we would perform at CCC, and was included in the costs estimated for both the "keep and repair" and the "full replacement" options.

Staff is requesting approval to move forward with SEED, Inc. to complete this system verification in order to have a full understanding of the capabilities of the current equipment to be repaired.

RECOMMENDATION:

Staff requests that the Board of Trustees approve item and direct staff to engage with SEED, Inc. to perform a full system verification at Carlin C Coppin.

8.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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SUBJECT:
Proposal for Implementation
of Carlin C Coppin Middle School
Attendance Boundary Change

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Heather Steer, Facilities Coordinator
Scott Leaman, Superintendent
Audrey Kilpatrick, Assistant Superintendent of Business Services

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
None

MEETING DATE:
November 19, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

When Twelve Bridges Middle School was opened in 2006, in order to utilize available space and better balance the enrollment between the two middle schools, it was designated that students from the Carlin C. Coppin Elementary attendance area would be redirected to attend Twelve Bridges Middle School. This action was made knowing that at some point in the future the middle school boundaries would need to be reestablished to their original format in order to prevent overcrowding at Twelve Bridges Middle.

In 2008 the Board of Trustees began a discussion around the necessity to restructure the middle school attendance boundaries lines. At the time we anticipated that the 6^{th} – 8^{th} grade population at Twelve Bridges Middle School would increase to the point of capacity, and it would become necessary to adjust the attendance between Twelve Bridges Middle and Glen Edwards Middle School. Because the capacity was not yet extended, and due to some concerns about shifting attendance boundaries, the discussion was tabled.

In May, Facilities updated the Board of Trustees that Twelve Bridges Middle School will soon have enrollment equal to being considered "at capacity". To alleviate this impaction, and to better align the middle schools to have locations closer to their feeder elementary schools, Staff is recommending that the subject of moving the Carlin C. Coppin Elementary middle school attendance back to Glen Edwards Middle School. In March the Board was updated as to status and updated on the anticipated change becoming effective for the 2014-2015 school year.

The presentation you will be reviewing tonight is one that was just given to the parents at Carlin C. Coppin during a parent meeting on October 29th. This presentation is to inform every one of the intended policies that staff will be using in order to best initiate this change in boundaries. Staff has some input received from parents at this meeting, and will propose to the Board of Trustees all options set forth.

RECOMMENDATION:

Staff requests that the Board of Trustees consider the information included in this update and provide input.

8.4

WPUSD Middle School Boundary Adjustment Carlin C. Coppin to Glen Edwards Middle

October 29, 2013

- Student enrollment growing in both Twelve Bridges Elementary and Carlin C. Coppin Elementary.
- Twelve Bridges Middle is at capacity and the school is facing over population within a year.
- Need to balance enrollment at both Glen Edwards Middle School and Twelve Bridges Middle School.

Purpose of the Plan

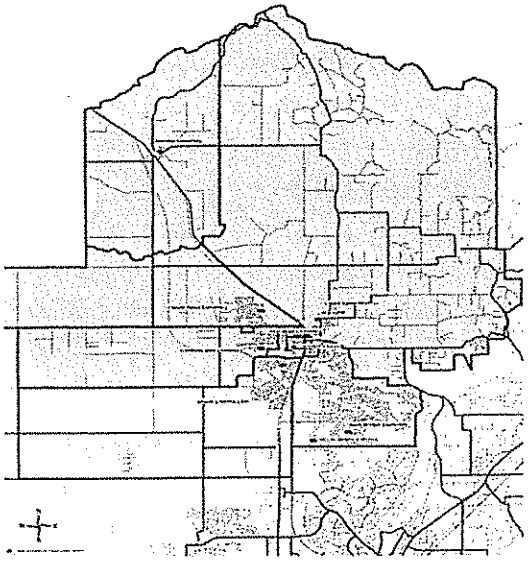
8.4.1

Proposed Plan

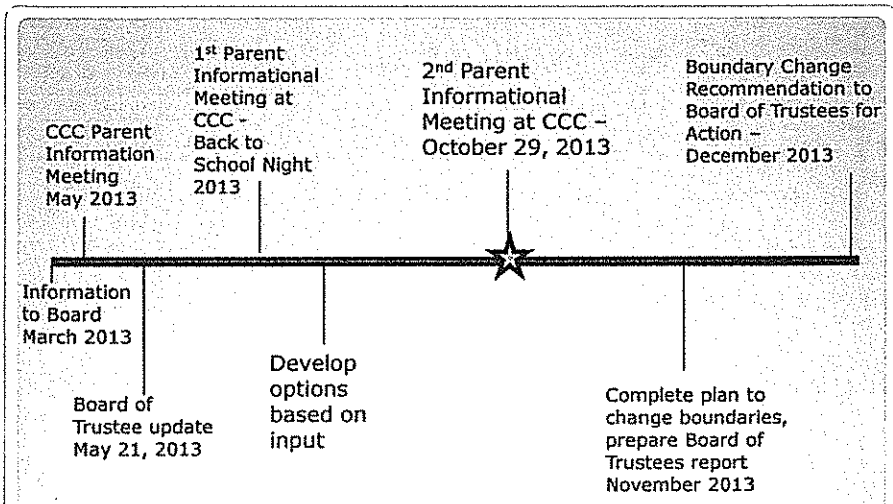
- Current 2013/14 5th graders at Carlin C. Coppin Elementary will attend Glen Edwards Middle School in the 2014/15 school year
- Students who are currently attending Twelve Bridges Middle School can continue to attend there until completing 8th Grade
- Bussing service to Twelve Bridges Middle School for current attending students will continue until they graduate, or no longer needed

NEW MIDDLE SCHOOL BOUNDARIES

Carlin C. Coppin to Glen Edwards Middle



8.4.2 [2]



Timeline of Process

Q: Will current 2013/14 5th Graders go to GEMS?
A: Yes. As of the next school year, 2014/15, they will be 6th graders at Glen Edwards Middle.

Q: Do you have a map of the address that are part of the boundary change?
A: The previous map shows the new middle school attendance boundaries, but no specific addresses. If you live in the Carlin C. Coppin attendance boundary, you will then go to Glen Edwards Middle School.

Questions/Concerns from 8/29/13

8.4.3

Q: Is there a possibility of fee for service bussing to GEMS?
A: No, but there are City busses that can be utilized, and the WPUSD "guest rider" program.

Q: When would the special TBMS bus route stop?
A: Either June 2016 to accommodate the current 6th graders, or sooner if no longer needed.

Q: Are there busses that go from CCC to GEMS?
A: No, this is not a route for WPUSD busses.

Questions/Concerns from 8/29/13

Q: What type of before school services would be available if I need to drop my student off at GEMS before 8:00 am?
A: Neither GEMS nor TBMS have a before school program, but students are dropped off as early at 7:30 am.

Q: Transportation for out of City limits, how does that work?
A: The District does not provide bussing for students within the City limits, however if you live outside the official City of Lincoln limits, we do provide fee based bussing to your school.

Questions/Concerns from 8/29/13

Q: What will be the "grandfathering" limit for siblings?
A: The District is proposing that families with students currently attending TBMS be allowed to continue attending until the completion of 8th grade.

Families with a student currently attending TBMS may enroll a sibling to TBMS for the 2014-2015 and 2015-2016 school years only.

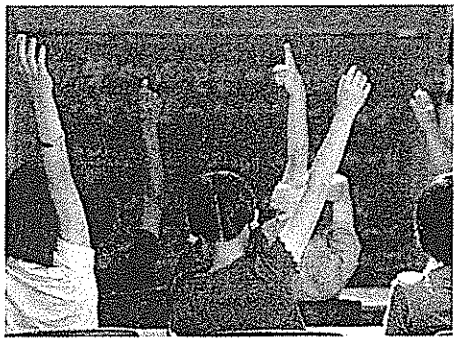
Bussing from CCC attendance area to TBMS will continue through the 2015-16 school year.

Q: How does the intra-district process work?
A: Annually you can request to have your child attend a school site that is not within your attendance area through the intra-district application process. The applications are evaluated by space availability, reasons for transfer, and are approved by the Superintendent.

Questions/Concerns from 8/29/13

Q: What are the current feeder schools to both GEMS and TBMS?
A: The attached map will have some reference, but as of 2014/15 TBMS will serve Twelve Bridges Elementary and Lincoln Crossing. GEMS will serve Sheridan, Foskett Ranch, Carlin C. Coppin, Creekside Oaks, and First Street School.

Questions/Concerns from 8/29/13



Process Questions and Comments

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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SUBJECT:

Disposal of Surplus Items

AGENDA ITEM AREA:

Action

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services

ENCLOSURES:

No

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund

MEETING DATE:

November 19, 2013

ROLL CALL REQUIRED:

No

BACKGROUND:

Board Policy 3270 provides that the Board of Trustees may authorize the disposal of surplus equipment when the equipment becomes unusable, obsolete or no longer needed. Administrative Regulation 3270 provides the process for selling surplus or obsolete property through a number of methods. If the property value is insufficient to defray the costs to arrange a sale, the Board may unanimously approve that property be donated to a charitable organization deemed appropriate by the Board or may be disposed of by dumping (EC 17546)

The attached list of items have been determined to be unusable, obsolete or no longer needed and the district desires to sale these items online through The Public Group, LLC., which is designed to ensure compliance with state regulations and policies. If items on the list do not sale or the cost to sale exceed the estimated value, they will be disposed of by donation or dumping.

Per Education Code 17547, money received from the sale of surplus property shall be either deposited in the district reserve or general fund or credited to the fund from which the original purchase was made (for example Building Fund or Facilities Fund).

RECOMMENDATION:

Administration recommends the Board of Trustees declare the attached list of items as surplus, authorize the disposal of the items and authorize the removal of these items from the fixed assets inventory list if applicable.

Surplus Items

Item	Value	Location
TVs	Dispose	CCC
VCRs	Dispose	CCC
Printers	Dispose	CCC
Computer Speakers	Dispose	CCC
Overhead Projectors	Dispose	CCC
13 desks	1.00 each	CCC
3 junior executive desks	1.00 each	CCC
8 rolling carts	1.00 each	CCC
Bulk student chairs (plastic and wooden)	1.00 each	CCC
4 hutch desks	1.00 each	CCC
Card table	1.00	CCC
Round table	1.00	CCC
Trapezoid table	1.00	CCC
50 junior executive desks	1.00 each	Overflow storage
Metal desk 2 drawer	1.00	Overflow storage
4 metal tables	1.00 each	Overflow storage
4 wooden tables	1.00 each	Overflow storage
4 metal filing cabinets 4 drawers	1.00 each	Overflow storage
Wooden stand	1.00	Overflow storage
2 cubby wooden desks	1.00 each	Overflow storage
2 door tall metal cabinet	1.00 each	Overflow storage
Wooden desk with return	1.00	Maintenance department
Choir risers	295.00	Maintenance department
3 round wooden tables	1.00 each	Maintenance department
5 book shelves	1.00 each	Maintenance department
Projector with stand	Dispose	Maintenance department

8.S.1

Surplus Items

Wooden drafting table with drawer	1.00	Pegasus
Teachers desk 6 drawer	1.00	Pegasus
2 drawer cabinet	1.00	Pegasus
Bookshelf	1.00	Pegasus
2 desks	1.00 each	Pegasus
2 metal filing cabinets 4 drawer	1.00 each	Pegasus
Desk with return 2 desks	1.00 each	Pegasus
Rolling cart 2 shelves	1.00	Pegasus
Round table	1.00	Pegasus
Wooden teachers desk	1.00	Pegasus
Jr. executive desks	1.00	Pegasus
Lot of blue fabric chairs	1.00 each	Pegasus
Nurses bed	1.00	Pegasus
25 trapezoid tables	1.00 each	Pegasus
Tvs	Dispose	Pegasus
Display case	Dispose	Pegasus
Display case wooden	1.00	Pegasus
2 drawer metal cabinet	1.00	Pegasus
3 drawer and 4 drawer blue metal cabinets	Dispose	Pegasus
2 drawer metal filing cabinet	1.00	Pegasus
4 drawer metal cabinet	1.00	Pegasus
Sturdy metal file cabinet 3 drawer	1.00	Pegasus
Sturdy metal file cabinet 3 drawer	1.00	Warehouse
19 turquoise chairs	Dispose	Warehouse
Shower head for locker room	Dispose	Warehouse
2 blue table tops	Dispose	Warehouse
2 score board components	1.00 each	Warehouse
Rotisserie	1.00	Warehouse
4 lunch tables	Dispose	Warehouse
Hurdles	Dispose	Warehouse
LHS Sign	Dispose	Warehouse
2 antennas	Dispose	Warehouse
Unit for outside portable	Dispose	Warehouse
60 "national system" clocks	1.00 each	Warehouse
Sanitizer for portable kitchen (never used)	1.00	Warehouse

8.5.2

Surplus Items

Flute	Dispose/Broken	GEMS
4 Clarinets	Dispose/Broken	GEMS
Tenor Sax	Dispose/Broken	GEMS
Soprano Sax	Dispose/Broken	GEMS
2 French Horns	Dispose/Broken	GEMS
Trumpet	Dispose/Broken	GEMS
3 Trombones	Dispose/Broken	GEMS
2 Metal cabinet 4 shelves (one is a few inches taller)	1.00 each	Sheridan
2 Metal filing cabinets 2 shelves	1.00 each	Sheridan
Metal filing cabinet 4 drawer	1.00	Sheridan
Metal cabinet 4 drawer	1.00	Sheridan
Overhead projector	Dispose	Sheridan
Tall rolling stand	1.00	Sheridan
Metal filing cabinet 5 shelves	1.00	Sheridan
Tvs and rolling stands	Dispose	Sheridan
2 jr executive desks	1.00 each	Sheridan
1 desk	1.00	Sheridan
Mini Fridge	1.00	Sheridan
Microwave (no glass plate)	1.00	Sheridan
3 tv stands	1.00 each	Sheridan
Metal filing cabinet 2 drawer	1.00	Sheridan
Tv/camera and surveillance system	1.00 each	Sheridan
Overhead projector 2	Dispose/Broken	Sheridan
2 printers	1.00 each	Sheridan
Dvd Player	1.00	Sheridan
2 Officejet 6000 printers still in box	1.00 each	Sheridan
Keyboard	1.00	Sheridan
Toner	1.00	Sheridan
Partition	1.00	Sheridan
3 metal filing cabinets 4 drawer	1.00 each	Sheridan
4 metal filing cabinets 2 drawer	1.00 each	Sheridan
White board	Dispose/Broken	Sheridan
3 cabinets 4 drawer	1.00 each	Sheridan
4 cabinets 2 drawer	1.00 each	Sheridan
Lot of student desks	1.00 each	Sheridan

8.5.3

Surplus Items

Overhead projectors	Dispose/Broken	Sheridan

8.5.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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SUBJECT:
Placer Community Foundation Wellness Grant Update: Project Fit Kids!

AGENDA ITEM AREA:
Information

REQUESTED BY:
Mary Boyle
Deputy Superintendent Educational Services

ENCLOSURES:
Handouts at Meeting

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
Placer Community Foundation

MEETING DATE:
November 19, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

Last Spring, the District Student Wellness Committee wrote a grant through the Placer Community Foundation to support physical fitness in our students, toward the goal of physical, mental and emotional health. The program, Project Fit Kids!, was funded and is now up and running, challenging students in grades 5, 7, and 9 to complete the Physical Fitness Test (PFT) in the fall for a baseline measure of their fitness in 6 different areas, setting goals for improvement, and periodically retesting to record their progress in meeting their goals.

A progress report will be presented to the Board.

RECOMMENDATION:

Information only.

8.6

WESTERN PLACER UNIFIED SCHOOL DISTRICT
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SUBJECT:
Single Plans for Student Achievement

AGENDA ITEM AREA:
Action

REQUESTED BY:
Mary Boyle

ENCLOSURES:
Single Plans for Student Achievement (Site Plans)

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
None

MEETING DATE:
November 19, 2013

ROLL CALL REQUIRED:
None

BACKGROUND:

The Single Plan for Student Achievement (SPSA) is the guiding document that each School Based Leadership Team writes to support student achievement through use of federal and state categorical funds at their site. Categorical funds include Federal Title I monies, as well as State Economic Impact Aid (EIA), Pupil Retention Block Grant, GATE, California High School Exit Exam (CAHSEE), and others.

Each school annually reviews its most recent student achievement data, identifies areas for improvement, and writes goals to match those needs through the SPSA. This process is conducted through the efforts of the school administration, the faculty, and the School Based Leadership Team (SBLT – Site Council). The SPSA's for schools in Program Improvement cover a two-year period.

All schools have engaged in the writing of SMART Goals – Specific, Measurable, Achievable, Results-Oriented, Timely goals focused on **student achievement** by students overall and for significant subgroups in two areas: English Language Arts and Mathematics. Additionally, all sites have set a SMART Goal for either Attendance or Behavior. Action Plans include Establishing Essential Standards, Common Assessments and developing collaboration through Professional Learning Communities.

RECOMMENDATION:

Approve Single Plans for Student Achievement as submitted.

The Single Plan for Student Achievement

School:	Lincoln Crossing Elementary School
CDS Code:	31-66951-0113068
District:	Western Placer Unified School District
Principal:	Kevin Kurtz
Revision Date:	October 1, 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:

Contact Person:	Kevin Kurtz
Position:	Principal
Phone Number:	(916) 434-5292
Address:	635 Groveland Lane Lincoln, CA 95648
E-mail Address:	lces@wpusd.k12.ca.uis

The District Governing Board approved this revision of the SPSA on .

8.7.1

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8.7.3

School Vision and Mission

Lincoln Crossing Elementary School's Vision and Mission Statements
At Lincoln Crossing Elementary School everyone works together to create a positive atmosphere where students are becoming independent learners.

School Profile

Lincoln Crossing is located at 635 Groveland Lane in Lincoln, California and is one of seven elementary schools in the Western Placer Unified School District. The school's enrollment is approximately 685 students with 5 kindergarten classes, 4 first grade, 4 second grades, 4 third grades, 3 fourth grades, 3 fifth grades, and a fourth/fifth combination. Class sizes average 27 at kindergarten, 28 in grades 1 – 3, and 31 in grades 4 – 5. The ethnic diversity of the students attending the school are as follows: 4.1% American Indian, 7.1% Asian, 1.8% Pacific Islander, 6.4% Filipino, 3.8% African American, 76.5% White, and 0.3% unstated. 51% are male and 49% are female.

The staff at Lincoln Crossing provides a strong academic program for the students. The instructional program is based on state standards. State standards have been adopted and implemented in language arts, math, social science and science. The school day begins at 8:15 am and ends at 2:40 pm.

Support services include a Resource Program, Occupational Therapy, Speech and Language, Science, and Music.

Parents are involved through assisting with the Site Based Leadership Team (SBLT), Parent-Teachers' Club (PTC), annual events, and regular volunteering with classroom activities. Parents support PTC activities such as educational/enrichment assemblies, family nights, purchasing supplies/materials/equipment, festivals as well as various fundraisers.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

91% of parents believe their is a positive environment for learning and believe their child is given opportunities to excel at the school. 89% believe their child's interest in reading and progress in math as improved with 93% believing their child's is making progress in reading. In general, parent comments are positive towards the support teacher's provide for academic success as well as the Accelerated Reader program benefiting their child. Additionally, some comments were received on the need for a more targeted intervention program in the area of reading and expressing concerns that additional strategies may need to be in place to help making reading fun and motivating for students. Similar comments were received for the math program. The majority of parents are supporting of the school's implementation of the "Leadership" theme and teaching of the "Seven Habits for Highly Effective People." Regardless of grade level, students seem to know the 7 Habits although at the primary level they may not fully understand what the habits actually mean.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed engaging their students through a consistent implementation of the adopted curriculum. Students are observed to be working on task and within a positive classroom environment with appropriate academic and behavioral supports.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   At the start of each year, teachers review student performance on state and local assessments in an effort to evaluate their instructional program for the prior year and establish priorities, or SMART goals, for the current year. In reviewing this data, staff consistently identify the need for targeted intervention.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Staff meet twice monthly in professional learning communities to evaluate specific formative assessments, develop short-term goals as a grade level, and provide dialogue around effective strategies for helping all students reach grade level goals.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   All staff are highly qualified. Staff meetings are utilized for professional development and staff are given opportunities to participate in county and district professional development activities.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   All teachers are appropriately credentialed, have access to each component of the core curriculum, and deliver the curriculum so as to address the content standards and district pacing guides.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   All staff development is developed to support the district's annual goals, the school site's annual goals, and the assessed needs of students.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   A district reading coach is available to work with teachers. Peer coaching,and the district staff development plan supports the district and site curriculum goals.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

   All teachers participate in Professional Learning Communities twice each month during two early release Mondays.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All subject areas, report cards, and testing are aligned with California content standards
Assessments are aligned to California content standards District adopted curriculum is used in language arts, math, science, social studies, and visual arts
Instruction and lessons come from standards within the district adopted texts
Teachers use supplemental materials where needed for specific grade/subject areas

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers develop weekly lesson plans that reflect the recommended minutes for instruction in each of the core curricular areas. In addition time is set aside to address character development and enrichment opportunities. Specific ELA instructional minutes: Grades 1-3, 2.5 hours; Grades 4-5, 2.0 hours. Specific math instructional minutes: Grades 1-5, 1.0 hours.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district, with help of grade level teacher representatives, has developed a pacing guide which teachers use to guide their instructional scope and sequence. Time is scheduled into the school day four times each week for targeted reading intervention during Universal Access times.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Texts available through WPUSD for all K-6 student population
Supplemental materials have been and can be supplied by the Site Based Leadership Team categorical funds as available
Language arts: Houghton Mifflin, has lessons for levels of learning and supplemental materials available
Software supplements to assess comprehension and produce worksheets are available
Lower grade level materials can be used for students at below or well below basic levels
HSP Math has supplemental materials
Language arts texts have re-teaching books
Language arts, math, and art/music sets all offer resources for multi-ability levels
All classes have all proper music materials
WPUSD Board of Trustees has annual resolution confirming instructional materials available to students

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials adopted and used by district teachers meet the requirements of the California Department of Education.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Parent volunteers assisting students in class
One to one remedial time with team teacher and district paid aide in kindergarten
Language arts remedial lessons and ELD lessons
Newsletter communication to parents re: their important role with children re: good nutrition, proper sleep, and consistent help with school work
Possible retention notices list school staff and parent actions for student progress
Teachers cover all content standards in each grade level
Cross age tutors – study buddies – with older students helping younger students
Student teachers utilized at times during the year in specific classes
Decodable leveled books used to assist students

WPUSD supplies CBM testing to assist with determining student academic needs
Universal Access Times
Supplemental materials and strategies shared among staff to assist lower performing students
Student Success Team (SST) meetings held, as per need, to assist students/parents with ideas and guidelines for assistance at home and at school
Special Education Individualized Educational Plans (IEP) developed for determining educational goals for students in speech and resource (RSP).
Preteach and reteach opportunities
School-based resource program

14. Research-based educational practices to raise student achievement

In addition to the core curriculum, staff use the SIPPS (Systematic Instruction in Phonemic Awareness), core curriculum intervention and enrichment activities, and district adopted ELL materials.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

STAR Before and After School Program from 6:00 a.m. -6:00 p.m. for student academic, recreational, and enrichment activities
Lighthouse Resource Center services for family, parent, student counseling and guidance services
SST meetings to assess and assist student needs with faculty/parent input
Parent/teacher conferences with minimum days set for this communication
PCOE courses available
WPUSD in-services available
Special Education RSP & Speech
Assemblies focused on educational and character trait development
Enrichment field trips
Health Clerk time available to assist students' physical needs
Teacher notes/communication systems set re: student progress/concerns with parent response expected
Kindergarten class size reduction Option 2
First through third grade class size reduction Option 1 (Approximately 20 students/class)
Parent volunteers in classrooms
Instructional assistants for academics in RSP
Before and After-School tutoring
Approximately 160+ minutes of prep time for each teacher for planning time to assist students in various ways, communicate/report to parents, and plan specifics re: academic needs
Community sports programs (soccer, football, baseball, basketball)
Child Protective Services assistance as needed
Library time scheduled for all students weekly

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Accelerated Reader and Math program to assess reading comprehension and to motivate students to read.
Many various supplemental materials, as requested and funds available, for staff to assist student needs
Special education funds assist with RSP, Speech, Psychologist personnel
Before and after-school tutoring has been available to assist students after school when funds were available
School & Library Improvement Block Grant (SLIG) funds for staff, after contract hours, to coordinate and run Student Success

Team (SST) meetings with parents to assist students with academics, social, behavioral, and emotional issues
Assistance with paper supplies and copier costs to assist staff/students with extra materials needed

18. Fiscal support (EPC)

The site receives $21/student for general funds, SBLT funds ($9,000/year), and lottery funds ($500/teacher). The Parent Teacher Club (PTC) also supplements school funding to support enrichment activities and general classroom needs.

Description of Barriers and Related School Goals

Funding, varied academic abilities of students.

8.7.8

School and Student Performance Data

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	381	406	430	236	252	258	5	3	10	21	31	31
Growth API	843	853	844	846	860	850				835	881	863
Base API	829	843	852	852	846	860				817	835	881
Target	A	A	A	A	A	A						
Growth	14	10	-8	-6	14	-10						
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	71	69	76	34	35	39	59	75	87	63	53	52
Growth API	825	821	819	715	770	797	789	829	809	732	732	733
Base API	792	825	822	670	715	770	758	789	828	724	732	733
Target	5	A	A				5	5	A			
Growth	33	-4	-3				31	40	-19			
Met Target	Yes	Yes	Yes				Yes	Yes	Yes			

Conclusions based on this data:

1. A decrease in API scores from 2012 to 2013 was noted overall. The API for Hispanic students has decreased although the score of ELL students has consistently increased over the past three years.

School and Student Performance Data

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	250	267	284	159	170	172	--	--		13	23	24
Percent At or Above Proficient	65.6	65.8	66.0	67.4	67.5	66.7	--	--	--	61.9	74.2	77.4
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	No	No	Yes	No	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	98	100	99	99	100	100	100	100
Number At or Above Proficient	41	42	44	9	15	21	29	46	50	26	21	24
Percent At or Above Proficient	57.7	60.9	57.9	26.5	42.9	53.8	49.2	61.3	57.5	41.3	39.6	46.2
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	--	--	--	Yes	Yes	No	--	--	--

Conclusions based on this data:

1. Increases in the percentage of students proficient or above is noted in the following subgroups: Asian, English Learners, and students with disabilities. Overall, there was a .2 percentage increase school-wide.

8.7.10

School and Student Performance Data

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	264	281	276	167	171	166	--	--		17	27	26
Percent At or Above Proficient	69.3	69.2	64.2	70.8	67.9	64.3	--	--	--	81.0	87.1	83.9
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	No	Yes	No	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	98	100	99	99	100	100	100	100
Number At or Above Proficient	44	47	43	15	19	23	36	52	49	37	30	27
Percent At or Above Proficient	62.0	68.1	56.6	44.1	54.3	59.0	61.0	69.3	56.3	58.7	56.6	51.9
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	--	--	--

Conclusions based on this data:

1. A decrease in all areas except English Learners was noted with a 5% decrease overall.

9.7.11

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	8	2	17	7	58	2	17	0	0	12
1	1	8	5	42	5	42	1	8	0	0	12
2	1	13	4	50	2	24	1	13	0	0	8
3	1	8	5	42	5	42	0	0	1	8	12
4	3	25	2	17	6	50	0	0	1	8	12
5	0	0	2	50	2	50	0	0	0	0	4

Conclusions based on this data:

1. The majority of students are scoring at the Intermediate or above levels.

8.7.12

School and Student Performance Data

CELDT (All Assessment) Results

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

Conclusions based on this data:

1.

8.7.13

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	39	37	48
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	39	37	48
Number Met	24	25	30
Percent Met	61.5%	67.6%	62.5%
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	40	5	40	9	51	6
Number Met	13	--	11	--	22	2
Percent Met	32.5%	--	27.5%	--	43.1%	33.3%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	*	Yes	*	Yes	No

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

Conclusions based on this data:

1. The AMAO1 targets were met as was the AMAO target for those students receiving EL instruction for less than five years.

8.7.14

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	614	639	617
Percent with Prior Year Data	100	99.4	100
Number in Cohort	614	635	617
Number Met	339	400	356
Percent Met	55.2	63.0	57.7
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	530	222	515	251	470	257
Number Met	113	104	122	142	113	137
Percent Met	21.3	46.8	23.7	56.6	24	53.3
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

Conclusions based on this data:

1.

8.7.15

School and Student Performance Data

CAHSEE (English-Language Arts)

2012-13 Grade 10 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

8.7.16

CAHSEE (Mathematics)

2012-13 Grade 10 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

8.7.17

School and Student Performance Data

CAHSEE (English-Language Arts)

2012-13 Grade 11 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

8.7.18

CAHSEE (Mathematics)

2012-13 Grade 11 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

8.7.19

School and Student Performance Data

CAHSEE (English-Language Arts)

2012-13 Grade 12 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

8.7.20

CAHSEE (Mathematics)

2012-13 Grade 12 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

8.7.21

Planned Improvements in Student Performance

School Goal #1

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Language Arts
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program
SCHOOL GOAL #1:
By the end of the 13/14 school year 80% of students in grades 1 - 5 will increase their scaled score by on the RenLearn STAR reading test by 10 points.
Data Used to Form this Goal:
Results on state STAR testing, formal and summative classroom assessments, district assessments.
Findings from the Analysis of this Data:
A percentage of students continue to fall below state and federal criteria for meeting English Language Arts standards.
How the School will Evaluate the Progress of this Goal:
Review of state end-of-year assessments, classroom assessments, and district assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards A. Grade level long/short range planning of instruction aligned to content standards B. Grade level goals aligned to content standards to improve student achievement for all sub groups. C. Language Arts pacing guides and assessments utilized to ensure instruction is matched to standards at each grade level. D. Manipulatives and instructional	Ongoing	School Staff	Materials Duplication/Paper/Supplies	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	1250
			Materials Duplication/Paper/Supplies	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	1250
			Materials Duplication/Paper/Supplies	5000-5999: Services And Other Operating Expenditures	General Fund	2250
			Student Planners (4th & 5th)	4000-4999: Books And Supplies	School and Library Improvement Program Block	177
			Student Planners (4th &	4000-4999: Books	Economic Impact	177

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
support materials utilized to supplement and enhance the core curriculum. E. Providing organizational supports for student success F. Technology Support for Curriculum G. Purchase of Expository sets of literature			5th)	And Supplies	Aid/Limited English Proficient (EIA-LEP)	
			Curriculum Materials/Resources	4000-4999: Books And Supplies	School and Library Improvement Program Block	2816
			Curriculum Materials/Resources	4000-4999: Books And Supplies	Economic Impact Aid/Limited English Proficient (EIA-LEP)	429
Extended Learning Time A. Integration of instructional strategies to address the learning needs of students identified as below standard. B. Provide intervention programs for underperforming students C. Provide materials/programs/training that support ELL students. D. Software designed to encourage reading and the development of language arts skills. E. Extending the Language Arts Curriculum through art activities F: Universal Access time used to group students across the grade level for targeted instruction.	Ongoing	School Staff	ESGI Kindergarten Assessment Program	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	180
			ESGI Kindergarten Assessment Program	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	180
			Accelerated Reader	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	1673
			Accelerated Reader	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	1673
			Accelerated Reader	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO	2000
			Type to Learn	5800: Professional/Consulting Services And Operating Expenditures	School and Library Improvement Program Block	100
			Intervention Materials/Books	4000-4999: Books And Supplies	Economic Impact Aid/Limited English Proficient (EIA-LEP)	1678
Increased Educational Opportunity A. Integration of instructional strategies to provide challenge opportunities for students identified	Ongoing	School Staff	Materials/Supplies (GATE)	4000-4999: Books And Supplies	Other	411

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
as above standard. B. Providing programs that motivate students to read for pleasure and recognize student achievement C. Universal Access time used to group students across the grade level for targeted instruction.						
A. Staff Development and Professional Collaboration B. Utilization of early release Monday's, staff meetings, trainings outside of school to enhance the delivery of instruction C. Representatives from each grade level meet for a 1/2 day monthly to review best practices and current research on reading instruction. D. One staff meeting per month used to orient school staff to best practices in reading instruction and common core strategies lead by grade level experts.	Ongoing	School Staff	Substitutes for Monthly Release Time	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	2240
Community Support & Student Recognition A, Utilize monthly newsletters, PTC meetings, Open House, parent conferences and other events to educate, inform, and assist parents in supporting their child(ren) in meeting standards.	Ongoing	School Staff	Parent Conference Scheduler	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	63
			Parent Conference Scheduler	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	63

8,24

Planned Improvements in Student Performance

School Goal #2

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Mathmatics
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program.
SCHOOL GOAL #2:
By the end of the 12/13 school year 90% of all students will have mastered grade level expectations for either addition or multiplication facts.
Data Used to Form this Goal:
Results on state STAR testing, formal and summative classroom assessments, district assessments.
Findings from the Analysis of this Data:
A percentage of students continue to fall below state and federal criteria for meeting English Language Arts standards.
How the School will Evaluate the Progress of this Goal:
Review of state end-of-year assessments, classroom assessments, and district assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards A. Grade level long/short range planning of instruction aligned to content standards B. Grade level goals aligned to content standards to improve student achievement for all sub groups. C. Math pacing guides and assessments utilized to ensure instruction is matched to standards at each grade level. D. Manipulatives and instructional	Ongoing	School Staff	Duplication/Paper/Supplies	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	1250
			Duplication/Paper/Supplies	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	1250
			Duplication/Paper/Supplies	5000-5999: Services And Other Operating Expenditures	General Fund	2250
			Student Planners (4th & 5th)	4000-4999: Books And Supplies	School and Library Improvement Program Block	177
			Student Planners (4th &	4000-4999: Books	Economic Impact	177

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
support materials utilized to supplement and enhance the core curriculum. E. Providing organizational supports for student success F. Technology Support for Curriculum			5th)	And Supplies	Aid/Limited English Proficient (EIA-LEP)	
Extended Learning Time A. Provide materials/programs/training that support all students including ELL and GATEstudents. B. Math Facts Programs	Ongoing	School Staff	Accelerated Math	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	483
			Accelerated Math	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	483
			ESGI Kindergarten Assessment Program	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	180
			ESGI Kindergarten Assessment Program	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	180
			Supporting Materials and Supplies (GATE)	4000-4999: Books And Supplies	Other	411
			Computer Software	4000-4999: Books And Supplies	School and Library Improvement Program Block	1000
Increased Educational Opportunity A. Integration of instructional strategies to provide challenge opportunities for students identified as above standard.	Ongoing	School Staff				
Staff Development and Professional Collaboration A. Utilization of early release Monday's, staff meetings, trainings outside of school to enhance the delivery of instruction.	Ongoing	School Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community Support & Student Recognition A, Utilize monthly newsletters, PTC meetings, Open House, parent conferences and other events to educate, inform, and assist parents in supporting their child(ren) in meeting standards.	Ongoing	School Staff	Parent Conference Scheduler	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	63
			Parent Conference Scheduler	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	63

Planned Improvements in Student Performance

School Goal #3

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: School Climate
LEA GOAL:
Foster a safe, caring environment where individual differences are valued and respected.
SCHOOL GOAL #3:
By the end of the 13/14 school year, 90% of all students will demonstrate an increased use for the 7 Habits of Highly Effective People to positively impact the overall school environment and to achieve individually set goals (personal and academic) that impact their growth as an individual.
Data Used to Form this Goal:
Student and parent surveys.
Findings from the Analysis of this Data:
Many students lack the common language and the skills they need to positively contribute to the overall school environment and to take an active part in monitoring and improving their personal life and academic performance.
How the School will Evaluate the Progress of this Goal:
Student and parent surveys; state, district, and school assessments, review of school disciplinary logs and teacher perceptions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improvement of instructional strategies and materials C. School-wide behavior plan, including rewards and consequences, promotes consistent enforcement of school discipline. D. Leader in Me & Positive Action character education program/curriculum focusing on positive reinforcement, preventative interventions, and leadership skills.	Ongoing	School Staff	Leader in Me Program Materials	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO	2000
			Leader in Me Program Support	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO	4000
			Materials/Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	1000

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
E. Monthly/Trimester awards given for positive actions, academic growth, and attendance. F. Provide a safe school environment for student learning.						
Increased Educational Opportunity/Extended Learning Time A. Work with the school psychologist and the Lighthouse program to provide counseling, school success, and/or social skills groups for students. B. Assemblies/presentations that focus on social skills, self-esteem and appropriate choices and that reinforce the school-wide behavior plan C. Provide outreach programs and information to parents encouraging parent participation in school programs and activities. D. Provide after school programs that challenge students to utilizes concepts they have learned during the school day in meaningful ways. E. Student performance opportunities.	Ongoing	School Staff	Assemblies/Co-Curricular Activities	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO	4000
Community Support & Student Recognition A, Utilize monthly newsletters, PTC meetings, Open House, parent conferences and other events to educate, inform, and assist parents in supporting their child(ren) in social and academic growth.	Ongoing	School Staff	Student Recognition	4000-4999: Books And Supplies	General Fund	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. Work with local organizations to enhance our student recognition programs.						

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Planned Improvements in Student Performance

School Goal #4

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: School Climate
LEA GOAL:
Foster a safe, caring environment where individual differences are valued and respected.
SCHOOL GOAL #4:
By the end of the 13/14 school year, all students will have participated in an extra curricular activity (assembly, club, field trip, enrichmentetc.).
Data Used to Form this Goal:
Review of curriculum, current research, best practices for student motivation, student surveys, student test results on summative and formative assessments.
Findings from the Analysis of this Data:
To increase student motivation for academic learning, there is a need to provide relevant experiences to students that help them apply practical meaning to concepts they are learning. Students need to feel an ownership for their school that can be achieved through extra curricular activities and experiences.
How the School will Evaluate the Progress of this Goal:
Student surveys, parent surveys, results on formative and summative assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased Student Opportunities A. Specialized field trips offered to support grade level curriculum B. Enrichment period offered to fourth/fifth grades C. Assemblies scheduled to integrate performing and fine arts with curriculum implementation D. Choir and grade level performances	Ongoing	School Staff	Assemblies & Enrichment Support	5800: Professional/Consulting Services And Operating Expenditures	PTO	5000
			Choir Stipend	1000-1999: Certificated Personnel Salaries	Other	970
			Assemblies & Enrichment Support	5800: Professional/Consulting Services And Operating Expenditures	School and Library Improvement Program Block	2000

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Planned Improvements in Student Performance

School Goal #5

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts
SCHOOL GOAL #1:
5% of EL students will increase one level in the CELDT test score by the end of the 13/14 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate EL programs with District Program Specialist for interventions.	Ongoing	School Staff/District Staff	Bi0monthly monitoring of EL students through CPM assessments	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	452

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English	2,240.00
1000-1999: Certificated Personnel Salaries	Other	970.00
4000-4999: Books And Supplies	Economic Impact Aid/Limited English	2,461.00
4000-4999: Books And Supplies	General Fund	500.00
4000-4999: Books And Supplies	Other	822.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty	2,000.00
4000-4999: Books And Supplies	School and Library Improvement Program	5,170.00
5000-5999: Services And Other Operating	Economic Impact Aid/Limited English	5,142.00
5000-5999: Services And Other Operating	General Fund	4,500.00
5000-5999: Services And Other Operating	Parent Teacher Association/Parent Faculty	10,000.00
5000-5999: Services And Other Operating	School and Library Improvement Program	5,142.00
5800: Professional/Consulting Services And	PTO	5,000.00
5800: Professional/Consulting Services And	School and Library Improvement Program	2,100.00

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Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
PTO	5,000.00
Economic Impact Aid/Limited English Proficient (EIA-LEP)	9,843.00
General Fund	5,000.00
Other	1,792.00
Parent Teacher Association/Parent Faculty Club	12,000.00
School and Library Improvement Program Block	12,412.00

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Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	3,210.00
4000-4999: Books And Supplies	10,953.00
5000-5999: Services And Other Operating Expenditures	24,784.00
5800: Professional/Consulting Services And Operating	7,100.00

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Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,610.00
Goal 2	7,967.00
Goal 3	11,500.00
Goal 4	7,970.00

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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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kevin Kurtz	[X]	[ ]	[ ]	[ ]	[ ]
Pam Soha	[ ]	[ ]	[X]	[ ]	[ ]
Pam Cook	[ ]	[X]	[ ]	[ ]	[ ]
Hilma Valtatie	[ ]	[X]	[ ]	[ ]	[ ]
Amy Shaffer	[ ]	[ ]	[ ]	[X]	[ ]
Laura Cox	[ ]	[ ]	[ ]	[X]	[ ]
Jeff Bonkoske	[ ]	[ ]	[ ]	[X]	[ ]
Jennier Hancock	[ ]	[ ]	[ ]	[X]	[ ]
Lisa Jonutz	[ ]	[ ]	[ ]	[X]	[ ]
OPEN	[ ]	[X]	[ ]	[ ]	[ ]
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s 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):**

[ ]	State Compensatory Education Advisory Committee	Signature
[X]	English Learner Advisory Committee	Kevin Kurtz Signature
[ ]	Special Education Advisory Committee	Signature
[ ]	Gifted and Talented Education Program Advisory Committee	Signature
[ ]	District/School Liaison Team for schools in Program Improvement	Signature
[ ]	Compensatory Education Advisory Committee	Signature
[ ]	Departmental Advisory Committee (secondary)	Signature
[ ]	Other committees established by the school or district (list):	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. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Kevin Kurtz Typed Name of School Principal	Kevin Kurtz Signature of School Principal	10-29-13 Date
Laura Cox Typed Name of SSC Chairperson	Laura K Cox Signature of SSC Chairperson	10/30/13 Date

8.7.44

The Single Plan for Student Achievement

School:	Glen Edwards Middle School
CDS Code:	31669516108351
District:	Western Placer Unified School District
Principal:	Stacey Brown
Revision Date:	November 7, 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:

Contact Person:	Mary Boyle
Position:	Deputy Superintendent
Phone Number:	916-645-6350
Address:	600 Sixth st., Ste. 400 Lincoln, Ca. 95648-1825
E-mail Address:	sbrown@wpusd.k12.ca.us

The District Governing Board approved this revision of the SPSA on Nov. 19, 2013.

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School Vision and Mission

Glen Edwards Middle School's Vision and Mission Statements

Glen Edwards Middle School (GEMS) is one of two middle schools within the Western Placer Unified School District boundaries, serving approximately 720 students, grades sixth through eighth. Glen Edwards is located in the city of Lincoln, a changing semi-rural community situated in Placer County at the base of the Sierra Nevada Mountains. GEMS is a culturally diverse, Title I school grounded in the rich history of Lincoln and proud of its heritage and diversity. Currently, enrollment consists of: 1% American Indian, 3% Asian, 2% Filipino, 1% African-American, 39% Hispanic, 50% Caucasian and 3% two or more races. Students are our number one priority and our staff is dedicated to the shared mission of: creating a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

At GEMS, we are focused on ALL students learning and providing them with an excellent education. All of our academic programs are rigorous and follow state standards. We have several support programs including intervention classes, pro-social skills training and AVID that will continue and grow this year because of their positive impact on our students' needs. Also, we offer a variety of after-school activities, such as athletics and tutoring to help our students expand their interests and abilities.

Our school-wide positive behavior support plan is centered on students being safe, showing integrity, and being considerate on all areas of campus. Positive behaviors are defined and explicitly taught to students. Students are systematically rewarded for exhibiting the positive behaviors throughout the year.

School Profile

Glen Edwards Middle School was originally built as Lincoln Elementary School in 1952. The buildings were modernized in 1992 at about the same time that the school was converted to a middle school campus. Several portable classroom buildings and a cement sidewalk were added to the GEMS campus during the last few school years to accommodate our growing student body and classroom needs: a computer lab, two science lab classrooms, five classrooms, two PE locker-rooms, and staff and student restrooms. Additionally, the blacktop space was reconfigured to allow more court space for physical education classes and lunchtime play. In 2008 Glen Edwards' received a Project Fit America grant and added new physical fitness equipment and work-out area adjacent to existing apparatus in an effort to increase our students' anaerobic and aerobic programs.

The student school day begins promptly at 8:00 a.m. and ends with dismissal at 2:30 p.m. In order to provide extended school day experiences for students, several opportunities are available to GEMS students. All teachers are available for student support and questions at 7:40 a.m. daily; breakfast is also available in the multipurpose room daily at 7:40 a.m. After school, students find a variety of activities available, including athletics, after-school Panther Pride tutoring (from 3:00 – 6:00 p.m.) and the Homework Club (from 2:45 – 3:45 p.m.) is a one hour program in which students complete homework or receive instruction. All activities are supervised by credentialed teachers or AVID high school tutors.

GEMS staff and administration are committed to maintaining a safe and clean environment for students and their families. All visitors must check-in and out at the office and wear identifying badges for easy recognition. The assistant principal and a campus supervisor work together to provide supervision and to maintain discipline on a daily basis.

School Leadership

Principal Stacey Brown moved to Glen Edwards M. S. from the other district middle school in the fall of 2013. Assistant Principal Rey Cubias began his third year at Glen Edwards bringing 18 years of teaching and leadership experience to GEMS.

GEMS' School Site Council (SSC) is involved with school governance and budget decisions. The Council consists of ten members include five GEMS certificated and classified staff (including the principal) and five parent volunteers or members from the community. All parents of Glen Edwards students are invited participate and attend meetings, held on the third Tuesday of each month at 6:00 p.m. in the school library. The purpose of the SSC is to assist the school in matters pertaining to the Glen Edwards Middle School educational program by inquiring, informing, suggesting, recommending, and evaluating areas for school improvement.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Informal surveys are done with the staff through Goggle Docks. Parents surveys are done within the Association of Parents, Teachers and Students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal classroom observations are conducted annually utilizing the district Certificated Evaluation Process. Informal "drop in" observations are done daily during the school year by both the Principal and Assistant Principal.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   Each fall Glen Edwards' CST Testing results are analyzed by administration and faculty to determine areas of needed growth. Daily and weekly formative assessments provide further feedback to teachers to modify instruction, re-teach and intervention support to improve student achievement. iLearn is a math assessment used four times through-out the school year to track student progress in those basic skills.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   The staff meets every Monday in professional learning communities to review data from assessments.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   All staff are highly qualified. Staff meetings are utilized for professional development and planning.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   The staff in appropriately credentialed and receives professional development in classroom management and curriculum.

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5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Every Monday is an early-release day. During this collaboration time, administration and staff work in professional learning communities in content areas and grade levels meetings planning curriculum pacing guides, mapping key standards, developing smart goals, common assessments, data collection and student identification for intervention programs. Additional time will be set-aside for sharing data on student performance, evaluating current and best practices and determining improvements if needed, to GEMS curriculum and instruction. Our primary focus for the school year is on student learning, determining what students need to know, timely assessments, intervening when students experience difficulty in learning, and developing a systematic process where teachers work together to analyze and improve their classroom practices.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The District has a Peer coach that provides assistants to Title 1 schools specifically.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The staff meets weekly in professional learning communities by grade level and curricular area. Teachers also participate in vertical articulation with other district schools.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All State of California approved curriculum, textbooks, and support materials in language arts, mathematics, social science, and science classes are aligned to state standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

We exceed instructional minutes in both L/A and math.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All curricular areas are aligned with a pacing guide and master schedule is designed with intervention courses imbedded.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Grade-level state adopted instructional materials are available to all students. Additionally, alternative/intervention standards-based curriculum is available to RSP (Resource Specialist Program), SDC (Special Day Class), EL (English Learner) and intensive intervention students.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials are state approved curriculum and meets adoption criteria.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At Glen Edwards Middle School, there are three groups of underperforming students, when compared to the overall school's academic performance: Hispanic/Latino, English Language Learners, Socio-Economically Disadvantaged students and Students with Disabilities who score Below Basic (BB) or Far Below Basic (FBB) on the California Standards Test. The following classes are available to support students: English Language Arts Intervention, Algebra after school support, resource classes, and special day

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classes.

14. Research-based educational practices to raise student achievement

Professional Learning Communities review data to adjust instruction and curriculum and set goals.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The Panther Pride After-School Tutoring program is available to all students with CST scores of Below Basic or Far Below Basic and/or with standardized achievement scores below the 35th percentile and/or not meeting grade level expectations (2.0+ GPA in math, language arts or overall.) The Title I Intervention classes are available to struggling students. The Lighthouse Counseling Center in Lincoln is available for individual and family counseling to support students' success. Adult Education English Learner programs are also available through the school district.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Implementation and monitoring is done by the district office.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Intervention specialist in both math and L/A are funded with Title 1 funds. School & Library Improvement Block Grant funds are used to purchase library books and provide teacher release time for curriculum planning.

18. Fiscal support (EPC)

N/A

Description of Barriers and Related School Goals

There are many barriers that traditionally impair student success.

Unstable family environment in which education is not one of the highest priorities.
Language barriers.
Poor student motivation.
Poor attendance.
Need for improved communication between parents and school.
Budget reductions state and district wide.

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School and Student Performance Data

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	638	652	643	339	329	317	3	5	2	17	21	17
Growth API	790	777	762	816	810	794				847	853	859
Base API	785	790	790	826	816	821	654			855	847	866
Target	5	5	5	A	A	A						
Growth	5	-13	-28	-10	-6	-27						
Met Target	Yes	No	No	Yes	Yes	No						

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	245	255	263	146	152	141	301	350	344	88	91	74
Growth API	754	726	711	690	670	663	739	725	704	624	607	560
Base API	721	754	742	669	690	690	725	739	740	624	624	620
Target	5	5	5	7	6	6	5	5	5			
Growth	33	-28	-31	21	-20	-27	14	-14	-36			
Met Target	Yes	No	No	Yes	No	No	Yes	No	No			

Conclusions based on this data:

1. Students in sub groups continue to fall below proficiency levels. Continued interventions and instructional strategies need to be implemented and monitored.

School and Student Performance Data

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	359	343	319	218	197	185	--	--		12	15	13
Percent At or Above Proficient	56.4	52.6	49.6	64.5	59.9	58.4	--	--	--	70.6	71.4	76.5
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	No	No	No	No	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	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	107	104	96	43	43	33	129	144	128	30	29	17
Percent At or Above Proficient	43.7	40.8	36.5	29.5	28.3	23.4	42.9	41.1	37.2	34.1	31.9	23.0
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	Yes	No	No	Yes	No	No	Yes	No	No	--	--	--

Conclusions based on this data:

1. All student groups continue to fall behind in proficiency levels.

8.7.53

School and Student Performance Data

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	326	304	205	190	176	122	--	--		9	14	8
Percent At or Above Proficient	51.1	46.8	31.9	56.0	53.7	38.5	--	--	--	52.9	66.7	47.1
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	No	No	No	No	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	100	100	100	100	99	100	100	99	100	100	100	100
Number At or Above Proficient	110	91	58	52	45	18	119	133	78	26	22	14
Percent At or Above Proficient	44.9	35.8	22.1	35.6	29.8	12.8	39.5	38.2	22.7	29.5	24.2	18.9
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	No	Yes	No	No	Yes	No	No	--	--	--

Conclusions based on this data:

1. All student groups continue to fall behind in proficiency levels.

8.7.54

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	2	7	10	33	17	57	0	0	1	3	30
7	5	15	8	23	16	47	3	9	2	6	34
8	2	9	13	56	4	17	3	13	1	4	23

Conclusions based on this data:

1. Students are moving from Intermediate to Early Advanced in high numbers from 6th to 8th grade.

8.7.SS

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	2	7	10	33	17	57	0	0	1	3	30
7	5	15	8	23	16	47	3	9	2	6	34
8	2	9	13	56	4	17	3	13	1	4	23

Conclusions based on this data:

1.

8.7.56

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	81	94	83
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort.	81	94	83
Number Met	37	61	42
Percent Met	45.7%	64.9%	50.6%
NCLB Target	54.6	56.0	57.5
Met Target	No	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	13	77	12	84	3	83
Number Met	--	27	--	45	--	35
Percent Met	--	35.1%	--	53.6%	--	42.2%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	No	*	Yes	*	No

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

Conclusions based on this data:

1.

8.7.57

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	614	639	634
Percent with Prior Year Data	100	99.4	100.0
Number in Cohort	614	635	634
Number Met	339	400	369
Percent Met	55.2	63.0	58.2
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	530	222	515	251	473	266
Number Met	113	104	122	142	112	139
Percent Met	21.3	46.8	23.7	56.6	23.7	52.3
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

Conclusions based on this data:

1.

8.7.58

Planned Improvements in Student Performance

School Goal #1

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Improving Student Achievement
LEA GOAL:
Develop and continually upgrade a well articulated k-12 academic program.
SCHOOL GOAL #1:
Continue to improve student achievement in English Language Arts while providing professional development to staff and transitioning to Common Core State Standards.
Data Used to Form this Goal:
2012-2013 California Standardized testing results from API and AYP.
Findings from the Analysis of this Data:
All groups of students need support in meeting proficiency levels in L/A.
How the School will Evaluate the Progress of this Goal:
Establish a school wide assessment tool until SBAC data can be utilized.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10% of Title I monies for staff development (PI mandated)	2013-2014	All teachers with emphasis on core	Class registration workshop registration	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	15,494
			Substitute teachers	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,000
			Trainer fees	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	2,000

LS'L'8

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of Instruction with key content standards • Pacing guides • Common assessments • Data tracking	2013-2014	All teachers with emphasis on core	Curriculum lead teacher stipends	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	6,800
Intervention Service Providers	2013-2014	Principal	Provides intervention instruction in L/A.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	27,470
Ink, toner, postage and paper for parent communication	2013-2014	Principal	Report Cards, Progress Reports, Certificates and projects	5900: Communications	School and Library Improvement Program Block	3,522
Classroom and library books and supplies. Student agendas	2013-2014	Principal	Classroom novel sets, library books, students agenda's and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	12,680
Intervention and PBIS Coordinator.	2013-2014	Principal	Coordinates ISP's and analyzes data.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	92,625
School wide document cameras and LCD projectors in class rooms. Two portable computer labs and carts.	2013-2014	staff	tech modernization in preparation for SBAC testing and Common Core instruction.	4000-4999: Books And Supplies	Title I Part A: Allocation	72,000
Preparation for Pre-Advanced Placement program. Teacher in-service and supplies.	2013-2014	Principal	In-service for Pre-AP high achiever program	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid	5,000
			supplies, textbooks	4000-4999: Books And Supplies	Economic Impact Aid	14,250
Part of 15% Title 1 roll over.	2013-2014	Principal	Roll over to 2014-2015	None Specified	Title I Part A: Allocation	34,581
L/A intervention material- Scholastic	2013-2014	Principal	Expand library material	4000-4999: Books	Economic Impact Aid	6,800

09'L'8

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Library books			for ELD students.	And Supplies		
EIA roll over for new ELD program in 2014-2015	2013-2014	Principal	roll over of a portion of EIA funds	None Specified	Economic Impact Aid	139,155

Planned Improvements in Student Performance

School Goal #2

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Improving Student Achievement
LEA GOAL:
Develop and continually upgrade a well articulated k-12 academic program.
SCHOOL GOAL #2:
Continue to improve student achievement in math while providing professional development to staff and transitioning to Common Core Standards.
Data Used to Form this Goal:
2012-2013 California Standardized testing results from API and AYP.
Findings from the Analysis of this Data:
All groups of students need support in meeting proficiency levels in math.
How the School will Evaluate the Progress of this Goal:
Establish a school wide assessment tool until SBAC data can be utilized.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
STRIVE Intervention Service Provider (ISP).	2013-2014	Principal	Provides intervention to 6-8th grade students in math.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	27,470
IPASS	2013-2014	Principal Teachers	Software for math intervention	4000-4999: Books And Supplies	Title I Part A: Allocation	12,500
Pre-AP materials	2013-2014	Principal	student math workbooks and textbooks	4000-4999: Books And Supplies	Title I Part A: Allocation	14,824
Admin. and Teacher in-service	2013-2014	Principal teachers	Pre-AP in-service	5000-5999: Services And Other Operating	Title I Part A: Allocation	3,000

T9'L'8

Planned Improvements in Student Performance

School Goal #3

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: School Safety and Climate
LEA GOAL:
Foster a safe, caring environment where individual differences are valued and respected.
SCHOOL GOAL #3:
Create a safe, positive school climate increasing the student average daily attendance rate from 95.83 to 96.5%
Data Used to Form this Goal:
District attendance data. School PBIS SWISS data.
Findings from the Analysis of this Data:
Determine if student discipline issues are decreasing. Monitor attendance trends that has been improving from 2010-2013.
How the School will Evaluate the Progress of this Goal:
District monthly attendance rates and site discipline monitoring software.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Safety & Climate PBIS CARE Intervention Honors Celebrations Perfect Attendance Awards	2013-2014	Admin. Staff	Positive Behavior and Intervention Support	4000-4999: Books And Supplies	Title I Part A: Allocation	7,500
Parent & Student Accountability School Attendance Review Board (SARB) intervention At-Rick notifications and conferences Report cards, progress monitoring	2013-2014	Admin. Teachers Staff	Student agendas reproductions	4000-4999: Books And Supplies	Economic Impact Aid	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and reporting			mailing cost interpreters	4000-4999: Books And Supplies	Economic Impact Aid	2,000
GATE Enrichment Opportunities AVID, fieldtrips	2013-2014	Admin. Teachers Staff	Guest speakers, student rewards and certificats. Field trips	4000-4999: Books And Supplies	Gifted and Talented Education Gifted and Talented Education	1033 600
Security cameras Resurface damaged blacktop	2013-2014	Principal	Install cameras and resurface PE blacktop	6000-6999: Capital Outlay	School Safety and Violence Prevention Act	5,997

Planned Improvements in Student Performance

School Goal #4

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Community Involvement
LEA GOAL:
Promote the involvement of the community, parents, local government, business and service organizations as partners in the education of students.
SCHOOL GOAL #4:
Increase parent and community involvement and participation in school activities with emphasis on the Latino community by: 1) Have a representative on the SSC representing the Latino community. 2) Sponsor or host two educational or community building events for the Latino community.
Data Used to Form this Goal:
Demographic data indicates that Latino's are a significant sub group at Glen Edwards Middle School.
Findings from the Analysis of this Data:
Parent and community involvement is very important in student success.
How the School will Evaluate the Progress of this Goal:
Monitor the participation of parent and community involvement and evaluate if it had an impact on student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent and community involvement • School Site Council representatives • Community events	2013-2014	Admin. Community SSC members	reproduction costs Postage Translations Operating expenses Supplies	5900: Communications	Economic Impact Aid	2,500

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts
SCHOOL GOAL #1:
80% of EL students will increase one level in the CELDT test score by the end of the 2013-2014 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD monitoring	2013-2014	District ELD coordinator Principal	site funding support for District ELD Coordinator.	2000-2999: Classified Personnel Salaries	Economic Impact Aid	5866

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Gifted and Talented Education	600.00
1000-1999: Certificated Personnel Salaries	School and Library Improvement Program	6,800.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	94,625.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	54,940.00
4000-4999: Books And Supplies	Economic Impact Aid	26,550.00
4000-4999: Books And Supplies	Gifted and Talented Education	1,033.00
4000-4999: Books And Supplies	Title I Part A: Allocation	119,504.00
5000-5999: Services And Other Operating	Economic Impact Aid	5,000.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	18,494.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	2,000.00
5900: Communications	Economic Impact Aid	2,500.00
5900: Communications	School and Library Improvement Program	3,522.00
6000-6999: Capital Outlay	School Safety and Violence Prevention Act	5,997.00
None Specified	Economic Impact Aid	139,155.00
None Specified	Title I Part A: Allocation	34,581.00

8.7.67

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Economic Impact Aid	173,205.00
Gifted and Talented Education	1,633.00
School and Library Improvement Program Block	10,322.00
School Safety and Violence Prevention Act	5,997.00
Title I Part A: Allocation	324,144.00

8.7.68

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	101,425.00
2000-2999: Classified Personnel Salaries	54,940.00
4000-4999: Books And Supplies	147,087.00
5000-5999: Services And Other Operating Expenditures	23,494.00
5800: Professional/Consulting Services And Operating	2,000.00
5900: Communications	6,022.00
6000-6999: Capital Outlay	5,997.00
None Specified	173,736.00

8.7.69

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	434,377.00
Goal 2	57,794.00
Goal 3	20,630.00
Goal 4	2,500.00

8.7.70

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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Stacey Brown	[X]	[ ]	[ ]	[ ]	[ ]
Jessica Fernandez	[ ]	[X]	[ ]	[ ]	[ ]
Joe Uptain-Villa	[ ]	[X]	[ ]	[ ]	[ ]
Albert Medina	[ ]	[X]	[ ]	[ ]	[ ]
Bill Trueman	[ ]	[X]	[ ]	[ ]	[ ]
Stephany Hammer	[ ]	[ ]	[ ]	[X]	[ ]
Alejandra Medina	[ ]	[ ]	[ ]	[X]	[ ]
Debbie Dredge	[ ]	[ ]	[ ]	[X]	[ ]
Jeanne Johnston	[ ]	[ ]	[ ]	[X]	[ ]
Leslie Easter	[ ]	[ ]	[ ]	[X]	[ ]
Jennifer Freymond	[ ]	[ ]	[X]	[ ]	[ ]
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

8.7.71

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s 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):**

[ ]	State Compensatory Education Advisory Committee	Signature
[X]	English Learner Advisory Committee	Signature
[ ]	Special Education Advisory Committee	Signature
[X]	Gifted and Talented Education Program Advisory Committee	Signature
[ ]	District/School Liaison Team for schools in Program Improvement	Signature
[ ]	Compensatory Education Advisory Committee	Signature
[ ]	Departmental Advisory Committee (secondary)	Signature
[X]	Other committees established by the school or district (list): English Learners Staff Special Education Curriculum Lead Gifted and Talented Education Site Coordinator	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. This SPSA was adopted by the SSC at a public meeting on Nov. 12, 2013.

Attested:

Stacey Brown		
Typed Name of School Principal	Signature of School Principal	Date
Stephany Hammer	Stephany Hammer	11-12-2013
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

8.7.72

The Single Plan for Student Achievement

School: Phoenix High School

CDS Code: 31-66951-3130036

District: Western Placer Unified School District

Principal: Michael Doherty

Revision Date: 10-22-13

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:

Contact Person: Michael Doherty

Position: Principal

Phone Number: (916) 645-6395

Address: 870 J Street
Lincoln, CA 95648

E-mail Address: mdoherty@wpusd.k12.ca.us

The District Governing Board approved this revision of the SPSA on .

8.7.73

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School Vision and Mission

Phoenix High School's Vision and Mission Statements
Vision

Our vision statement is "where caring leads to success in learning" . It is clear, focused and sets the tone for building and embracing the unique culture of our school.
Mission

It is our mission to create a program in which staff, students, parents, and the community work collaboratively to foster and encourage student learning. Phoenix's curricular emphasis is based on the state's common-core standards while focused on the various learning styles and achievement levels of our students.

School-Wide Student Goals

Student-Wide Student Goals are the motivating force in curricular development and teaching methodology. The Student Outcomes are intended to encourage and challenge students to become the following:

- Respectful citizens
- Effective communicators
- Academic achievers
- Career planners
- Healthy individuals

Phoenix students are required to complete written and oral assignments, portfolios and projects to meet each of the REACH objectives (5 credits) for graduation. The administration and staff have high expectations for our students and strive to give them the opportunity to be successful and graduate from Phoenix or return to the comprehensive high school.

School Profile

Phoenix serves as the continuation high school for the Western Placer Unified School District. It provides an alternative education program for students in grades 10 through 12 or ages 16 to 18+. Student enrollment fluctuates in number throughout the school year as students enroll, recover credits and return to Lincoln High School or graduate from PHS. However, our average enrollment is approximately 75 students. The School is located adjacent to the comprehensive high school, in the city of Lincoln, fifteen miles NE of Roseville, California in Placer County.

Phoenix High School is comprised of portable buildings consisting of 8 classrooms, administrative offices, restroom facilities and a new double unit multi-use (library/career education, counseling, tutoring and assembly) room. The campus is fenced and landscaped, has a blacktop student recreational area, and offers off-street parking. The District offers beginning and advance EL classes for our Hispanic families in the evenings.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Phoenix High School will be conducting a parent and student survey before the end of the first semester and will report the findings.

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Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Full-time teachers are observed formally every other year and responsible to prepare in writing their goals and objectives for the year. They are also observed informally with classroom visits and walk throughs. New teachers are formally observed are formally observed three times a year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   A majority of students have taken the CAHSEE Language Arts and Math assessments upon entrance to Phoenix High School for program evaluation. The results could be used to assist in selecting the appropriate curriculum and developing the student's learning plan (SLP). Students are then periodically re-assessed throughout the year to measure their academic growth. The California High School Exit Exams are also used to assess student growth, modify curriculum, adjust teaching strategies, and to help improve student achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Weekly Student Credit Sheet Analysis: 1) students grade level 2) total credits needed to graduate 3) credits needed per week to graduate
   on time 4) if student is planning to return to the comprehensive high school 5) total credits completed this year and 6) the students total
   credits earned for the current week. In addition, using individual student CAHSEE results to compare and analyze Language Arts/Math
   cluster or strand scores for teachers to develop targeted intervention strategies to increase passage rate. Finally, on Early Release
   Mondays, PLC time is used for teachers to collaborate and discuss their struggling students, determining what they are doing or not,
   and implement tools to be successful.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   At Phoenix High School 100% of the classes in the core academic subject content areas are taught by Highly Qualified Teachers. ESEA or No Child Left Behind requires that core academic subjects be taught by HQT teachers, those having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic area competence,

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4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have access to adopted instructional materials, professional development activities,and training whenever possible. Phoenix High School qualifies as a high poverty school and receives Title 1 funding which can be used for professional development.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The Staff selectively attends professional development workshops, conferences and trainings that address the specific needs of our programs, and can be of benefit to our students. The District office has required administration and staff to attend mandatory common core state standards implementation and strategic planning seminars. Teachers are constantly monitoring student(s) credit completion on a weekly basis, always looking for better ways of motivating and providing our students with a quality educational program.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Phoenix High School utilizes textbooks from the local and state approved lists. In addition, all teachers have been involved in aligning instructional materials, projects and strategies with the California Common Core State Standards

Common Core Professional Development for Secondary Teachers 2013-2014 - WPUSD presents year two CCSS Professional Development Series:
* CCSS Literacy - Foundational
Aug 28 12:00 - 3:00 pm
Oct 24 8:00 - 11:00 am

* CCSS Literacy - Implementation

Sept 12	3:15 - 6:15 pm	Nov 7	3:15 - 6:15 pm	Feb 6	3:15 - 6:15 pm
Sept 19	3:15 - 6:15 pm	Nov 14	3:15 - 6::15 pm	Feb 20	3:15 - 6:15 pm
Oct 10	3:15 - 6:15 pm	Jan 9	3:15 - 6:15 pm		
Oct 17	3:15 - 6:16 pm	J an 16	3:15 - 6:15 pm		

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Phoenix High School has an Early Release every Monday set aside for two specific reasons: 1) Staff (teachers and administration) meets as a Professional Learning Community to work collaboratively on student and program related issues. 2) Staff focuses on writing a cohesive and collaborative WASC Progress Report.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Currently, the District is in year two of a three to five year roll-out of the California Common Core State Standards. All core curricular content areas are in the process of aligning with common core. The District is anticipating the investigation, analysis and adoption of new materials. The instructional emphasis is farther along the continuum as teachers have been attending professional development implementation trainings, departmental curricular break-out sessions and working collaboratively to develop effective teaching strategies.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Language Arts: (1) course (5 credits) per semester Mathematics: (1) course (5 credits) per semester

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10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Phoenix started a 5th period intervention class for the bottom nineteen students who are not earning the required (2) credits per week. The select students are scheduled the following week into the 5th period for an extra (65) minutes of instructional time.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All instructional materials and on-line curriculum will be common core standards and available to all students in compliance of the Williams Act. Administration and staff are committed to providing up-to-date materials and utilizing their budget allocations wisely to secure proper and appropriate classroom materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Until this year, the California Standards Test and the California High School Exit Exam were used to assess student growth, modify curriculum instruction, adjust teaching strategies, and help to improve student achievement. This year Phoenix High School will participate in the new SBAC Assessment Trials in either English Language Arts, Math or Science for Common Core. The new assessments will be completed totally on-line by 11th grade students. Scores will not be submitted or retained.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students and their parents, as part of the enrollment process, meet with a staff member to develop an individualized Student Learning Plan (SLP), to assist the students' academic success and the teachers understanding of the students' individual needs. Results from enrollment assessments, previous CST scores, transcripts grades, and teacher comments are analyzed and used to identify a student's areas of academic weakness. Interventions and modifications are discussed and implemented into the student's learning plan. Due to the broad academic ranges unique to students at Phoenix High School, the staff meets and constantly evaluates each student's program, making any adjustments needed to ensure academic success

14. Research-based educational practices to raise student achievement

EDI, PLCs, on-line credit recovery classes, language arts/reading intervention class, extending the academic day for struggling students, RTI etc.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Phoenix High School has the following resources available to assist its students and their families with support programs:

- The Effort - 24 hour Parent/Student Support Line
- Placer County Network of Care
- School Counselor On-Site – Wednesday all day
- Dedicated Teaching Staff
- SCHOOLS Volunteer Tutoring – Monday --> Friday
- Special Education ELD services at LHS
- School Nurse - on call
- Afternoon, on-site, individualized instruction program

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Phoenix High School administration and staff work diligently to provide a program and school culture that welcomes parents and

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families. Teachers keep and open line of communication with parents by email, phone or written communication home. The school contacts parents to invite them to our new "Open House" format which features a Student/Community Art Shows-Fund Raiser. The Open Houses take place in the Fall (Thanksgiving) and Spring (Easter) time. Throughout the year follow-up automated calls will be made to keep families informed about events at school, progress report/credit checks and graduation. Parents are also directed to the Phoenix High School's Website for information about up-coming events and activities.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Phoenix High School utilizes a portion of its T1/EIA funding to purchase on-line programs to allow students another pathway to earn academic credits and improve their core academic skills in language arts and math and electives. In addition, the programs provide students access to interventions (.2FTE reading class), remediation, and preparation for the GED and CAHSEE tests. Currently, sixty percent of all credits earned by Phoenix students were obtained on-line. Students are able to work at their own pace, at home, the library, virtually anywhere and anytime. Future purchased will be made to enhance and supplement the various academic subjects and to address the varied academic deficiencies of our students.

18. Fiscal support (EPC)

Given the current California State Budget situation, District funds are being monitored frugally matching expenditures with expected revenues.. The District is taking a conservative approach to the new budgeting process as a result of passage of Proposition #30. Phoenix High School does have discretionary funds available as well as federal Title 1 and EIA.

Description of Barriers and Related School Goals

- Goal #1: The school will establish effective communication between administration and staff: define areas of responsibility, and create inclusive processes for decision making.

- Goal #2: Continue to Improve Student Grade Level Performance and Attendance: Students are required to complete a minimum of (2) credits per week, times (36) weeks equals (72) credits/year/student. Our goal is to achieve 75% of the targeted credits or 54 credits/year/student. By increasing the credits complete, the students are closer to their grade level status. Phoenix High School will increase its credit completion percentage from a 2012-13 average of 70% to a 2013-14 goal of 75%.

- Goal #3: Improve Student Performance in Language Arts. Phoenix High School students will increase their English Language Arts

scores on Gradpoint to above 70% (from pretest to posttest) to prove they are at or above grade level standards. Students will also increase the 12th grade CAHSEE English Language Arts passage rate from 80% in the Fall to 95% by the Spring of 2014. Students who did not pass their CAHSEE English Language Arts when they transfer to Phoenix will be encouraged to pass the exam on their first attempt at Phoenix

- Goal #4: Improve Student Performance in Mathematics. Phoenix High School students who have not completed the Algebra requirement will increase their scores on Odysseyware or Gradpoint to above 70% (from pretest to posttest) to prove their mastery of the subject. Students who have already completed their Algebra requirement will continue to work on other math subjects (Geometry, Algebra II, Personal Finance, Consumer Math, etc.) at a pace to complete (5) math credits per semester. Students who did not pass the CAHSEE Mathematics when they transfer to Phoenix will be encouraged to pass the exam on their first attempt at Phoenix.

- Goal #5: The school will develop and implement a data assessment system by which school-wide student performance data, including local measures, is regularly collected, analyzed, and used to inform instruction and program decisions.

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School and Student Performance Data

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	19			8			0			0		
Growth API	642											
Base API	556											
Target	12											
Growth	86											
Met Target	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	11			6			12			3		
Growth API	596						606					
Base API	493						455					
Target												
Growth												
Met Target												

Conclusions based on this data:

1. Phoenix High School's CST scores indicate that the school met their Academic Performance Index (API) Goals and their Annual Yearly Progress (AYP) Criteria in years 2011 and 2012 to exit Program Improvement. Phoenix was one of just three schools in the Northern California region to achieve exit status.
2. The 2013 CST results were positive and allowed Phoenix to achieve their API/AYP growth targets and all the criteria areas showing measurable growth.

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School and Student Performance Data

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	85	100	100	100	100	100	--	--		--	--	100
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	91	--	100	100	100	100	100	100	100	100	100	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. Based upon the CST data provided, the majority of Phoenix High School students are scoring at Basic or higher on the State's standardized tests. Students continue to show growth in Language Arts. Mathematics is much more difficult to determine because of the low number of students who qualify to take the Algebra test.

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School and Student Performance Data

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	93	100	86	100	100	100	--	--		--	--	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	91	--	67	100	100	67	89	100	67	75	100	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. Even though the number are not statistically significant to report, students continue to show growth.

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School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	12	4	
Percent with Prior Year Data	100.0%	75.0%	
Number in Cohort	12	3	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	54.6	56.0	57.5
Met Target	*	*	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1	11	0	4		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	*	*	N/A	Yes

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

Conclusions based on this data:

1. Phoenix High School Cohort Groups did meet their Annual Measurable Objectives for the past three years.
2. English Learners sub-groups did not have a measurable participation rate.

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School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	614	639	
Percent with Prior Year Data	100	99.4	
Number in Cohort	614	635	
Number Met	339	400	
Percent Met	55.2	63.0	
NCLB Target	54.6	56.0	57.5
Met Target	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	530	222	515	251		
Number Met	113	104	122	142		
Percent Met	21.3	46.8	23.7	56.6		
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	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	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1. The District did not reach their goals.

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Planned Improvements in Student Performance

School Goal #1

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Communication/Decision Making
LEA GOAL:
Not Applicable
SCHOOL GOAL #1:
The school will establish effective communication between administration and staff: define areas of responsibility, and create inclusive processes for decision making.
Data Used to Form this Goal:
1. Weekly Early Release Monday Agendas (WASC/PLC) 2. Minutes/logs from ERMs 3. Dissemination of information on a timely basis (response to staff emails). 4. School Site Council oversight 5. WASC Progress Report (Draft) Pre-Visit 6. WASC Progress Report (Final) Visit
Findings from the Analysis of this Data:
1. A unified staff, focused on student learning and the success of all students. 2. Fully engaged and committed staff, working together for a common goal. 3. Positive interest by parents and community support for involvement/partnership with Phoenix High School.
How the School will Evaluate the Progress of this Goal:
1. Weekly, monthly and annual program monitoring, self-evaluation and parent/student surveys. 2. Progress Report Visitation results in a favorable Accreditation Status. 3. Positive and timely articles in the local newspaper about what's happening at PHS - News Messenger. 4. Parent/Student Surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Identify and assigned each critical area on the WASC Progress Report.	By Oct 2103	WASC Committee: Scott Leaman				

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2, Establish a Timeline:	Timeline: 11/15/13 - 1/2 way 12/16/13 - Draft 12/20/13 - Send Draft 01/15/14 - Pre-Visitation 03/03/14 - Send Progress Report 04/07/14 - Visitation	Michael Doherty Jennifer Nelson Tracy Gruber Cindy Farris Clint Nelson Lydia Ranger Sandra Hagbarth				
Increase Early Release Days to include every Monday.	By Aug 2013	AdminStaff	Scheduled meetings Agendas Discussion Action Items Minutes	None Specified	Title I	250
Increase Parental Involvement and participation: * School Site Council * Attend Open House/Art Shows * Student Learning Plan * Volunteering * Parent Survey * ELAC Committee	By 2013-14	Admin/Staff Parents School-Site Council	Paper, print, postage, & misc materials E-mail and phone invitations. Positive articles in the Lincoln News Messenger SSC - agenda items will be driven by what parents want to hear about and set by the President or VP. Work with Mary Lou to develop a TIPS Program for parents and community:	4000-4999: Books And Supplies	Title I	300

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Topics Of Interest to Parent and Students			
Continue to offer Staff Professional Development opportunities: * WASC Webinar * PLC-refresh * Barriers to Student Success * Neyworking	By 2013-14	Admin/Staff	Conferences,training	5800: Professional/Consulting Services And Operating Expenditures	Title I	500
Local Community Involvement: * Lincoln Art Council * Service Groups Kiwanis Lions Club * Lighthouse * Local Merchants * PHS-Open House-Fund Raisers Fall Spring	By 2013-14	Admin/Staff	Flyers advertising	5800: Professional/Consulting Services And Operating Expenditures	Title I	200
Conduct Student/Parent Surveys	By March 2013	District Office/Admin	Surveys Get Parents Involved Document responses Feedback on programs and school culture from a parents perspective.	4000-4999: Books And Supplies	Title I	200
Monitoring Program & Implementation: * Analyzing data & writing report * WASC Visitation	By April 2014	District Office Administration Staff Parents Students	Progress Report Visitation	4000-4999: Books And Supplies	District Funded	600

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Planned Improvements in Student Performance

School Goal #2

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Credit Completion/Attendance
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students.
SCHOOL GOAL #2:
Continue to Improve Student Grade Level Performance and Attendance: Students are required to complete a minimum of (2) credits/week; times 36 weeks equals (72) credits/year/student. Our goal Attendance goal is to achieve 75% of the targeted credits or (54) credits/year/student. By increasing credits completed, students are closer to their grade level status. Phoenix High School will increase its credit completion percentage from 2012-13 average of 70% to a 2013-14 goal of 75%.
Data Used to Form this Goal:
1. Weekly Credit Completion Student Report 2. Individual Student Credit Sheet 3. 5th Period Class Attendance 4. Monitor Student(s) Earning Zero Credits 5. Monitor CAHSEE results by grade level,
Findings from the Analysis of this Data:
1. Weekly credits earned have been increasing - continue to monitor that trend. 2. Students who were earning zero credits has decreased. * The recidivism rate is decreasing. 3. During the week of 5th period, students earning credits to exit program. 4. Students like earning rewards.
How the School will Evaluate the Progress of this Goal:
1. Students reaching grade level credits completed. 2. Graduation Rate continues at the same level or increases. 3. Phoenix High School continues to meet or exceed our District Attendance goal. 4. Students are learning: pre-post on-line assessments/CAHSEE results/SBAC testing in the future.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Initiate 5th Period Class designed for students who are not earning their minimum (2) credits per week.	By May 2012-13	Gruber -Tracking Nelson-Teacher Office-Support Admin-enforce policy	Timecards, tardies, no-shows, suspensions, notifications			
Add a 1st Period L/A-Reading Intervention class (.@FTE) to free-up Administrator and allow schedule for 5th Period class.	By Aug 2013-14	Doherty will post position and hire new teacher	.2 Temporary Teacher	1000-1999: Certificated Personnel Salaries	Title I Economic Impact Aid	2,775 2,775
Continue to research and improve the on-line course offerings, instructional strategies and materials	By 2013-14	Admin/Staff	Odysseyware Gradpoint	4000-4999: Books And Supplies	Economic Impact Aid Title I	1,000 3,333
Continue to offer Staff Professional Development opportunities: * On-Line Blended Classroom * CCSS Workshops * CCSS Implementation * School Visitations * Cross-site with LHS	By 2013-14	Admin/Staff	Conferences/Training Collaboration	5800: Professional/Consulting Services And Operating Expenditures	Title I	500
Improve the 5th Period Extended Day classroom (culture) to increase the output of credits for those students who have not had the time to complete (2) credits per week during the regular school day.	By 2013-14	Admin/Staff	Incentives, rewards & recognition	4000-4999: Books And Supplies	Title I Economic Impact Aid	250 50
Decrease tardies, cuts, unexcused absences - increasing time at school	By 2013-14	Admin/Office	Preparing attendance letters, SAM Invitations & Hearing	4000-4999: Books And Supplies	After School and Education Safety (ASES)	300
Continue Athletic Program, building self esteem, character and team building.	By 2013-14	Admin	Bowling Team Basketball Team	5000-5999: Services And Other Operating Expenditures	School Safety and Violence Prevention Act	600

L8, 7, 8

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Hire coach for basketball (free-up Admin)			
ELA and Math will be continuing to implement the (pre and post) assessments process for earning on-line credits to determine a student's growth in those subject areas.	By 2013-14	Staff	Credit monitoring			

Planned Improvements in Student Performance

School Goal #3

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Language Arts
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students.
SCHOOL GOAL #3:
Continue to Improve Student Performance in Language Arts: Phoenix High School students will increase their English Language Arts scores on Gradpoint to above 70% (from pretest to posttest) to prove they are at or above grade level standards. Students who did not pass their CAHSEE Language Arts when they transfer to Phoenix will be encouraged to pass the exam on their first attempt at Phoenix.
Data Used to Form this Goal:
1. CAHSEE results: participation rate, scores-overall and individual strands for Language arts and Math 2. Weekly Credit Report, Credit completion & grade-level achievement 3. Formative assessment scores (pre & post) on-line courses 4. Student assessments & test scores - measuring the effectiveness of L/A-Reading Intervention class 5. The success of 5th period class-the number of students earning zero credits
Findings from the Analysis of this Data:
1. Over the past three years, Phoenix has improved the 12th grade CAHSEE passage percentage in English Language Arts from 85% to 94%. 2. Over the past three years, Phoenix's number of graduates + the number of students sent back to Lincoln High for graduation has increased from 7 to 25. 3. All graduates during this time period have passed both sections of the CAHSEE Exam. 4. In 2012, Phoenix High School exited Program Improvement. 5. Over the past three years, 55% of Phoenix students have scored at basic or above on the CST English Language Arts Test. 6. Even though enrollment has slightly decreased the graduation percentage has increased. 7. Over the past three years, Phoenix has met or exceeded our District Attendance goal.
How the School will Evaluate the Progress of this Goal:
1. Phoenix will monitor Credit Completion leading to graduation or returning to Lincoln High School. 2. Analyze the results from the CAHSEE Exam in English Language Arts for 12th graders and the passage rate increase or decerease. 3. Compare annual credits earned in ELA with the Student's Learning Plan goals and grade level gains. 4. Monitor student's passage percentage on their on-line pre/post tests, is it increasing or decreasing? 5. Moniter CELDT scores for those students who are trying to get reclassified - intervention strategies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All ELA programs are in the process of aligning content areas with the new Common Core State Standards as well as Instructional Materials and Practices.	By 2013-14	District & Sites	Cross-Walks with current standards & texts with CCSS. Attend CCSS Professional Development Workshops, PLCs - Cross Site Collaboration with LHS	5800: Professional/Consulting Services And Operating Expenditures	Economic Impact Aid	500
					Title I	500
Improve instructional strategies and materials, continue to research on-line program/course changes and available material aligned with CCSS Research workshops to examine SBAC format testing.	By 2013-14	Staff	Odysseyware	4000-4999: Books And Supplies	Economic Impact Aid	1,000
			Gradpoint	4000-4999: Books And Supplies	Title I	3,333
PHS will participate SBAC trial testing in L/A or Math - Spring of 2014, no scores will be reported, just the experience.	By April 2014	Admin/Staff Students-11th grade	Check Technology Need			
Improve 12th grade individual and overall students scores on the English Language Arts section of the CAHSEE as compared with previous scores.	By : Oct 01, 2013 Feb 04, 2014 Mar 18, 2014 May 13, 2014	Staff	Evaluate data to identify student(s) areas of weakness - develop intervention strategies.	4000-4999: Books And Supplies	Economic Impact Aid	100
				4000-4999: Books And Supplies	Title I	200
Develop strategies emphasizing the implementation of the higher level of thinking skills as related to the CCSS	By 2013-14	Staff	Identify resource materials that will enhance teaching and engage students	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			CCSS Training in ELA Provide classroom teacher modeling, time for collaboration and digesting information.	5000-5999: Services And Other Operating Expenditures	Title I	500
Schedule students into academic classes based on transcript, grade level and credit needs. the psychological impact of this change will be enormous. Prior scheduling used a generic study skills period 1,2,3,4...in order to move students and take attendance.	By Aug 2013	Admin-Assistant	Develop Aeries Master Schedule			
Continue the SCHOOLS Volunteer tutoring Program. Former retired teachers and business leaders provide weekly (Monday through Friday) tutoring in English Language Arts, Mathematics, Sciences and History. We have added Fine Arts classes in: Art, Ceramics and Performing Arts.	By 2013- 2014	Admin/Staff				
Monitor Single Plan for Student Achievement, review, revise, and modify as needed related to all the actions to be taken. This is a living document and changes over time and circumstances.	By 2013-14	Admin/WStaff Parents	Discuss Progress-On Action items at the monthly School Site Council meetings.			
Extended Learning Time: * All materials can go home * On-Line Programs available @ Home @ Library * 5th Period Class for extra help	By 2013-14	Staff asigned, Student, Parent	Student Learning Plan			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
* Tutoring Mon-->Fri						

Planned Improvements in Student Performance

School Goal #4

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Mathematics
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students.
SCHOOL GOAL #4:
Continue to Improve Student Performance in Mathematics: Phoenix High School students who have not completed the Algebra requirement will increase their scores on Odysseyware or Gradpoint to above 70% (from pretest to posttest) to prove their mastery of the subject. Students who have already complete their Algebra requirement will continue to work on other math subjects (Geometry, Algebra II, Personal Finance, Consumer Math, etc.) at a pace to complete five (5) math credits per semester. Students who did not pass their CAHSEE Mathematics when they transfer to Phoenix will be encouraged to pass the exam on their first attempt at Phoenix.
Data Used to Form this Goal:
1. CAHSEE results: participation rate, scores, overall and individual strands for mathematics. 2. Weekly Credit Report, Credit Completion Analysis and grade-level achievement. 3. Formative assessment scores (pre-post) on-line courses. 4. The success of 5th period class-the number of students earning zero credits.
Findings from the Analysis of this Data:
1. Over the past three years, Phoenix has improved the 12th grade CAHSEE passage percentage in Mathematics from 85% to 94%. 2. Over the past three years, Phoenix's number of graduates + the number of students sent back to Lincoln High for graduation has increased from 7 to 25. 3. All graduates during this time period have passed both sections of the CAHSEE Exam. 4. In 2012, Phoenix High School exited Program Improvement. 5. Over the past three years, 51% of Phoenix students have scored at basic or above on the CST Mathematics Test. 6. Even though enrollment has slightly decreased the graduation percentage has increased. 7. Over the past three years, Phoenix has met or exceeded our District Attendance goal.
How the School will Evaluate the Progress of this Goal:
1. Phoenix will monitor Credit Completion leading to graduation or returning to Lincoln High School. 2. Analyze the results from the CAHSEE Exam in Mathematics for 12th graders and the passage rate increase or decerease. 3. Compare annual credits earned in Math with the Student's Learning Plan goals and grade level gains. 4. Monitor student's passage percentage on their on-line pre/post tests, is it increasing or decreasing? 5. Monitor CELDT scores for those students who are trying to get reclassified - intervention strategies.

SPSA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All programs are in the process of aligning content areas with the new Common Core State Standards as well as Instructional Materials and Practices	By 2013-14	District Office Sites	Cross-Walks mapping current standards & texts with CCSS, Curriculum analysis and adoption Attend CCSS Professional Development Workshops. PLCs - Cross Site Collaboration with LHS	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid	400
				5000-5999: Services And Other Operating Expenditures	Title I	600
Schedule students into academic classes based on transcript, grade level and credit needs. the psychological impact of this change will be enormous. Prior scheduling used a generic study skills period 1,2,3,4...in order to move students and take attendance.t	By Aug 2013	Office	Develop Aries Master Schedule			
Improve instructional strategies and materials, continue to research on-line program/course changes and available material aligned with CCSS Research workshops to examine SBAC format testing.	By 2013-14	Staff	Odysseyware	4000-4999: Books And Supplies	Economic Impact Aid	1,000
			Gradpoint	4000-4999: Books And Supplies	Title I	3,333
PHS will participate SBAC trial testing in L/A or Math - Spring of 2014, no scores will be reported, just the experience.	By April 2014	Admin/Staff Students 11th grade				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve 12th grade individual and overall students scores on the Mathematics section of the CAHSEE as compared with previous scores.	By: Oct 02, 2013 Feb 05, 2014 Mar 19, 2014 May 14, 2014	Staff	Evaluate data to identify student(s) areas of weakness - develop intervention strategies.	4000-4999: Books And Supplies	Economic Impact Aid	100
				4000-4999: Books And Supplies	Title I	200
Develop strategies emphasizing the implementation of the higher level of thinking skills as related to the CCSS	By 2013-14	Staff	Identify resource materials that will enhance teaching and engage students CCSS Training in ELA Provide classroom teacher modeling, time for collaboration and digesting information.	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid	400
				5000-5999: Services And Other Operating Expenditures	Title I	600
Continue the SCHOOLS Volunteer tutoring Program. Former retired teachers and business leaders provide weekly (Monday through Friday) tutoring in English Language Arts, Mathematics, Sciences and History. We have added Fine Arts classes in: Art, Ceramics and Performing Arts.	By 2013-14	Admin/Staff	Support Tutors	4000-4999: Books And Supplies	Title I	175
				4000-4999: Books And Supplies	Economic Impact Aid	75
Monitor Single Plan for Student Achievement, review, revise, and modify as needed related to all the actions to be taken. This is a living document and changes over time and circumstances.	By 2013-14	Admin/Staff Parents	Discuss Progress-On Action Items at the monthly School Site Council Meetings			
Extended Learning Time: * All materials can go home	By 2013-14	Staff assigned, Student, Parent	Student Learning Plan			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
* On-Line Programs available @ Home @ Library * 5th Period Class for extra help * Tutoring Mon-->Fri						
Schedule students into academic classes based on transcript, grade level and credit needs. the psychological impact of this change will be enormous. Prior scheduling used a generic study skills period 1,2,3,4...in order to move students and take attendance.t	By Aug 2013	Adm-Assisstant	Develop Aeries Master Schedule			

Planned Improvements in Student Performance

School Goal #5

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Assessment
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students.
SCHOOL GOAL #5:
The school will develop and implement a data assessment system by which school-wide student performance data, including local measures, is regularly collected, analyzed, and used to inform instruction and program decisions.
Data Used to Form this Goal:
1. Weekly Credit Sheet Analysis: * 18 Year Olds not earning (2) credits. * Students earning under (2) credits. * Students earning zero credits. * Credits to graduate - top twenty list. 2. Monitor CAHSEE Language Arts/Mathematics passage rate by grade and attempts. * Analyze strands for specific areas of weakness for those not passing, set-up intervention 3. Review (Pre/Post) individual student's testing results using either Odysseyware or Gradpoint on-line curriculum. * As students try to test-out when recovering credits, comparing their post test results is a good indicator of academic success.
Findings from the Analysis of this Data:
1. Over the past three years, Phoenix High School graduation rate has increased. 2. All graduates, over the past three years, have past the CAHSEE Exam in both Language Arts and Mathematics. 3. Over the past three years, Total Credits Completed has increased. 4. Post-Test passage percentage is higher than Pre-Test percentage on average.
How the School will Evaluate the Progress of this Goal:
1. Phoenix High School continues to move students towards graduation or returning to Lincoln High School for graduation. 2. Increase CAHSEE passage rate while attending PHS - 1st attempt - monitor results to set-up intervention strategies. 3. Credit Completion Analysis 4. Pre/Post On-Line Assessments (Odysseyware/Gradpoint) 5. Annual SBAC-CCSS Assessment results TBD

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Initiate 5th Period Class designed for students who are not earning their minimum (2) credits per week.	By May 2012	Gruber -Tracking Nelson-Teacher Office support	Monitor Weekly Credits, lowest (19) students - credits earned have 5th period the following week. Monitor low-performing students, continue to utilize tutoring when applicable			
Add a 1st Period ELA-Reading Intervention Class (.2FTE) to free-up Nelson for 5th Period. Use CAHSEE Exam item analysis results to focus intervention strategies by individual student	By Aug 2013	Principal will hire a new teacher.	(.2FTE) teacher to teach Intervention & CAHSEE remediation class.	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I Economic Impact Aid	2,775 2,775
Continue Professional development with the entire staff to look at what data is beneficial and useful to support instruction and implementation of CCSS Provide practical training, teaching strategies and modeling of actual lessons in the classroom. How do we best assess student learning and give positive feedback to students.?	By 2013-14	Ed Services Staff	Release Time, Substitutes, Buy back hours Allow classroom teachers time to discern and apply the relevant information learned. Evaluate current curriculum and compare results and make adjustments. Evaluate assessments strategies	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Title I Economic Impact Aid	500 300
ELA and Math will be continuing to implement the (pre and post) Odysseyware/Gradpoint assessments process for earning on-line credits to determine a student's growth in those subject areas.	By 20`13-14	Staff On-Line Programs	Credit monitoring, Passage % +/- Pre/Post unit assessment			

9.7.100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to research on-line learning, course offerings, instructional strategies and materials.	By 2013-14	Staff	Odysseyware Gradpoint Course alignment with CCSS Rigor (A thru G) Assessment Data			
Continue Athletic Program, building self esteem, character and team building.	By 2013-14	Admin	Bowling Team Basketball Team Hire basketball coach (free-up Admin)	5000-5999: Services And Other Operating Expenditures	School Safety and Violence Prevention Act	600
Investigate the benefits (pros/cons) of using for example: Odysseyware's Diagnostic Placement Program to assess a student's strengths and weakness as part of the enrollment process, to determine his/her needs.	By 2014	Adm/Staff	Place on the ERM/PLC agenda 2nd semester			
Provide opportunities for staff to attend workshops, visit other continuation high schools, visit their classrooms and share information.	By 2013-14	Adm/Staff	Placer County and surrounding Counties.			
11th Grade students will take part-in SBAC Assessment Trials in either L/A, Math or Science - experience only, no scores will be kept.	By Spring 2014	Adm/Staff/Students	SBAC will be administered totally on-line 2014-15 SBAC Testing & Reporting			

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts
SCHOOL GOAL #1:
75% of EL students will increase their tested CELDT levels by one level by 10/14

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate EL programs with District Program Specialist for Interventions	By 2013-14	Principal	Bi-monthly monitoring of EL students through CPM assessment	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	580

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Economic Impact Aid	2,825.00
	Title I	3,833.00
1000-1999: Certificated Personnel Salaries	Economic Impact Aid	2,775.00
1000-1999: Certificated Personnel Salaries	Title I	5,550.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	300.00
4000-4999: Books And Supplies	District Funded	600.00
4000-4999: Books And Supplies	Economic Impact Aid	3,275.00
4000-4999: Books And Supplies	Title I	7,991.00
5000-5999: Services And Other Operating	Economic Impact Aid	1,400.00
5000-5999: Services And Other Operating	School Safety and Violence Prevention Act	1,200.00
5000-5999: Services And Other Operating	Title I	2,200.00
5800: Professional/Consulting Services And	Economic Impact Aid	500.00
5800: Professional/Consulting Services And	Title I	1,200.00
None Specified	Title I	250.00

8.7.103

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School and Education Safety (ASES)	300.00
District Funded	600.00
Economic Impact Aid	10,775.00
School Safety and Violence Prevention Act	1,200.00
Title I	21,024.00

8.7.104

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	8,325.00
4000-4999: Books And Supplies	12,166.00
5000-5999: Services And Other Operating Expenditures	4,800.00
5800: Professional/Consulting Services And Operating	1,700.00
None Specified	250.00

8.7.105

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,050.00
Goal 2	11,583.00
Goal 3	6,433.00
Goal 4	6,883.00
Goal 5	6,950.00

8.7.106

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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Michael Doherty	[X]	[ ]	[ ]	[ ]	[ ]
Sandra Hackbarth	[ ]	[ ]	[X]	[ ]	[ ]
Tracy Gruber	[ ]	[X]	[ ]	[ ]	[ ]
Cindy Farris	[ ]	[X]	[ ]	[ ]	[ ]
Lisa Rodriquez	[ ]	[ ]	[ ]	[X]	[ ]
Sara Feiling	[ ]	[ ]	[ ]	[X]	[ ]
Tina & Donald Riedel	[ ]	[ ]	[ ]	[X]	[ ]
Kelli Morel	[ ]	[ ]	[ ]	[X]	[ ]
Dalton Adock	[ ]	[ ]	[ ]	[X]	[ ]
Lisa Ritchey	[ ]	[ ]	[ ]	[X]	[ ]
Tiffany Chapman	[ ]	[ ]	[ ]	[X]	[ ]
Kelly Hecht	[ ]	[ ]	[ ]	[ ]	[X]
Numbers of members of each category:	1	4	1	4	2

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

8.7.107

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s 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):**

[ ]	State Compensatory Education Advisory Committee	Signature
[X]	English Learner Advisory Committee	Signature
[ ]	Special Education Advisory Committee	Signature
[ ]	Gifted and Talented Education Program Advisory Committee	Signature
[ ]	District/School Liaison Team for schools in Program Improvement	Signature
[ ]	Compensatory Education Advisory Committee	Signature
[ ]	Departmental Advisory Committee (secondary)	Signature
[ ]	Other committees established by the school or district (list):	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. This SPSA was adopted by the SSC at a public meeting on October 15, 2012.

Attested:

Michael Doherty	Michael Doherty	11/05/2013
Typed Name of School Principal	Signature of School Principal	Date
Lisa Rodriquez		11/5/13
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

8.7.108

The Single Plan for Student Achievement

School:	Sheridan Elementary School
CDS Code:	31669516031363
District:	Western Placer Unified School District
Principal:	Melissa Willes
Revision Date:	November 7, 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:

Contact Person:	Melissa Willes
Position:	Principal
Phone Number:	530-633-2591
Address:	4730 H Street Sherian, CA 95681
E-mail Address:	mwilles@wpusd.k12.ca.us

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Sheridan Elementary School's Vision and Mission Statements
Vision: Students will gain effective skills, knowledge, and attitudes to continue their education and career.

Mission: To develop a professional learning community which analyzes assessment data to drive all instruction and ensure that all students achieve mastery of the Common Core State Standards. All parents, staff and community members will work together to ensure that all students receive a high quality education which stresses responsibility, moral and ethical behavior, literacy, healthy life style and critical thinking.

School Profile

Sheridan Elementary School serves kindergarten through fifth grade students and is located in the Western Placer Unified School District between Lincoln and Wheatland in the western region of Placer County. The students are housed on the campus in multi-graded classrooms with a population of 81 students. The ethnic makeup is as follows: Caucasian 51.8%, Hispanic 42.2%, Black/African American 1.2%, Filipino 2.4% and American Indian 2.4 %. We have a grant funded parent participation preschool facility on the school site. Efforts are made to ensure that the transition from preschool to kindergarten is a smooth and enjoyable experience. The principal is Melissa Willes. Scott Leaman is the Western Placer Unified School District Superintendent.

Sheridan Elementary School is committed to providing a safe, healthy learning environment. Specific programs which emphasize this include: healthy lifestyles education, evacuation drills; monthly fire drills and emergency shut-down drills. All non-students coming on to campus must check in through the office to sign-in and obtain a badge. Students are supervised before and after school by staff. More than 60 students attend the after-school program. This program provides students with opportunities to work on homework, art, crafts, and recreation. Our school safety plan is in place, as well as, our district crises plan. They work together to encompass the safety of all of our students, staff, parents and community.

Combination classes are in place. We have a kindergarten/first; second/third; and a fourth/fifth configuration.

As per the California Education Code, there are a required number of minutes per year for each grade level. The table on the next page compares the number of instructional minutes offered at Sheridan Elementary School to the State Requirement.

Sheridan Elementary School has 28 Early Release Days.

Incorporated into the regular program are: peer tutoring, cross-age buddies, math and reading interventions (first within the classroom using Houghton Mifflin "Focused Approach," Fast Forward Math, Reading Mastery, Corrective Reading, SIPPS, Read Naturally, REWARDS, and Signs for Sounds), parent volunteers, an emphasis on building good peer relationships and transitioning to middle school, hands-ons science classes, and q visual and performing arts which includes performances for the school community. We are planning Family Science Night inconjunction with STEM and a visual arts grant has been submitted for a Family Arts Project to create a bas-relief tile mural on the playground wall.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

8.7.11

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The school principal observes teachers both formally and informally. Teachers are formally evaluated every other year. However, frequent walk throughs and informal visits are common. New teachers are formally observed three times each year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   Teachers analyze available test scores and identify students and standards in which more targeted instruction is needed. The teachers then complete an instructional planning sheet, which identifies the standard, standard benchmark, objective, and the materials needed to implement improvement. Teachers also use beginning of the year assessments to group students for intervention programs.

   DIBELS (Dynamic Indicators of Early Literacy Skills) is a measure used by which students' competency in basic literacy skills and reading fluency can be assessed on a regular basis. Benchmark testing occurs three times a year and progress monitoring occurs regularly for students with an intensive need for support in English Language Arts.

   District wide common assessments are administered several times throughout the year. These provide summative assessments for teachers to gauge the students' progress. Weekly chapter tests (formative assessments), as well as, theme tests from the adopted curriculum assist teachers in monitoring the progress of the students and enable them to accurately communicate on a regular basis with parents.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   All district assessments occur as per the pacing guides set forth. Data is entered into OARS creating a compilation of scores. DIBELS scores and sight word acquisition are also measured as regular markers of student progress. Core curriculum is modified by the teacher to scaffold access to the Common Core Standards. Small Group instruction for struggling learners is another modification to the regular curriculum.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   Sheridan Elementary School teachers meet the highly qualified staff criteria at 100%.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   All teachers have access to professional development provided by Western Placer Unified School District. Training is ongoing

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and provides in-depth practice and work with CCSS. In addition, certification for Differentiation and GATE Education is offered in the 2013-2014 school year. Teachers may also use lottery money to attend professional conferences out of district. Teachers are encouraged to attend any and all training and teamwork opportunities.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Western Placer Unified School District offers staff development specifically aligned to address CCSS. In the past, surveys have been taken for teacher input of desired topics. The district has provided an abundance of classes that align with the standards, assessed student performance and professional needs. A sample of classes are; CELDT training, Easy Alignment of Saxon tests to California State Standards, CTAP, Celebrating the Arts and Promotion/Retention workshop, Step Up To Writing, Focused Approach, and numerous opportunities are available on the WPUSD website.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Content specialist training is planned for the 2013-2014 school year in order to adapt the current materials to CCSS. A technology expert provides training on the use of interactive projectors/whiteboards. Use of one-on-one technology mentoring occurs within the staff. The district health teacher has provided an online connection for health lessons that teachers may access anytime. WPUSD also provedes an instructional coach for all teachers in the district. This coach provides training as well as working with grade level teams to further knowledge and expertise with the new CCSS.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers at Sheridan Elementary School collaborate with each other with regard to planning for student success. They also participate with grade level teams from other schools. Early Release days and staff meetings provide time for collaboration CCSS implementation is a focus for teaching faculty. Collaboration also occurs among instructional aides as they plan together to provide targeted instruction for struggling learners.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The district purchases standards based materials. All teachers at this site use these materials and adapt them to create alignment with standards. The teachers are provided with training for the new materials and state and local multiple measures are used for assessment. The District also conducts and provides monthly early release days to facilitate, professional learning communities, communication between grade levels and school sites. The meetings also provide the vehicle for additional curriculum training should the need arise. Teachers will be participating in the selection of new CCSS aligned curricula.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes requirements are met in each classroom at Sheridan Elementary. It is acknowledged that combination classrooms present a challenge in this area. Teacher preps are strategically planned to provide single grade instructional time to meet this goal.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

District pacing guides are adhered in each classroom Interventions also occur on a schedule which provides single grade instructional time.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Adoptions – teachers are invited to serve on the textbook adoption committees. Teacher input is viewed as a priority for determination of a final selection. Every student is provided standards-based instructional materials appropriate to grade level.

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12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted materials for core instruction as well as interventions are used.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

After School Program
Reading Mastery
Response to Intervention data, time and structure provided
Corrective Reading
Parent Volunteers
Cross-age tutoring
After School Tutoring
Fast-Forward Math
Accelerated Reader Program
EL focus during RtI time
Speech Services

14. Research-based educational practices to raise student achievement

Targeted intervention groups use Systematic Instruction in Phonemic Awareness (SIPPS), Read Naturally, and REWARDS for instruction. Teachers also use Accelerated Reader and other technology based programs to support all learners. Strategies to promote student engagement are also utilized.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

CARE after school rogram
Academic supports
Speech
Parent Education workshops
School-wide intervention program
Del Web Schools Volunteers read to all kindergarteners and first grader twice a month

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services include Accelerated Reader, one on one technology and apps that support student engagement and learning, supplemental materials for staff.

18. Fiscal support (EPC)

The site receives both state and federal monies.

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Description of Barriers and Related School Goals

School size/combination classes/class size are barriers to attaining academic goals for all students at Sheridan Elementary School. Lack of high speed internet infrastructure limits the use of technology used for instruction and student production of CCSS focused products.

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School and Student Performance Data

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	48	47	51	24	22	25	0	0	0	0	0	0
Growth API	809	809	803	835	806	828						
Base API	791	809	804	821	835	801						
Target	5	A	A									
Growth	18	0	-1									
Met Target	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	22	21	25	13	12	14	29	27	34	3	7	8
Growth API	803	817	776	761	766	760	753	764	783			
Base API	750	803	811	717	761	766	736	753	760			
Target												
Growth												
Met Target												

Conclusions based on this data:

1. The Hispanic subgroup alone is making adequate progress.
2. English Learners need more academic support.
3. Socioeconomically disadvantaged students are not meeting Growth API requirements even though there has been slow, steady grwoth over the last three years.

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School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	99	100	100	97	--	--		--	--	
Number At or Above Proficient	24	23	22	15	11	13	--	--		--	--	
Percent At or Above Proficient	50.0	48.9	43.1	62.5	50.0	52.0	--	--	--	--	--	--
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	Yes	No	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	100	100	100	100	100	100	100	100	98	100	100	100
Number At or Above Proficient	9	10	8	3	5	4	10	9	13	--	--	
Percent At or Above Proficient	40.9	47.6	32.0	23.1	41.7	28.6	34.5	33.3	38.2	--	--	--
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	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. White supgroup (52%) as compared to All Students (43.1%) seems to indicate a need for attention to subgroups with regard to percent proficient in ELA.
2. Hispanic learners are only doing marginally better than the English Language Learners which would indicate a need for stronger EL support for all Hispanic students in academic language.
3. Socioeconomically disadvantaged students' percent of proficient increased by five percentage points in one year. Continue this trend with academic support for struggling learners - especially early intervention for students who begin school already at risk for academic failure.

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School and Student Performance Data

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	99	100	100	97	--	--		--	--	
Number At or Above Proficient	28	32	35	15	15	19	--	--		--	--	
Percent At or Above Proficient	58.3	68.1	68.6	62.5	68.2	76.0	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	98	100	100	100
Number At or Above Proficient	13	15	15	8	7	8	12	16	20	--	--	
Percent At or Above Proficient	59.1	71.4	60.0	61.5	58.3	57.1	41.4	59.3	58.8	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. All Students percent of proficient was higher in math than in ELA.
2. White students' percent proficient was 76% - 8 percent more than All Students and 20% more than English Learners. We need to teach math in more conceptual ways instead of language laden ways.
3. Hispanic and English Learners missed their AYP target by less than 1%.

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School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					2	40	3	60			5
1			1	25	3	75					4
2			1	33.3	1	33.3	1	33.3			3
4	1	12.5	4	50	3	37.5					8
5			2	67.7	1	33.3					3

Conclusions based on this data:

1.

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School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					2	40	3	60			5
1			1	25	3	75					4
2			1	33.3	1	33.3	1	33.3			3
4	1	12.5	4	50	3	37.5					8
5			2	67.7	1	33.3					3

Conclusions based on this data:

1.

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Planned Improvements in Student Performance

School Goal #1

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: English Language Arts
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program.
SCHOOL GOAL #1:
With regard to reading fluency, the percentage of students in need of intensive intervention will decrease as follows:
Data Used to Form this Goal:
DIBELS - Dynamic Indicators of Basic Early Literacy Skills Beginning Benchmark in Fluency as compared to the National Norms Beginning Kindergarten Intensive = 57% Ending Goal = 25% Beginning First Grade Intensive = 50% Ending Goal = 20% Beginning Second Grade Intensive = 83% Ending Goal = 30% Beginning Third Grade Intensive = 26% Ending Goal = 10% Beginning Fourth Grade Intensive = 40% Ending Goal = 20% Beginning Fifth Grade Intensive = 47% Ending Goal = 20%
Findings from the Analysis of this Data:
Students are entering school with little or no knowledge of alphabetic principles or early basic literacy skills. Early intervention will be critical in order to prepare kindergarten and first grade students for content in grades 2-5.
How the School will Evaluate the Progress of this Goal:
Theme tests, Chapter tests, CBM, CRLP (2nd and 3rd grades), Accelerated Reader assessment, ESGI DIBELS fluency scores based on national standards; Progress Monitoring in reading fluency will occur on a regular basis for those students with intensive need for support.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with Common Core State Standards (CCSS)	2013 - 2014	All Staff	Teachers align materials			

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Student materials aligned with content standards • All core instructional materials used in core instruction will be related to CCSS and adapted as needed • Supplementary materials purchased as needed • Benchmarks for achievement are developed to align with CCSS • Use of technology to engage students in regular core curriculum • Update library/computer lab			and learning objectives with CCSS in core instruction.			
			Duplication/paper	4000-4999: Books And Supplies	Economic Impact Aid	2100
			Supplementary materials as needed (i.e. class novels)	4000-4999: Books And Supplies	Library Grant	500
			Technology/Student microphones for reading/recitation	4000-4999: Books And Supplies	Economic Impact Aid	545
			Remove outdated books and replace with new ones. Book covers, upc codes, etc Update all computers and software. Buy headphones for all one on one technology and lab looking ahead to SBAC..	4000-4999: Books And Supplies	Title I	5000
Extended Leaning Time/Response to Intervention/Title I • All students in need of intensive support as per the nationally normed reading fluency benchmarks will receive small group instruction during school hours. • Houghton Mifflin support materials, as well as, SIPPS, Read Naturally, REWARDS, Reading Mastery and Accelerated Reader will be provided to students in need of intensive reading support. • DIBELS benchmark assessments and progress monitoring	2013 - 2014	All Staff	Instructional Aide	2000-2999: Classified Personnel Salaries	Title I	23,872
			Instructional Aide	2000-2999: Classified Personnel Salaries	Economic Impact Aid	9,363
			Duplication/Riso	5800: Professional/Consulting Services And Operating Expenditures	School and Library Improvement Program Block	425
			Read Naturally/Signs for Sounds	4000-4999: Books And Supplies	Title I	162
			DIBELS	4000-4999: Books And Supplies	Title I	88

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff development: • Staff will participate in monthly professional development meetings. • Staff will attend workshops and professional development through WPUSD as well as other opportunities as available.	2013 - 2014	All Staff	CCSS Training, Crosswalks, GATE/Differentiation courses, Early Release Days, PLC's			
			Substitutes	1000-1999: Certificated Personnel Salaries	Title I	2500
			Workshops and Conferences outside the district	5800: Professional/Consulting Services And Operating Expenditures	Title I	2500
			Supplementary materials as needed	4000-4999: Books And Supplies	Title I	1000
			Leveled books to meet new reading lexiles in CCSS	4000-4999: Books And Supplies	Title I	1000
			Substitutes	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	500
Monitoring Program Implementation and Results: • Frequent and ongoing assessments • Data to be recorded in OARS Anecdotal observations • ESGI Assessments for Kindergarten • The principal will monitor all programs and the collection of data. • Principal and teachers will work together to examine/analyze data and create solutions for students who continue to	2013 - 2014	All Staff	ESGI Site License	5800: Professional/Consulting Services And Operating Expenditures	School and Library Improvement Program Block	149
			SARC, SPSA and other required documents	5800: Professional/Consulting Services And Operating Expenditures	Economic Impact Aid	345

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
struggle. • PLC time, Staff Meetings and Early Release Days will be used in this endeavor. • Document Tracking System						
Involvement of Parents/Community: • Sheridan Website • School Messenger • Lion's Club • Food Bank • My Ride • Parent Involvement • STEM Science Night • PTC • SBLT • Community Volunteers Placer County Planning and Development Department • Performing Arts Program	2012-2013	Lincoln/Sheridan Community	Science Night, Reading Night, Art Nights Book Fair Parent Night, PTC Events, Lion's Club Fundraising Dinner, Pioneer Day	4000-4999: Books And Supplies	Title I	454.00
			Explore options for increasing the bandwidth and internet speed at Sheridan.			0
			Choral programs for winter and spring	4000-4999: Books And Supplies	Art and Music Grant	121
			Interpreter for parent /teacher conferences	2000-2999: Classified Personnel Salaries	Title I	99

Planned Improvements in Student Performance

School Goal #2

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Mathematics
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program.
SCHOOL GOAL #2:
In mathematics, the school will use the district benchmark measures to assess student growth. Current data for each grade level and goals for the end of the year are as follows. First Grade = Ending Goal = Students will score 80% or better on addition and subtraction facts through 20. Second Grade = Ending Goal = Students will score 80% or better on all addition and subtraction through 100 and multiplication facts 2's 5's and 10's Third Grade = Ending Goal = Student will score 80% or better on mixed multiplication facts 0 through 10 Fourth Grade = Ending Goal = Students will score 80% or better on district end of trimester tests Fifth Grade = Ending Goal = Students will score 80% or better on district end of trimester tests
Data Used to Form this Goal:
Initial and benchmark tests are used to determine student growth in the area of mathematics. Students typically score significantly higher in math than ELA on CST scores with a 2013 overall percentage of proficient at 76%. However, EL's score significantly lower.
Findings from the Analysis of this Data:
Methods of teaching math in more conceptual ways rather than language driven ways should be explored. One example is ST Math (JiJi) in which math concepts are taught in a completely language free environment. Refer to http://www.mindresearch.net/programs/ Math classes will use interactive capabilities such as one on one technology (ipads) to increase student involvement with math concepts and CCSS.
How the School will Evaluate the Progress of this Goal:
Each trimester, students will be assessed according to district measures. Students who do not meet the goal as stated above will be identified and group for targeted instruction in order to meet goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards:	2013 - 2014	All Staff	HSP Math Curriculum	4000-4999: Books And Supplies	District Funded	0

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• All curriculum used will be aligned or adapted to align with CCSS • Lesson plans are developed to align with CCSS. • Benchmarks for achievement are developed to align with CCSS and are designed to be used as a gauge for measuring student progress			Crosswalk/CCSS Workshops	1000-1999: Certificated Personnel Salaries	Title I	0
			Easy CBM Math (through DIBELS)	4000-4999: Books And Supplies	Title I	0
			Duplication	4000-4999: Books And Supplies	Economic Impact Aid	0
			ST Math (Ji Ji) site license	5800: Professional/Consulting Services And Operating Expenditures	Economic Impact Aid	5161
			Supplemental materials as needed (Frack Jack)	4000-4999: Books And Supplies	Title I	1000
Extended Learning Time: • Students to receive small group instruction during school hours. • ST Math (JiJi) site license for core and intervention targeted instruction • HSP support materials and Fast Forward Math will be used to present targeted instruction for struggling learners	2013 - 2014	All Staff	Instructional Aide as needed	2000-2999: Classified Personnel Salaries	Title I	0
			Instructional Aide as needed	2000-2999: Classified Personnel Salaries	Title I	0
			ST Math Site License	5800: Professional/Consulting Services And Operating Expenditures	Title I	3500
Collaboration and Professional Development: • PLC time, Early Release Days, and Staff Meetings will be used to analyze data, share information and group students according to need • Staff will attend workshops and professional development	2013 - 2014	All Staff	Substitutes for teachers	1000-1999: Certificated Personnel Salaries	Title I	0

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
through WPUSD as well as other opportunities as available • Professional development related to CCSS • Staff will observe other math classrooms as needed						
Involvement of Parents/Community: • Website will be updated with links and resources pertaining to math education • Science Night will present elements of math • Family Math Night	2013 - 2014	Lincoln Sheridan Community and All Staff	STEM Math and Science Night			0
Monitoring Program Implementation: • Frequent and ongoing assessments • Use of OARS assessment tools and data collection • Data collection to be monitored by principal • Anecdotal observations • ESGI assessments for Kindergarten	2013 - 2014	All Staff	Supplementary materials as needed	4000-4999: Books And Supplies	Title I	0
			ESGi site license	5800: Professional/Consulting Services And Operating Expenditures	School and Library Improvement Program Block	0

Planned Improvements in Student Performance

School Goal #3

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Student Attendance
LEA GOAL:
Foster a safe, caring environment where individual differences are valued and respected
SCHOOL GOAL #3:
By June, 2012, Attendance at Sheridan Elementary School will increase by 1percent: 2010-2011.....95.63%.....Current 96.33.....June 2013 Target 97.33%
Data Used to Form this Goal:
Aeries Attendance Information
Findings from the Analysis of this Data:
Many struggling learners also have poor attendance or frequent tardies.
How the School will Evaluate the Progress of this Goal:
An increased percentage of attendance and promptness

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use Aeries to track attendance	2012-2013	Secretary/Principal	Attendance will be monitored carefully and appropriate response made	None Specified	District Funded	0
Increased educational opportunity: • Increased attendance WILL increase their educational opportunities	2012-2013	Students and Staff	Students will be in prompt attendance each school day	None Specified	None Specified	0
Involvement of Parents/Community:	2012-2013	Sheridan Community/Staff	Principal will			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Principal will collaborate with parents, staff and District Office to ensure students are adhering to the attendance guidelines set forth by district policy • Attendance letters will be sent out on a regular basis • Perfect Attendance Awards - bikes?			communicate with families School Secretary will generate and send attendance letters Bikes will be donated by community organization Duplication costs/postage	 4000-4999: Books And Supplies	 Economic Impact Aid	 0 0 100
Program Implementation: • Administration and staff will review monthly ADA percentages provided by the distrcit to identify focus areas	2013 - 2014	All Staff	Monthly item on staff meeting agenda	None Specified	District Funded	0

Planned Improvements in Student Performance

School Goal #4

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Writing
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program.
SCHOOL GOAL #4:
Students will increase facility with writing tasks in preparation for Smarter Balanced assessments in which writing skills are critical. Students will increase writing fluency through the use of frequent Step Up to Writing activities. By the end of the year, students will meet the trimester 3 criteria with a score of 2 or 3 on the Step Up to Writing rubric.
Data Used to Form this Goal:
WPUSD Writing Assessment Matrix, Step Up to Writing, CCSS
Findings from the Analysis of this Data:
There is no cumulative information regarding growth in student writing available at the school level.
How the School will Evaluate the Progress of this Goal:
Teachers will score papers together at PLC time and discuss areas of growth and concern. They will use the Step Up to Writing rubrics/CCSS writing standards and rubrics to score student writing.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will give writing prompts to each grade level according to the WPUSD Writing Assessment Matrix.	2013 - 2014	All Staff	Writing prompts will be given each trimester with the final assessment to be scored and filed in cum folder			
Monitoring of Implementarion: • Lessons will be developed which are aligned with CCSS • Frequent and ongoing formative	2013 - 2014	All Staff	Duplcation/paper	4000-4999: Books And Supplies	Economic Impact Aid	0

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
assessments and appropriate feedback • Step Up to Writing materials will be used where they are in alignment with CCSS • WPUSD timeline for writing assessments						

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
80% of EL students will increase their tessted CELDT levels by one level by 10/14

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Access District Program Specialist to enhance EL reading interventions	2013 - 2014	All Staff and EL Intervention Specialist	Monthly CBM assessments		District Funded	0

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Economic Impact Aid	500.00
1000-1999: Certificated Personnel Salaries	Title I	2,500.00
2000-2999: Classified Personnel Salaries	Economic Impact Aid	9,363.00
2000-2999: Classified Personnel Salaries	Title I	23,971.00
4000-4999: Books And Supplies	Art and Music Grant	121.00
4000-4999: Books And Supplies	District Funded	0.00
4000-4999: Books And Supplies	Economic Impact Aid	2,745.00
4000-4999: Books And Supplies	Library Grant	500.00
4000-4999: Books And Supplies	Title I	8,704.00
5800: Professional/Consulting Services And	Economic Impact Aid	5,506.00
5800: Professional/Consulting Services And	School and Library Improvement Program	574.00
5800: Professional/Consulting Services And	Title I	6,000.00
None Specified	District Funded	0.00
None Specified	None Specified	0.00

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Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Art and Music Grant	121.00
District Funded	0.00
Economic Impact Aid	18,114.00
Library Grant	500.00
None Specified	0.00
School and Library Improvement Program Block	574.00
Title I	41,175.00

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Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	3,000.00
2000-2999: Classified Personnel Salaries	33,334.00
4000-4999: Books And Supplies	12,070.00
5800: Professional/Consulting Services And Operating	12,080.00
None Specified	0.00

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Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,723.00
Goal 2	9,661.00
Goal 3	100.00
Goal 4	0.00

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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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Melissa Willes	[X]	[ ]	[ ]	[ ]	[ ]
Laurel Etchepare	[ ]	[X]	[ ]	[ ]	[ ]
Karen Roberts	[ ]	[ ]	[X]	[ ]	[ ]
Kristy Herron	[ ]	[ ]	[ ]	[X]	[ ]
Amy Kuhl	[ ]	[ ]	[ ]	[X]	[ ]
Dawn Evans	[ ]	[ ]	[ ]	[X]	[ ]
Numbers of members of each category:	1	1	1	3	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s 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):**

[ ]	State Compensatory Education Advisory Committee	Signature
[ ]	English Learner Advisory Committee	Signature
[ ]	Special Education Advisory Committee	Signature
[ ]	Gifted and Talented Education Program Advisory Committee	Signature
[ ]	District/School Liaison Team for schools in Program Improvement	Signature
[ ]	Compensatory Education Advisory Committee	Signature
[ ]	Departmental Advisory Committee (secondary)	Signature
[ ]	Other committees established by the school or district (list):	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. This SPSA was adopted by the SSC at a public meeting on October 29, 2012.

Attested:

Melissa Willes	Melissa Willes	11/7/13
Typed Name of School Principal	Signature of School Principal	Date
Dawn Evans	Dawn Evans	11/7/13 Draft Approval.
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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The Single Plan for Student Achievement

School:	Foskett Ranch Elementary School
CDS Code:	31-66951-0108514
District:	Western Placer Unified School District
Principal:	Kelly Castillo
Revision Date:	11.19.13

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:

Contact Person:	Kelly Castillo
Position:	Principal
Phone Number:	916.434.5255
Address:	1561 Joiner Parkway Lincoln, CA 95648
E-mail Address:	kcastillo@wpusd.k12.ca.us

The District Governing Board approved this revision of the SPSA on 11/19/2013.

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School Vision and Mission

Foskett Ranch Elementary School's Vision and Mission Statements
At Foskett Ranch Elementary, our vision is to promote and foster academic, personal and social achievement for all students.

School Profile

SCHOOL PROFILE
Foskett Ranch Elementary School is located at 1561 Joiner Parkway in Lincoln, California. The school is in the Western Placer Unified School District (WPUSD) and opened in the fall of 2005. The school serves approximately 558 students in pre Kindergarten through fifth grade. Two special education preschool classes and two special education primary classes serve students with special needs. There are three Kindergarten classes, three first grade classes, three second grade classes, a second/third combination class, three fourth grade classes, and three fifth grade class serving our students. Families can enroll in a private, fee-based before and after school childcare program housed on campus.

Support services include a Resource Program, Speech and Language, Occupational Therapy, Four Special Day Classes (one K-1, one K-3 and two preschool), Science, and Music. A school psychologist works with staff to provide a small amount of group social skills training.

Parents are involved through School Site Council (SSC), Parent-Teacher Organization (PTO), as art and science docents, annual events, and regular volunteering with classroom activities. Parents support PTO activities such as educational/enrichment assemblies, family nights and festivals, purchasing supplies/materials/equipment, as well as various fundraisers.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A parent/family survey is conducted every other year. The last survey was conducted in May 2012. 99% of parents feel welcome at school and are informed of school events. 98% of parents feel teachers promote academic excellence, Foskett Ranch is a safe environment for students and staff, and students receive consistent homework that supports classroom work; Children enjoy school. 91% of the parents know what their children are expected to learn, and 91% of parents indicate that the grade level curriculum is appropriately challenging. 82% of parents say that their children have adequate materials and supplies (14% of parents indicated they did not know). 83% of parents indicate that students are developing an understanding of technology. 78% of parents indicate that school discipline is fair and consistent.

The quality of instruction is rated as follows: 98% of parents feel positive about reading and writing instruction; 93% of parents feel positive about math; approximately 82% of parents feel positive about science and social studies; 79% of parents feel positive about PE instruction, 70% of parents feel positive about technology.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed formally every other year as a part the formal evaluation process outlined in the Western Placer Teacher Association contract. Teachers are observed informally throughout the school year.

Teachers are observed engaging their students through a consistent implementation of the adopted curriculum. Students are

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observed to be working on task and within a positive classroom environment with appropriate academic and behavioral supports.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   At the start of each school year, teachers review student performance on state and local assessments to evaluate their instructional program from the prior year to establish priorities and develop goals for the current year. In reviewing data staff identify students that need extra support as well as enrichment to target instruction and intervention to meet the needs of the various levels of learners and to improve student achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Grade levels meet at least twice monthly (in Professional Learning Communities) during early release days to evaluate formative assessment information, develop short-term goals as a grade level and discuss/implement regarding effective strategies to help all students meet goals.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   All staff on campus meet the criteria for highly qualified staff.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   All teachers on staff possess sufficient credentials to teach the subjects for which they are assigned. This year all staff are currently participating in district-wide, professional development in the English Language Arts and math Common Core State Standards (CCSS) and strategies to address CCSS in preparation for the 2014-2015 transition to them. Teachers attend additional professional development workshops at the district county levels on a variety of topics. At the site level teachers engage in book studies and professional development to enhance use of instructional strategies, technology, and classroom management.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   Staff development is geared to meet the district and school's annual goals for student achievement in the content areas based on the assessed needs of students.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   A district curriculum coach is available to work with teachers.

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7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The district calendar includes two early release days per month for teacher collaboration. Grade levels meet during these days to analyze student assessment data, set goals for achievement based on the assessment data, discuss and implement strategies to meet students' needs and ensure students achieve set goals, and to monitor student and grade level progress. Special Education, music and science teachers participate in grade level team meetings.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All subject areas, report cards, and assessments are aligned with current state content standards. District adopted curriculum, aligned to state standards, is used in language arts, math, science, social studies, and visual arts. Instruction and lessons are standards-based and originate from adopted curriculum
Teachers use supplemental materials where needed for specific grade/subject areas

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers develop weekly lesson plans that reflect the recommended minutes for instruction in each of the core curricular areas.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

District grade level teams created pacing and assessment guides that teachers use district-wide. School grade level teams analyze data and collaborate to create intervention blocks during the instructional day to meet the needs of their students.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Texts are available through WPUSD for all K-5 student population. Supplemental materials have been supplied by the School Site Council categorical funds as available. The adopted Language Arts program contains lessons and supplemental materials to address various levels of learning. Software supplements to produce worksheets are available. Lower grade level materials can be used for students at below or well below basic levels. HSP math provides supplemental lessons . The Language Arts program contains pre-teaching, re-teaching and English Language Learner support materials. Language arts, math, and art/music programs offer resources for multi-ability levels. Classes have all proper music materials. WPUSD Board of Trustees adopts annual resolution confirming instructional materials available to students .

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials adopted and used by district teachers meet the requirements of the California Department of Education.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Volunteers assist students in class
Remedial time with team teacher and district paid aide in Kindergarten
English Language arts extra support lessons and ELD lessons
Newsletter communication to parents re: their important role with children re: good nutrition, proper sleep, and consistent help with school work
Possible retention notices list school staff, parent and student actions
Teachers cover all content standards in each grade level
Cross age tutors – study buddies – with older students helping younger students
Student teachers utilized at times during the year in specific classes
Decodable leveled books used to assist students

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After school tutoring, has been offered, as funds are available, to assist students with academic work
Homework support (Homework Club) is available, as funds are available, to assist students with homework
Supplemental materials and strategies shared among staff to assist lower performing students
Student Success Team (SST) meetings held, as per need, to assist students/parents with ideas and guidelines for assistance at home and at school
Special Education Individualized Educational Plans (IEP) developed for determining educational goals for students in Special Education programs.

14. Research-based educational practices to raise student achievement

In addition to the core curriculum, staff use the SIPPS (Systematic Instruction in Phonemic Awareness), Read Naturally fluency and vocabulary development, core curriculum intervention and enrichment activities, district adopted ELL materials and Explicit, Direct Instruction (EDI) strategies.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

STAR Before and After School Program is a private, fee-based company that contracts with WPUSD from 6:30 AM to 6:30 PM
Lighthouse Resource Center services for family, parent, student counseling and guidance services
SST meetings to assess and assist student needs with faculty/parent input
Parent/teacher conferences with minimum days set for communication regarding progress towards state standards
Placer County Office of Education workshops
WPUSD in-services
Special Education RSP & Speech
Enrichment field trips
Kindergarten Class Size Reduction Option 2 with one hour aide time per class and team teaching between the AM and PM teachers for 90 minutes per day.
Volunteers (parent, grandparent, Sun City community volunteers) in classrooms
Instructional assistant for academics in RSP
Special Day Classes for students with moderate/severe disabilities
After-School tutoring as funds allow
Prep time for each teacher for planning time to assist students in various ways, communicate/report to parents, and plan specifics re: academic needs
Community sports programs (soccer, football, baseball, basketball)
CPS assistance as needed
Library time scheduled for all students weekly
After school enrichment clubs (private or PTO sponsored)

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Not Applicable

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Leveled reading materials allow teachers to work with small groups of students performing below grade level.
After school tutoring materials have been purchased
Many various supplemental materials, as requested and funds available, for staff to assist student needs
Special education funds assist with RSP, Speech, Psychologist personnel
After-school tutoring in math and reading has been available to assist students after school when funds are available
After-school homework assistance helps students referred by teachers and/or parents to receive assistance with basic skills.
Students new to the United States (in grades 6-12) attend an intensive English Language Development Program (Newcomer's

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Program)
Economic Impact Aid (EIA) site funds are coordinated at the district level and fund an English Language Learner (ELL) Program Specialist that supports each site's English Language Development (ELD) program.
Support in English/Language Arts for students is provided through the Pupil Retention Block Grant.
Accelerated Reader program to assess reading comprehension and to motivate students to read.
Many various supplemental materials, as requested and funds available, for staff to assist student needs
Student Study Team (SST) meetings with staff and parents to assist students with academics, social, behavioral, and emotional issues
Assistance with paper supplies and copier costs to assist staff/students with extra materials needed

18. Fiscal support (EPC)

The site receives $21 per student for general funds, and each teacher receives $500 in lottery funds. Categorical funds include School and Library Improvement Program funds of $4462 for 2013-2014 (and a carry over of $14274), Economic Impact Aid/Limited English Learner funds of $2573 for 2013-2014 (and a carry over of $5882), Art and Music Block Grant funds $804, and Gifted and Talented Education funds $653.

Description of Barriers and Related School Goals

Chronic tardiness and absenteeism with students that need extra support
Some family environments have been affected due to the economic downturn which have affected tardiness, absenteeism and student achievement
Some language barriers
Limited categorical funds and programs to assist students that need extra support
Expenses associated with copying support materials
Limited intervention/support staff to address academic and behavior concerns
Limited support materials to address underperforming students
Summer School (when available) takes place after the child failed the school year

School and Student Performance Data

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	325	343	337	216	231	233	10	11	8	7	8	9
Growth API	870	860	865	883	865	868		804				
Base API	854	870	860	862	883	865			805			
Target	A	A	A	A	A	A						
Growth	16	-10	5	21	-18	3						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	58	62	55	13	17	16	70	67	65	46	48	40
Growth API	813	845	865	730	776	767	802	819	806	803	729	818
Base API	823	813	845	867	730	776	824	802	819	735	803	729
Target		A	A				A	A	A			
Growth		32	20				-22	17	-13			
Met Target		Yes	Yes				Yes	Yes	Yes			

Conclusions based on this data:

1. The white subgroup and all students are close in achievement. The Hispanic subgroup's achievement gap has closed compared to all students.
2. A gap exists with English Language Learners, and their score has dropped. A gap continues between Students with Disabilities compared to all students, but their scores have increased.
3. Scores dropped from 2011 to 2012 and increased in 2013.

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School and Student Performance Data

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	219	226	231	156	153	164	--	4		--	--	
Percent At or Above Proficient	67.4	65.9	68.5	72.2	66.2	70.4	--	36.4	--	--	--	--
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	No	Yes	Yes	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	100	100	100	100	100	100	100	100	99	100
Number At or Above Proficient	30	43	39	5	10	5	35	40	35	25	21	30
Percent At or Above Proficient	51.7	69.4	70.9	38.5	58.8	31.3	50.0	59.7	53.8	54.3	43.8	75.0
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	Yes	--	--	--	No	Yes	No	--	--	--

Conclusions based on this data:

1. The percent proficient/advanced dropped with the following subgroups - Socio Economically Disadvantaged Students, White Students, All Students
2. The percent proficient/advanced increased with the following subgroups - English Language Learners, Hispanic Students, Students with Disabilities
3. An achievement gap exists with English Language Learners and Socio Economically Disadvantaged Students compared to All Students. The gap has narrowed between Students With Disabilities, White and Hispanic Students when compared to All Students.

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School and Student Performance Data

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	239	245	238	163	170	168	--	6		--	--	
Percent At or Above Proficient	73.5	71.4	70.6	75.5	73.6	72.1	--	54.5	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	No	Yes	No	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	100	99	99	100	100	100	100	100	100	100	99	98
Number At or Above Proficient	40	39	36	4	7	8	42	40	37	28	24	28
Percent At or Above Proficient	69.0	62.9	65.5	30.8	41.2	50.0	60.0	59.7	56.9	60.9	50.0	70.0
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	Yes	--	--	--	No	No	No	--	--	--

Conclusions based on this data:

1. The following subgroups showed an increase in percent proficient/advanced - Hispanic, English Language Learners, Students with Disabilities.
2. The following subgroups showed a decrease in percent proficient/advanced - All Students, White, Socio Economically Disadvantaged.
3. An achievement gap exists between the English Language Learners and All Students. A slight gap exists between the Socio Economically Disadvantaged and All Students. The gap continues to close between the Students with Disabilities and the Hispanic subgroups as compared to All Students.

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School and Student Performance Data

CELDT (Annual Assessment) Results

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

Conclusions based on this data:

1. CELDT data cannot be reported because there are not enough students in the test group.

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School and Student Performance Data

CELDT (All Assessment) Results

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

Conclusions based on this data:

1. CELDT data cannot be reported because there are not enough students in the test group.

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School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	17	19	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	17	19	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	54.6	56.0	57.5
Met Target	*	*	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	17	3	20	2		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	*	*		

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

Conclusions based on this data:

1. CELDT data cannot be reported because there are not enough students in the test group.

8.7.15

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	614	639	
Percent with Prior Year Data	100	99.4	
Number in Cohort	614	635	
Number Met	339	400	
Percent Met	55.2	63.0	
NCLB Target	54.6	56.0	57.5
Met Target	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	530	222	515	251		
Number Met	113	104	122	142		
Percent Met	21.3	46.8	23.7	56.6		
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	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	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1. English Language Learners in Western Placer Unified School District met the annual NCLB growth targets for AMAO 1 for 2010-11 and exceeded the target for 2011-12.
2. English Language Learners in Western Placer Unified School District met the criteria for attaining English Proficiency set in AMAO2.
3. English Language Learners in Western Placer Unified School District met the participation rate for testing and did not meet the percent proficient or above and therefore did not meet the AMAO3 target.

8.7.152

Planned Improvements in Student Performance

School Goal #1

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Reading
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program
SCHOOL GOAL #1:
By June 2014, students scoring in the strategic and intensive ranges on the beginning of the year district fluency assessment will see an increase of at least 30% or more on the end of the year district fluency assessment.
Data Used to Form this Goal:
District fluency assessment
Findings from the Analysis of this Data:
Beginning of the year fluency assessment results who that approximately 20% of the students scored at the strategic or intensive ranges (below grade level benchmark), and approximately 80% of the students scored at or above grade level benchmark.
How the School will Evaluate the Progress of this Goal:
Grade levels and School Site Council will review fluency scores each trimester to determine those students that are making progress towards the goal and to intervene for those that are not. Grade levels and School Site Council will compare beginning of the year to end of the year district fluency assessment results to determine progress towards the school goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards: A. Grade levels review established Essential Standards, pace the standards to set target dates for student mastery in the area of English/Language Arts. B. Grade levels create SMART goals that will include grade level wide and sub group goals to contribute to the	2013-2014	Staff/Admin	D. Cost of instructional materials for science	4000-4999: Books And Supplies	School and Library Improvement Program Block	400
			E. Cost of instructional materials for music and art	4000-4999: Books And Supplies	Art and Music Grant	404

SIL 8

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
school improvement plan goals. C. Walkthrough observations monitor instruction aligned to content standards and strategies to address needs of subgroup populations. D. Science lab lessons include targeted opportunities to enhance reading/writing across the curriculum and to address the needs of sub groups. E. Music and Art are paced to ensure instruction is matched to standards at each grade level. F. Teachers/students set Accelerated Reader goals each trimester and regularly monitor progress towards those goals to help students increase reading fluency. G. Individual Education Plans (IEP's) for special education students are aligned with content standards in English Language Arts and are created using a county online resource. H. English Language Learners are assessed and monitored to ensure student progress towards district and state standards.						
Improvement of instructional strategies and materials: I. Professional Learning Communities	2013 - 2014	Staff/Admin	K. Renaissance Learning Subscription	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	3080

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
analyze student assessment data to monitor progress and develop action plans to meet students' needs. J. Student Success Team (SST) and grade levels meet regularly to develop action plans to address students' needs. K. Accelerated Reader allows students daily independent reading practice and allows staff to conference with students to monitor progress. L. Library resources address various needs by allowing students to select materials at their reading levels. M. Supplemental materials and supplies help to differentiate instruction to address the differentiated needs of the learners. N. Students use technology resources for solving problems and making informed decisions in technology infused mathematics, science, social studies, language arts.			K. Renaissance Learning Subscription	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	1320
			L. Cost to increase library circulation, incentives, supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	4000
			M. Paper, copy costs	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	3000
			M. Paper, copy costs	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	
			M. Supplemental Material	5000-5999: Services And Other Operating Expenditures	Gifted and Talented Education	
			N. Technology program/ materials/ software/ hardware	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	3057
			N. Technology program/ materials/ software/ hardware	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	
Extended Learning Time: O. Homework Club allows under-performing students the opportunity to receive additional assistance in the content areas. P. Grade level teams collaborate to provide intervention during the school day to meet students' learning needs.	2013 - 2014	Staff/Admin	O. Hourly rate of certificated staff 3 days per week, 45 mins each session at $35 per hour.	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	500
			O. Hourly rate of certificated staff 3 days per week, 45 mins each session at $35 per hour.	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	500

SSIL 8

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Q. After school activities allow students to participate in after school enrichment programs. R. After school choir extends the core curriculum presented during music instruction.			Q. Hourly rate of certificated staff at $35 per hour. R. Hourly rate of certificated staff, materials and supplies	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Gifted and Talented Education Art and Music Grant	653 400
Increased educational opportunity: S. Grade level differentiation blocks allow teams of teachers/staff to address the needs of students below, at and above grade level standards. T. Accelerated Reader provides daily reading practice at students' ZPD (Zone of Proximal Development). U. The computer lab supports instruction in the content areas. V. Identified special education students receive support (based on their IEP goals) from their classroom teacher and the Resource Specialist Program (RSP) and Special Day Class teachers. W. Adopted Language Arts curriculum includes components to address needs of sub group populations.	2013 - 2014	Staff/Admin	V. Substitute costs for collaboration meetings between special ed, regular ed staff and admin at the beginning of the year to understand the IEP components.	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	100
Staff Development and Professional Collaboration: X. Staff members participate in site/district and outside workshops. Y. Professional Learning Communities	2013 - 2014	Staff/Admin	X. One ½ day meeting per teacher X. One ½ day meeting per teacher	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated	School and Library Improvement Program Block Economic Impact Aid/Limited English	1000 500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
collaborate to further develop strategies to differentiate instruction and to understand targeted populations. Z. Grade level teams meet with the district curriculum coach to review math curriculum and alignment to essential standards and and to examine Common Core Standards/ strategies to prepare for implementation in 2014/2015.				Personnel Salaries	Proficient (EIA-LEP)	
involvement of Staff, Parents and Community: AA. Principal reports at PTO meetings focus on school activities and student achievement. BB. Standards and grading format are presented to parents. CC. School Site Council (SSC) reviews school achievement data to monitor school program success. DD. Teachers meet with parents during parent/conference times to share individual student progress towards district standards and to develop action plans that involve school and home for students at-risk of retention. EE. Parents receive reports associated with Accelerated Reader that update them regarding student progress. FF. Student Success Team meetings	2013 - 2014	Staff/Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
include the parents' input in development of individual learning plans. GG. SSC's data review includes analyzing progress of sub group populations to monitor school program success.						
Auxiliary services for students and parents: HH. Kindergarten orientation is held prior to the beginning of a new school year. II. Parents are a vital part of the Student Study Team (SST). JJ. Back to School and November conferences provide opportunities for parents and teachers to communicate. KK. Transition meetings are held for special education students entering Kindergarten and promoting to middle school.	2013 - 2014	Staff/Admin	KK. Cost of substitute teachers for staff to attend transition IEP meetings.	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	250
Monitoring program implementation and results: KK. Teachers meet during staff and grade level meetings to review student assessment data to determine program effectiveness. LL. SSC reviews student progress to monitor program effectiveness.	2013 - 2014	Staff/Admin/ School Site Council				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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Planned Improvements in Student Performance

School Goal #2

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Reading
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program
SCHOOL GOAL #2:
By June 2014, there will be an 11% decrease in students at the 2nd through 5th grades scoring in the strategic/intensive range on the Renaissance Learning STAR Diagnostic Reading Assessment (from 41% to 30%) and an increase of 11% of 2nd through 5th grade students scoring at/above grade level (from 59% to 70%) on the Renaissance Learning STAR Diagnostic Reading Assessment.
Data Used to Form this Goal:
Beginning of the year Renaissance Learning STAR Diagnostic Reading Assessment
Findings from the Analysis of this Data:
Beginning of the year Renaissance Learning STAR Diagnostic Data shows that 59% of students in grades 2nd through 5th score below the 50th %ile (strategic and intensive ranges) and 41% of the students in grades 2nd through 5th score at the 50th %ile or above (at or above grade level).
How the School will Evaluate the Progress of this Goal:
Students take the STAR Diagnostic Assessment at the end of each trimester. Teachers monitor their progress and intervene to help students that score in the strategic and intensive ranges. School Site Council, grade levels and teachers review end of the year STAR Diagnostic Assessment to determine progress towards the goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards: A. Grade levels review established Essential Standards, pace the standards to set target dates for student mastery in the area of English/Language Arts. B. Grade levels create SMART goals that will include grade level wide and sub group goals to contribute to the	2013 - 2014	Staff/Admin	See goal #1			

8.7.8

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
school improvement plan goals. C. Walkthrough observations monitor instruction aligned to content standards and strategies to address needs of subgroup populations. D. Science lab lessons include targeted opportunities to enhance reading/writing across the curriculum and to address the needs of sub groups. E. Music and Art are paced to ensure instruction is matched to standards at each grade level. F. Teachers/students set Accelerated Reader goals each trimester and regularly monitor progress towards those goals. G. Individual Education Plans (IEP's) for special education students are aligned with content standards in English Language Arts and are created using a county online resource. H. English Language Learners are assessed and monitored to ensure student progress towards EL and state standards.						
Improvement of instructional strategies and materials: I. Professional Learning Communities analyze student assessment data to monitor progress and develop action	2013 - 2014	Staff/Admin	M. Supplemental materials and supplies	4000-4999: Books And Supplies	Economic Impact Aid/Limited English Proficient (EIA-LEP)	2421

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
plans to meet students' needs. J. Student Success Team (SST) and grade levels meet regularly to develop action plans to address students' needs. K. Accelerated Reader allows students daily independent reading practice and allows staff to conference with students to monitor progress. L. Library resources address various needs by allowing students to select materials at their reading levels. M. Supplemental materials and supplies help to differentiate instruction to address the differentiated needs of the learners. N. Students use technology resources for solving problems and making informed decisions in technology infused mathematics, science, social studies, language arts.						
Extended Learning Time: O. Homework club allows under-performing students the opportunity to receive additional assistance in the content areas. P. Grade level teams collaborate to provide intervention during the school day to meet students' learning needs. Q. After school activities allow	2013 - 2014	Staff/Admin	See goal #1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students to participate in after school enrichment programs. R. After school choir extends the core curriculum presented during music instruction.						
Increased educational opportunity: S. Grade level differentiation blocks allow teams of teachers/staff to address the needs of students below, at and above grade level standards. T. Accelerated Reader provides daily reading practice at students' ZPD (Zone of Proximal Development) to help develop reading skills. U. The computer lab supports instruction in the content areas. V. Identified special education students receive support (based on their IEP goals) from their classroom teacher and the Resource Specialist Program (RSP) and Special Day Class teachers. W. Adopted Language Arts curriculum includes components to address needs of sub group populations.	2013 - 2014	Staff/Admin	See goal #1			
Staff Development and Professional Collaboration: X. Staff members participate in district and outside workshops. Y. Professional Learning Communities collaborate to further develop	2013 - 2014	Staff/Admin	See goal #1			

8.7.13

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
strategies to differentiate instruction and to understand targeted populations. Z. Grade level teams meet with the district curriculum coach to review math curriculum and alignment to essential standards and and to examine Common Core Standards/ strategies to prepare for implementation in 2014/2015.						
Involvement of Staff, Parents and Community: AA. Principal reports at PTO meetings focus on school activities and student achievement. BB. Standards and grading format are presented to parents. CC. School Site Council (SSC) reviews school achievement data to monitor school program success. DD. Teachers meet with parents during parent/conference times to share individual student progress towards district standards and to develop action plans that involve school and home for students at-risk of retention. EE. Parents receive reports associated with Accelerated Reader that update them regarding student progress. FF. Student Success Team meetings include the parents' input in	2013 - 2014	Staff/Admin/SSC	See goal #1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
development of individual learning plans. GG. SSC's data review includes analyzing progress of sub group populations to monitor school program success.						
Auxiliary services for students and parents: HH. Kindergarten orientation is held prior to the beginning of a new school year. II.. Parents are a vital part of the Student Study Team (SST). JJ. Back to School and November conferences provide opportunities for parents and teachers to communicate.	2013 - 2014	Staff/ Admin	See goal #1			
Monitoring program implementation and results: KK. Teachers meet during staff and grade level meetings to review student assessment data to determine program effectiveness. LL. SSC reviews student progress to monitor program effectiveness.	2013 - 2014	Staff/Admin/ School Site Council	See goal #1			

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Planned Improvements in Student Performance

School Goal #3

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: School Environment
LEA GOAL:
Foster a safe, caring environment where individual differences are valued and respected.
SCHOOL GOAL #3:
By June 2014, formal suspensions and school citations will decrease by 5% as compared to June 2013.
Data Used to Form this Goal:
Aeries discipline data
Findings from the Analysis of this Data:
During 2012 - 2013, two formal suspensions and one informal suspension occurred. Fifty-six citations were recorded - 6 at grade one, 3 at grade two, 22 at grade three, 12 at grade four and 13 at grade five.
How the School will Evaluate the Progress of this Goal:
School Site Council and staff will monitor progress by reviewing Aeries discipline information.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improvement of instructional strategies and materials: A. A school-wide behavior plan, including rewards and consequences, promotes consistent enforcement of school discipline. B. Assemblies/presentations funded by the Parent Teacher Organization focus on social skills, self-esteem and appropriate choices reinforce the school-wide behavior plan. C. Positive Action, a character	2013 - 2014	Staff/Admin				

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
education curriculum, focuses on positive reinforcement and preventative intervention D. Caught Ya Being Good tickets are provided to students for making positive choices and are chosen weekly by staff to recognize students from each classroom. E. Trimester awards highlight students for efforts and achievement in citizenship, effort, academics, attendance.						
Extended learning time: F. A school psychologist works with small groups of students (referred by their teachers or parents) to reinforce social skills. G. Families have the opportunity to connect with the school community through family nights funded by the Parent Teacher Organization.	2013 - 2014	Staff/Admin				
Increased educational opportunity: H. After school programs funded by the Parent Teacher Organization and school site in music, drama, art, math and science. enhance the learning environment.	2013 - 2014	Staff/Admin				
Staff development and professional collaboration: I. Staff participate in district workshops relating to behavior intervention.	2013 - 2014	Staff/Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
J. Staff participate in outside workshops relating to behavior intervention and discipline as funds allow.						
Involvement of staff, parents and community: K. Weekly newsletter sent home from the principal highlighting school events as well as student and teacher accomplishments L. Parent/teacher/student conferences during first trimester of school to review assessment results and develop plans to address students' academic and social needs. M. Staff send reports to parents to keep them abreast of students' progress. N. Volunteers participate in the W.A.T.C.H. DOGS (Dads of Great Students) to contribute to a positive school climate.	2013 - 2014	Staff/Admin	K. Postage	4000-4999: Books And Supplies	School and Library Improvement Program Block	300
Auxiliary services for students and parents: O. Parent information at Back to School Night to share assessment data, school goals, vision, etc. P. Kindergarten Orientation Day to be held prior to the beginning of school to help orient kindergarteners as well as their parents with our program	2013 - 2014	Staff/Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitoring program implementation and results: Q. Administration monitors behavior and works with staff and parents to implement strategies to support positive behavior. R. Staff/administration monitors effectiveness of school behavior plan and Positive Action program to modify as necessary.	2013 - 2014	Staff/Admin				

Planned Improvements in Student Performance

School Goal #4

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Math
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program
SCHOOL GOAL #4:
By June 2014, 80% of students in grades 2 - 5 will score at or above benchmark on the district math facts assessment.
Data Used to Form this Goal:
District math facts assessment.
Findings from the Analysis of this Data:
Approximately 20% of students in grades 2 - 5 score at or above end of the year benchmark on the district math facts assessment. Approximately 80% of students in grades 2 - 5 score below end of the year benchmark on the district math facts assessment.
How the School will Evaluate the Progress of this Goal:
2nd through 5th grade students will take the district math facts assessment at the end of the first and second trimesters to allow staff and School Site Council to monitor progress towards the end of the year goal. Students will also take the math facts assessment at the end of the school year to allow staff and School Site Council to measure progress towards the year-long goals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of Instruction with Content Standards: A. Supplemental materials and supplies help to differentiate instruction to address the differentiated needs of the learners. B. Grade levels review math progress, compare math curriculum with essential standards, District pacing guides.	2013-2014	School/Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
C. Individual Education Plans (IEP's) for special education students are aligned with content standards in math and are created using a county online resource. D. Individual Learning plans are developed for GATE identified students to meet their needs in the area of math.						
Improvement of Instructional Strategies and Materials: E. Professional Learning Communities meet to analyze student progress towards standards, modify strategies and intervention to support student learning for sub group populations. F. Supplemental technology software/hardware, materials and supplies help to differentiate math instruction to meet the needs of the sub group populations as they transition to Common Core State Standards. G. Supplemental materials and supplies help to differentiate instruction to address the different needs of the learners.	2013-2014	Staff/Admin	F. Programs, software, hardware	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	2614
			G. Paper, copy costs	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	3299
Extended Learning Time: H. After school activities allow students to participate in after school enrichment programs related to math and science.	2013-2014	Staff/Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased Educational Opportunity: I. Adopted math materials include components to address the needs of sub group populations. J. Grade level differentiation blocks allow teachers to work in teams to address the needs of students below, at and above grade level.	2103-2014	Staff/Admin				
Staff Development and Professional Collaboration: K. Staff participate in district workshops with the curriculum coach to transition to the Common Core State Standards.	2013-2014	Staff/Admin				
Involvement of Staff, Parents and Community: L. Staff meet with parents of Special Education, English Language Learners and students at-risk of retention to develop plans to address their needs. M. SSC's data review includes analyzing progress of sub group populations to monitor school program success. N. Parents are a part of the Individual Education Plan (IEP) development. O. Parents provide input during Student Study Team (SST) meetings.	2013-2014	Staff/Admin/SSC	L/N. Costs for translators	2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	500
Auxiliary services for students and parents: P. Transition meetings are held for	2013-2014	Special & General Education Staff/Admin	P. Substitutes to release teachers to attend transition IEP meetings.	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
special education students entering Kindergarten and students promoting to middle school.						
Monitoring program implementation and results: Q. SSC monitors program and school effectiveness. R. Administration works with staff to monitor students identified under the district's Promotion/Retention policy. S. Administration works with the English Learner District Coordinator to monitor student progress according to assessment data.	2013-2014	Staff/Admin/ School Site Council	Q. Cost of electronic school survey	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	100

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Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts
SCHOOL GOAL #1:
80% of EL students will increase their tested CELDT levels by one level by October 2014.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coodinate EL programs with District Program Specialists for Interventions.	2013-2014	Principal	Bi-monthly monitoring of EL students through CPM assessment.	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	170

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Art and Music Grant	400.00
1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English	1,600.00
1000-1999: Certificated Personnel Salaries	Gifted and Talented Education	653.00
1000-1999: Certificated Personnel Salaries	School and Library Improvement Program	1,500.00
2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English	500.00
4000-4999: Books And Supplies	Art and Music Grant	404.00
4000-4999: Books And Supplies	Economic Impact Aid/Limited English	2,421.00
4000-4999: Books And Supplies	School and Library Improvement Program	4,700.00
5000-5999: Services And Other Operating	Economic Impact Aid/Limited English	3,934.00
5000-5999: Services And Other Operating	School and Library Improvement Program	12,536.00

8.7.175

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Art and Music Grant	804.00
Economic Impact Aid/Limited English Proficient (EIA-LEP)	8,455.00
Gifted and Talented Education	653.00
School and Library Improvement Program Block	18,736.00

8.7.176

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	4,153.00
2000-2999: Classified Personnel Salaries	500.00
4000-4999: Books And Supplies	7,525.00
5000-5999: Services And Other Operating Expenditures	16,470.00

8.7.177

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,164.00
Goal 2	2,421.00
Goal 3	300.00
Goal 4	6,763.00

8.7.178

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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kelly Castillo	[X]	[ ]	[ ]	[ ]	[ ]
Barbara Springborn	[ ]	[X]	[ ]	[ ]	[ ]
Kendra Colflesh	[ ]	[X]	[ ]	[ ]	[ ]
Debra Azar	[ ]	[X]	[ ]	[ ]	[ ]
Julie Miller	[ ]	[ ]	[X]	[ ]	[ ]
Jamie Watkins	[ ]	[ ]	[ ]	[X]	[ ]
Becky Schmich	[ ]	[ ]	[ ]	[X]	[ ]
Yvonne Cornog	[ ]	[ ]	[ ]	[X]	[ ]
Jennie Rogers	[ ]	[ ]	[ ]	[X]	[ ]
Numbers of members of each category:	1	3	1	4	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

8.7.179

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s 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):**

[ ]	State Compensatory Education Advisory Committee	Signature
[ ]	English Learner Advisory Committee	Signature
[ ]	Special Education Advisory Committee	Signature
[ ]	Gifted and Talented Education Program Advisory Committee	Signature
[ ]	District/School Liaison Team for schools in Program Improvement	Signature
[ ]	Compensatory Education Advisory Committee	Signature
[ ]	Departmental Advisory Committee (secondary)	Signature
[X]	Other committees established by the school or district (list): Grade Level Teams	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. This SPSA was adopted by the SSC at a public meeting on 11/19/2013.

Attested:

Kelly Castillo		
Typed Name of School Principal	Signature of School Principal	Date
Kendra Colflesh		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

8-7.180

The Single Plan for Student Achievement

School:	Creekside Oaks Elementary School
CDS Code:	31669516098610
District:	Western Placer Unified School District
Principal:	Scott Pickett
Revision Date:	November 7, 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:

Contact Person:	Scott Pickett
Position:	Principal, Creekside Oaks Elementary
Phone Number:	916) 645-6380
Address:	2030 First Street Lincoln, CA 95648
E-mail Address:	spickett@wpusd.k12.ca.us

The District Governing Board approved this revision of the SPSA on 11/19/13.

8.7.181

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School Vision and Mission

Creekside Oaks Elementary School's Vision and Mission Statements
Creekside Oaks Elementary is a school in which staff, families, community, and students work together to promote responsibility, personal integrity, and an enthusiasm for learning. Families and staff collaborate to create a nurturing, child-centered academic climate that will instill in children a life-long love of learning. The entire COES staff works together as a team with parents in a positive, productive, and professional manner to benefit students.

School Profile

Creekside Oaks Elementary School serves approximately 630 students in kindergarten through fifth grade within the city of Lincoln, CA. The diverse composition of the student body is 39% Hispanic, 49% Caucasian, and 12% other designations. English, Spanish, and Portuguese are the primary languages spoken in the community.

SCHOOL FACILITIES
Creekside Oaks Elementary School is located at 2030 First Street, Lincoln, California. The school is in the Western Placer Unified School District (WPUSD) and adopted the name Creekside Oaks Elementary School when grades K through 5 relocated to the new site in 1994. There are two kindergarten classrooms with an adjoinng kindergarten playground. Additional school facilities include 6 permanent classrooms and 26 portable classrooms that house classes in grades 1-5, science and music classes, and an SDC special education class. Creekside Oaks also has a front office, library, computer lab, and 6 offices and rooms that provide classes for speech, Title 1 reading, and an RSP program.

SCHOOL LEADERSHIP
Scott Pickett has been the principal of Creekside Oaks Elementary since the beginning of the 2011-2012 school year. He holds a Bachelor of Science degree, a clear single subject teaching credential, a Master of Arts Degree as well as a Clear Administrative Credential. He has served as an elementary school principal for ten years at four different schools all with varying types of student populations. With the participation of the school site council, ELAC committee, and staff members, progress toward meeting school goals is monitored through the analysis of effective instructional practices and assessment data to determine the most effective way to assure student learning.

SCHOOL INSTRUCTION
Creekside Oaks uses state and district approved curriculum and is in the ongoing process of fully aligning curriculum and instruction to the Common Core State Standards to assure that effective instructional materials and techniques are being provided to students. Because of the unique population of our students, teachers and staff provide differentiated instruction to meet those student needs. This instruction is provided through on-going analysis of student achievement data that clarifies what each student needs. Teachers collaborate regularly to determine the best way to help students achieve as much as possible.

Additional support services for helping students include a Special Day Class, a Resource Program, Speech and Language services, one Title I Reading Specialist, the equivalent of three full-time Title I Intervention Support Providers, a science teacher, and a Music teacher. A part-time psychologist provides limited support services in counseling and social skills training. Through community resources, counseling through Lighthouse Counseling Services is available to help students and families problem solve to meet student needs.

SCHOOL PROGRAMS & PRACTICES THAT PROMOTE A POSITIVE LEARNING ENVIRONMENT
Creekside Oaks staff has implemented a program called Positive Behavior Intervention Support. This program promotes character traits of responsibility, respect, safety, and unity. The training clarifies student behavior expectations and creates a positive approach through reinforcement to help students make good behavior choices. It also creates consistency on the part of the staff and how to deal with students that do not follow expectations. Additionally the staff is currently being trained in the Love and Logic behavior strategies, which helps adults to deal with students through empathy, building positive relationships and teaching responsibility for one's actions.

Parents show their involvement in assisting with the School Site Council, Parent Teacher Organization (PTO), annual events, and regularly volunteering with classroom activities. Parents support the PTO activities such as educational/enrichment assemblies, purchasing of supplies/materials/equipment, rewards for positive behavior, and various fundraisers to assist COES. Many parents play an active role in the Art Docent program that benefits our students. COES also has a paid STAR Daycare Program on campus, an after school district grant funded program called CARE, and an after school chorus.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

There is a general sense of satisfaction for the performance of Creekside Oaks on the part of the parents. They feel welcome, that their child is generally getting a good education, and that we are creating a positive learning environment. Area to continue to improve based on survey results are related to students treating each other kindly, and continued improvement in academics.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Creekside Oaks principal makes weekly classroom visits through out the campus. During those observations the school principal checks for teaching effectiveness and student engagement. Generally students are engaged and teachers are mostly using strategies that they have learned through their more recent professional development. Reminders are given to staff during staff meetings if there are strategies that some teachers are not utilizing in the classroom but should be.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   - Professional Learning Communities work together in grade level teams through out the year to analyze state, district, and grade level student assessment data and provide intervention to those students that need additional support.
   - The principal presents annual CST results to faculty to determine areas of need and identify students of need.
   - OARS – Online Assessment Reporting System provides teachers a way to analyze student scores and types of responses on assessments to determine types of interventions needed.
   - STAR reading tests through Renaissance Place measure student reading comprehension levels.
   - CBM (Curriculum Based Measurement) is used to measure progress in reading skills of English Learner students and determine areas of need.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Teachers utilize data from assessments from the curriculum that they administer to make decisions on intervention and enrichment groups so that students can receive the targeted instruction necessary to address their needs.

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Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   All staff members of Creekside Oaks meet the requirements for Highly Qualified status.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   There are sufficient credentialed teachers and they have received the necessary professional development to effectively utilize the district adopted and state approved instructional materials.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   The Western Placer Unified School District is providing training for teachers to develop appropriate and effective implementation of the common core standards. Training includes an introduction to the common core in math and language arts. In math teachers may participate in additional trainings through analysis of the differences between previous standards and the common core standards. Teachers are also being given opportunity to create lesson plans in Language Arts that align with those standards. Local writing assessment prompts are being changed to also align with the common core standards. Teachers are given a chance to participate in additional training for GATE / differentiation strategies. Teachers at Creekside Oaks Elementary are also being trained in Love and Logic behavior strategies to create a more effective learning environment.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   The Western Placer Unified School District provides a peer coach who is available to work with individual teachers and teams of teachers to develop more effective instructional programs through lesson studies, analysis of the common core standards, and through coaching and observation. Additionally, the district staff development plan is focused on improving the alignment of instruction to the common core standards. Analysis of assessment data also gives teachers a picture of what areas of need students have to improve their learning and how teachers can modify instruction to help those students improve.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

   Teachers in grade level teams collaborate on two early release Mondays each month and other times as needed to discuss effective teaching of the standards and of the analysis of student achievement data, identifying which students are in need of additional intervention, and which need additional learning through enrichment activities. Grade Level Teaching Teams or Professional Learning Communities find strength through collaboration by sharing ideas and jointly identifying ways to improve their instruction.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

   - The report card is aligned to standards.
   - Core subject areas, materials, instruction, and assessments are aligned with the content standards.
   - District adopted curriculum is used in language arts, math, science, social studies, and visual arts.
   - Teachers use supplemental materials where needed for specific grade/subject areas.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

   English Language Arts 2 1/2 hours per day grades 1-3
   English Language Arts 2 hours per day grades 4-5

8.7.186

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade levels in the Western Placer Unified School District have created district wide year long pacing guides for each member of a grade level to follow when teaching a subject. Creekside Oaks incorporates a reading/Title 1intervention schedule to support students reading at all levels and abilities. Grade levels also incorporate additional interventions at least twice a week. This is a result of our collaborations during our Early Release Day meetings.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

- Houghton Mifflin has lessons for various levels of learning available in language arts and math.
- Supplemental materials may be approved by the School Site Council through categorical funds as available.
- Houghton Mifflin Math and Language Arts have supplemental materials and some online resources.
- Western Placer Unified School District Board of Trustees has annual resolution confirming instructional materials available to students.
- Decodable leveled books are used to assist students reading below grade level.
- Teachers receive new kits and texts for second language learners.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

- Grade level (Professional Learning Communities) meetings are held twice a month so teachers can evaluate student progress and determine proper interventions to provide additional support.
- Grade level teams provide universal access time where underperforming students can receive pre-teaching and re-teaching of concepts.
- All English Learner students from beginning to early intermediate levels receive ELD instruction for 30 minutes daily from a credentialed teacher.
- Student Success Team (SST) meetings are held to assist students/parents with ideas and guidelines for assistance at home and at school.

14. Research-based educational practices to raise student achievement

Currently Creekside Oaks is implementing various practices to improve student achievement. One practice includes the use of Professional Learning Communities, where teachers meet at least twice a month to collaborate on improving instruction and developing interventions to re-teach students that need additional support. Additionally, Teachers have received some training on EDI (Explicit Direct Instrcution) strategies and employ them in the classroom. This includes effective ways to check for understanding and assure that students are all progressing. Currently our ELA lesson designs include various strategies that help students learn and develop vocabulary through utilizing various types of graphic organizers. Teachers also provide opportunity for students to analyze text and find answers from that text as they are reading and preparing to write about.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- S.T.A.R. day care program from 6:00 a.m.- 6:00 p.m. for academic, recreational and enrichment activities
- C.A.R.E. After School Program from 2:45-6:00 p.m. for academic, recreational, and enrichment activities
- Lighthouse Resource Center in the city of Lincoln services for family, parent, student counseling and guidance services.

- SST meetings to assess and assist student needs with faculty/parent input
- Parent/teacher conferences with minimum days set aside for this communication
- PCOE and WPUSD staff development available
- Special Education Speech, RSP, and SDC programs available
- Teacher notes/emails/communication systems are used to keep parents informed of student progress and address concerns.
- Parent and other volunteers in classrooms
- Instructional assistants for academics in Title I, SDC, and RSP as funds available
- Library time scheduled for all students weekly
- ELAC – meetings four times a year for parents of English Language Learners
- Lincoln Sun City volunteers participate in working with students to help them academically.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

    Title I staff (1 Teacher and 3 Intervention Support Providers) provide reading intervention support for students that are underperforming.

18. Fiscal support (EPC)

    Fiscal support includes but is not limited to Title 1, EIA, SLIG and general fund dollars.

Description of Barriers and Related School Goals

There are some barriers to the school meeting its goals. One is that there is a limit to the services that can be provided. Students enter school with various levels of preparation and needs. Because of the limited supports, some students continue to struggle. Funding is limited which limits those supports. Additionally some parents are limited in their skills to understand how to support their Children at home with their homework and developing their reading skills. There is also a language barrier for some parents which affects their ability help their children with their school work.

School and Student Performance Data

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	366	388	351	181	185	166	5	5	8	7	10	8
Growth API	792	817	794	831	844	835						
Base API	788	792	816	824	831	842				770		
Target	5	5	A	A	A	A						
Growth	4	25	-22	7	13	-7						
Met Target	No	Yes	No	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	138	154	148	81	91	86	200	226	188	63	66	66
Growth API	731	784	752	697	753	705	756	777	753	728	754	696
Base API	740	731	783	705	697	752	746	756	775	715	728	753
Target	5	5	5	5	5	5	5	5	5			
Growth	-9	53	-31	-8	56	-47	10	21	-22			
Met Target	No	Yes	No	No	Yes	No	Yes	Yes	No			

Conclusions based on this data:

1. Based on the data, all the gains that were made in 2012 were lost in 2013. This was most likely due to an increase in class sizes and to layoff of staff at the site. Some teachers were also teaching in grade levels for the first time.

School and Student Performance Data

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	99	99	100	100	100	100	100	100	100
Number At or Above Proficient	193	233	192	116	119	105	--	--		--	--	
Percent At or Above Proficient	53.0	60.1	54.7	64.8	64.3	63.3	--	--	--	--	--	--
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	Yes	No	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	100	99	100	100	99	100	100	100	100	97	99	100
Number At or Above Proficient	49	82	66	25	36	30	90	113	87	29	33	32
Percent At or Above Proficient	35.5	53.2	44.6	30.9	39.6	34.9	45.2	50.0	46.3	47.5	50.0	48.5
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes	No	No	Yes	No	Yes	Yes	No	--	--	No

Conclusions based on this data:

1. Schoolwide scores dropped from the previous year.
2. Subgroup populations are lagging behind white and schoolwide scores.
3. English learners continue to be the lowest subgroup and need additional interventions to close the achievement gap.

8.7.190

School and Student Performance Data

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	99	100	100	100	100	100	100	100
Number At or Above Proficient	211	249	196	120	128	110	--	--		--	--	
Percent At or Above Proficient	57.7	64.2	55.8	66.3	69.2	66.3	--	--	--	--	--	--
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	100	99	100	100	99	100	100	100	100	100	99	100
Number At or Above Proficient	64	90	65	35	52	35	103	131	85	33	38	31
Percent At or Above Proficient	46.4	58.4	43.9	43.2	57.1	40.7	51.5	58.0	45.2	52.4	57.6	47.0
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	Yes	No	No	Yes	No	No	Yes	No	--	--	No

Conclusions based on this data:

1. schoolwide scores dropped from the previous year.
2. All subgroup scores lag behind the white and school wide scores.
3. English learners continue to lag behind the rest and need possible support learning academic language.

8.7.191

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			4	27	8	53	3	20			15
2			4	17	12	52	5	22	2	9	23
3	2	9	5	22	12	52	2	9	2	9	23
4	1	6	3	17	9	50	4	22	1	6	18
5	5	25	5	25	7	35	2	10	1	5	20
Total	8	8	21	21	49	49	16	16	7	7	

Conclusions based on this data:

1. The largest amount of scores fall into the intermediate range. There is a need to provide additional support to EL students so that they progress to at least the Early Advanced and/or Advanced levels and they are continuing to grow one level each year of school.

8.7.192

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					7	41	3	18	7	41	17
1			4	27	8	53	3	20			15
2			4	17	12	50	6	25	2	8	24
3	2	10	5	23	12	57	2	10	2	10	23
4	1	5	3	15	11	55	4	20	1	5	20
5	5	25	5	25	7	35	2	10	1	5	20
Total	8	6	21	17	57	48	20	16	13	11	119

Conclusions based on this data:

1. The largest amount of scores fall into the intermediate range. There is a need to provide additional support to EL students so that they progress to at least the Early Advanced and/or Advanced levels and they are continuing to grow one level each year of school.

8.7.13

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	114	125	101
Percent with Prior Year Data	100.0%	99.2%	100.0%
Number in Cohort	114	124	101
Number Met	62	71	52
Percent Met	54.4%	57.3%	51.5%
NCLB Target	54.6	56.0	57.5
Met Target	No	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	133	17	132	21	102	21
Number Met	25	--	28	--	15	--
Percent Met	18.8%	--	21.2%	--	14.7%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	*	Yes	*	No	*

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

Conclusions based on this data:

1. English Learner students did not meet their AMAO objectives the past year. This shows that more intensive interventions and/or more time needs to be put in place to assure more growth on the part of our English Learner students.

8.7.194

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	614	639	634
Percent with Prior Year Data	100	99.4	100.0
Number in Cohort	614	635	634
Number Met	339	400	369
Percent Met	55.2	63.0	58.2
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	530	222	515	251	473	266
Number Met	113	104	122	142	112	139
Percent Met	21.3	46.8	23.7	56.6	23.7	52.3
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

Conclusions based on this data:

1.

8.7.195

Planned Improvements in Student Performance

School Goal #1

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: English Language Arts
LEA GOAL:
Develop and continually upgrade a well articulated K12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students.
SCHOOL GOAL #1:
By June of 2014 70% of all significant student subgroups will score at grade level as measured by the STAR reading assessment of renaissance learning.
Data Used to Form this Goal:
CST Reading Comprehension scores and previous STAR reading scores from the 2012-13 school year.
Findings from the Analysis of this Data:
Reading comprehension continues to be an area of great need. Vocabulary development, fluency and developing strategies specific to reading comprehension are necessary to improve comprehension.
How the School will Evaluate the Progress of this Goal:
STAR Reading scores at the end of the first and second trimester.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of Instruction with Common Core Standards: • Teachers collaborate in PLC and other meetings to insure effective and appropriately aligned instruction • Materials are analyzed by the staff for alignment to the standards or make adjustments as needed.	Ongoing	Teachers/Principal	Teacher Collaboration Days with substitutes	0001-0999: Unrestricted: Locally Defined	Title I	2,500
Improvement of Instructional	2013-2014 School	Principal	Subscription fee	4000-4999: Books	School and Library	3,600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Strategies/Materials: • Annual fee for Accelerated Reader • STAR Assessment Incentives • Increase library book selection and materials including expository reading materials • Enrichment Materials for GATE or High Achievers • Additional instructional materials and programs as needed to address changes in standards and in meeting needs of our EL, Socioeconomically Disadvantaged, and low achieving students. • Purchase additional technology equipment and devices as needed	year	Coordinator Librarian		And Supplies	Improvement Program Block	
			Prizes	0001-0999: Unrestricted: Locally Defined	General Fund	750
			Materials / Books / Technology	4000-4999: Books And Supplies	School and Library Improvement Program Block	2,500
			Materials / Books	4000-4999: Books And Supplies	Economic Impact Aid	1,000
			Materials / Programs	5800: Professional/Consulting Services And Operating Expenditures	Title I	15,822
Extended Learning Time: • Hiring Title 1 teacher to proivde reading groups for students underperforming • Hire 6 part-time Intervention Services Providers to work with the Title 1 teacher • Computer Lab 2013-2014 School year • Grade level PLC intervention • Increase hours of librarian (15 min before school, 30 min after school) • Purchase additional computer equipment and technology as needed	2013-2014 School year	Classroom Teachers Teachers	Upkeep and materials for the lab	4000-4999: Books And Supplies	Title I	500
			Increased Librarian Hours	2000-2999: Classified Personnel Salaries	Title I	3,500
			Title 1 Teacher 85%	1000-1999: Certificated Personnel Salaries	Title I	85,000
			Intervention Services Providers	2000-2999: Classified Personnel Salaries	Economic Impact Aid	36,302
Staff Development:	All year	Faculty	Workshop substitutes	0000: Unrestricted	Title I	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Workshops/in-services in target areas in English Language Arts. • District, and in-services focus on developing lesson plans aligned to the CCSS (Common Core Standards) and a higher level Depth of Knowledge • Additional trainings as needed to be determined • Love and Logic staff training to provide improved learning environments • Grade level collaborations for lesson plan development and data analysis	2013-2014		Cost of additional trainings	5800: Professional/Consulting Services And Operating Expenditures	Title I	70,000
Involvement of staff, Parents and Community: • SST Coordinator • ELAC / Title I parent meetings and communications • SCHOOLS and Parent Volunteers • Teacher meetings with individual students progress and goal setting • Additional parent support programs to be determined	2013-2014 School year	Teacher / Principal	Stipend	2000-2999: Classified Personnel Salaries	Title I	1,000
			Materials for ELAC and Title 1 parent meetings	4000-4999: Books And Supplies	Title I	3,000
			Substitutes for teacher meetings	1000-1999: Certificated Personnel Salaries	Title I	3,300
			Parent support programs	5800: Professional/Consulting Services And Operating Expenditures	Title I	20,000
Monitoring Program Implementation: • PLC Meetings • Utilize OARS to monitor student achievement • ESGI Assessment Data • CBM Assessment Data	2013-2014 School year	Kindergarten Principal/Teachers	Yearly subscription ESGI	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	1,000

Planned Improvements in Student Performance

School Goal #2

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Mathematics
LEA GOAL:
Develop and continually upgrade a well articulated K12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students.
SCHOOL GOAL #2:
By June of 2014 at least 70% of all students, including students in each significant subgroup will score at grade level as measured by the STAR Math assessments.
Data Used to Form this Goal:
Based on previous scores on the district math assessments.
Findings from the Analysis of this Data:
Although math scores are somewhat higher than reading scores, there continues to be a need to address math achievement for all students.
How the School will Evaluate the Progress of this Goal:
Progress will be measured by scores for STAR Math at the end of first and second trimesters.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of Instruction with Common Core Standards: • Teachers collaborate in grade level PLC meetings to assure that instruction is aligned with standards	During the 2013-14 school year.	Principal / Teacher	Substitute Costs	1000-1999: Certificated Personnel Salaries	Title I	2,500
Improvement of Instructional Strategies/Materials: • Enrichment materials for High Achievers or GATE Students • Additional Instructional Materials as needed to address	All year	Principal, Teachers	Cost of the materials Materials Costs Additional programs	4000-4999: Books And Supplies 4000-4999: Books And Supplies 5800: Professional/Consulti	General Fund Title I Economic Impact Aid	1,000 5,000 20,000

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students working below grade level • Purchase of additional technology, equipment and devices as needed • Additional programs as needed to be determined				ng Services And Operating Expenditures		
Extended Learning Time: • Computer Lab • Purchase of additional computer equipment/technology as needed		Classroom Teacher	Lab equipment upkeep	4000-4999: Books And Supplies	General Fund	1,000
Staff Development: • Workshops/in-services in target areas such as OARS, HSP math, Professional Learning Communities, GATE etc. • District in-services on CCSS (Common Core Standards); understanding how to teach mathematical concepts aligned to the common core standards and Depth of Knowledge • District Trainings that focus on understanding the common core standards, their depth and complexity • Additional trainings as needed for curriculum development • Love and Logic staff training to provide improved learning environments • Grade level collaborations for lesson plan development and data analysis	All year 2012-2014	Faculty	Sub Costs	1000-1999: Certificated Personnel Salaries	Title I	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of Staff/Parents/Community: • Meetings, communication, conferences • SST Coordinator • SCHOOLS and Parent Volunteers • Adult English Classes for parents		Parents Title I Staff Principal District	Stipend	1000-1999: Certificated Personnel Salaries	Title I	1,000
Monitoring Program Implementation: • PLC and other Meetings to do an ongoing analysis of student achievement growth through out the year • Utilize OARS to monitor student achievement • STAR Math to monitor student progress towards meeting goal	All year	Faculty/Principal	Subsititutes	1000-1999: Certificated Personnel Salaries	Title I	3,000
			STAR Math	5000-5999: Services And Other Operating Expenditures	Title I	1,100

Planned Improvements in Student Performance

School Goal #3

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Attendance
LEA GOAL:
Foster a safe, caring environment where individual differences are valued and respected.
SCHOOL GOAL #3:
The Average Daily Attendance for the 2013-2014 school year at Creekside Oaks will be 95.75.
Data Used to Form this Goal:
School site and district attendance data were used to form this goal.
Findings from the Analysis of this Data:
Last year Creekside Oaks Average Daily attendance was 95.47%. The need is to continue to improve average daily attendance so that students are at school with the ability to learn.
How the School will Evaluate the Progress of this Goal:
The office staff will keep track of attendance monthly to monitor the progress to accomplishing this goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff development and professional collaboration: • Discussion in staff meetings regarding district attendance policies and procedures.	August of the 2013-14 School Year	Teachers/Principal				
Involvement of staff, parents and community: • Monthly newsletter for parent education • Attendance telephone line • Title I/ELAC parent meeting • Attendance Letters sent home	monthly during the 2013-14 school year.	Principal Parents/Staff Principal/Attendance Clerk	Paper costs, ink Rewards for monthly attendance drawings		School and Library Improvement Program Block School and Library Improvement Program Block	100 216

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
according to district timelines • Rewards from local businesses for good or perfect attendance			Materials Rewards for drawings		General Fund General Fund	50 800
Auxiliary services for students and parents: • Kindergarten Orientation Day to be held prior to the beginning of school. This day helps to orient kindergarten students, as well as their parents, with the district's attendance program. • Awards / incentives to encourage better attendance	August and during the 2013-14 school year	Principal/Teachers Attendance	paper costs, postage Certificates and prizes		General Fund General Fund	100 100
Monitoring program implementation and results: • Weekly meetings with the principal and attendance clerk. • Analysis of goals in School Site Council Meetings and monthly District Administrator meetings	During the 2013-14 school year.	Principal/Attendance Clerk Principal and SSC Principal				

EQE L.8

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts
SCHOOL GOAL #1:
All Students will meet their proficiency Targets in English Language Arts by the end of the 2013-14 school year as measured by the STAR Reading assessment from Renaissance Learning

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate EL programs with district program specialist for interventions	Aug 2013 to June 2014	Principal	Bi-Monthly monitoring of EL Students through CBM Assessment	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	3,795

8.7.203

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	General Fund	1,050.00
	School and Library Improvement Program	316.00
0000: Unrestricted	Title I	10,000.00
0001-0999: Unrestricted: Locally Defined	General Fund	750.00
0001-0999: Unrestricted: Locally Defined	Title I	2,500.00
1000-1999: Certificated Personnel Salaries	Title I	100,800.00
2000-2999: Classified Personnel Salaries	Economic Impact Aid	36,302.00
2000-2999: Classified Personnel Salaries	Title I	4,500.00
4000-4999: Books And Supplies	Economic Impact Aid	1,000.00
4000-4999: Books And Supplies	General Fund	2,000.00
4000-4999: Books And Supplies	School and Library Improvement Program	6,100.00
4000-4999: Books And Supplies	Title I	8,500.00
5000-5999: Services And Other Operating	School and Library Improvement Program	1,000.00
5000-5999: Services And Other Operating	Title I	1,100.00
5800: Professional/Consulting Services And	Economic Impact Aid	20,000.00
5800: Professional/Consulting Services And	Title I	105,822.00

8.7.204

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Economic Impact Aid	57,302.00
General Fund	3,800.00
School and Library Improvement Program Block	7,416.00
Title I	233,222.00

8.7.205

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	10,000.00
0001-0999: Unrestricted: Locally Defined	3,250.00
1000-1999: Certificated Personnel Salaries	100,800.00
2000-2999: Classified Personnel Salaries	40,802.00
4000-4999: Books And Supplies	17,600.00
5000-5999: Services And Other Operating Expenditures	2,100.00
5800: Professional/Consulting Services And Operating	125,822.00

8.7.206

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	259,774.00
Goal 2	40,600.00
Goal 3	1,366.00

8.7.207

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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Scott Pickett	[X]	[ ]	[ ]	[ ]	[ ]
Kim Kimsey	[ ]	[ ]	[ ]	[X]	[ ]
Monique Ristau	[ ]	[ ]	[ ]	[X]	[ ]
Mandi Nielsen	[ ]	[ ]	[ ]	[X]	[ ]
Tracy Hofstetter	[ ]	[ ]	[ ]	[X]	[ ]
Stephanie Cassidy	[ ]	[X]	[ ]	[ ]	[ ]
Kellie Rafferty	[ ]	[ ]	[ ]	[X]	[ ]
Isabelle Keeling	[ ]	[X]	[ ]	[ ]	[ ]
Shannon Burns	[ ]	[X]	[ ]	[ ]	[ ]
Karen Anderson	[ ]	[ ]	[X]	[ ]	[ ]
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

8.7.208

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s 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):**

[ ]	State Compensatory Education Advisory Committee	Signature
[X]	English Learner Advisory Committee	Signature
[ ]	Special Education Advisory Committee	Signature
[ ]	Gifted and Talented Education Program Advisory Committee	Signature
[ ]	District/School Liaison Team for schools in Program Improvement	Signature
[ ]	Compensatory Education Advisory Committee	Signature
[ ]	Departmental Advisory Committee (secondary)	Signature
[ ]	Other committees established by the school or district (list):	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. This SPSA was adopted by the SSC at a public meeting on October 30, 2013.

Attested:

Scott Pickett		
Typed Name of School Principal	Signature of School Principal	Date
Kellie Rafferty		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

8.7.209

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s 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):**

[ ]	State Compensatory Education Advisory Committee	Signature
[X]	English Learner Advisory Committee	Signature
[ ]	Special Education Advisory Committee	Signature
[ ]	Gifted and Talented Education Program Advisory Committee	Signature
[ ]	District/School Liaison Team for schools in Program Improvement	Signature
[ ]	Compensatory Education Advisory Committee	Signature
[ ]	Departmental Advisory Committee (secondary)	Signature
[ ]	Other committees established by the school or district (list):	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. This SPSA was adopted by the SSC at a public meeting on October 30, 2013.

Attested:

Scott Pickett		11/12/13
Typed Name of School Principal	Signature of School Principal	Date
Kellie Rafferty		11/12/13
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

8.7.210

The Single Plan for Student Achievement

School:	First Street School
CDS Code:	31669516117493
District:	Western Placer Unified School District
Principal:	Ruben Ayala
Revision Date:	October 15, 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:

Contact Person:	Ruben Ayala
Position:	Prinicipal
Phone Number:	(916)645-6330
Address:	1400 First Street Lincoln, CA 95648
E-mail Address:	rayala@wpusd.k12.ca.us

The District Governing Board approved this revision of the SPSA on .

8.7.211

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8.7.212

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8.7.213

School Vision and Mission

First Street School's Vision and Mission Statements

The mission of First Street School is to create a quality educational environment where the unique gifts, abilities and culture of our students are acknowledged, affirmed, and developed. Students, faculty, parents and community work as a unifying force to create a safe, supportive and tolerant atmosphere where academic, emotional, social, artistic and physical development can reach their fullest potential. For our students to become productive members of society and life-long learners, our school promotes making responsible choices, embracing cultural diversity, and respecting one's self and others.

School Profile

First Street School is located at 1400 First Street in Lincoln, California. The school is one of seven elementary schools in the Western Placer Unified School District. The school serves kindergarten through fifth grades; the enrollment is 494 with two to three classes at each grade level. The ethnic composition of the student body is 69% Hispanic, 24% Caucasian, and 7% other designations. English, Spanish and Portuguese are the most common languages spoken in the community. The school operates a Structured English Immersion (SEI) program for the school's English learners; it also houses the Elementary Academy which serves the district's Gifted and Talented Education (GATE) and high achieving elementary students. Support services include a Special Education Resource Program, Speech and Language, two Intervention Service Providers, and a Title I reading intervention program for our first through fifth grade students.

Parents play important roles at First Street School through their active participation and involvement in Site Based Leadership Team (SBLT), Parent Teachers Club (PTC), annual events and regular volunteering in the classrooms. First Street School is becoming a focal point and community center for students and their parents

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The majority of our parents believe that First Street School provides a positive learning environment for their children. Some parents expressed an interest in having more emphasis on character education in an effort to minimize bullying incidents. Parents also expressed concerns about the absence of perimeter fencing around our school. The parents felt we had too many points of access to our campus.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal routinely performs walk-throughs to informally observe the teaching staff. Formal observations are also conducted as part of the certificated personnel evaluation process.

8.7.214

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   The staff and administration analyze STAR and CELDT results on a yearly basis to determine areas of needed growth. In addition, most of the staff administers the assessments included in the CRLP Results program three times a year. Our English learners receive the ADEPT twice yearly to measure growth in English and to identify areas of deficiency. Our teachers also administer and submit scores for the common assessments adopted by the district. All of these assessments help us to identify areas of need and to modify instruction in order to meet those needs and improve student achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Staff meet twice monthly in professional learning communities to evaluate specific formative assessments, develop short-term goals as a grade level, and provide dialogue around effective strategies for helping all students reach grade level goals.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   All staff are highly qualified. Staff meetings are utilized for professional development and staff are given opportunities to participate in county and district professional development activities.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   All teachers at First Street School are appropriately credentialed. They have access to each component of the core curriculum as well as supplemental material used for intervention, and deliver the curriculum so as to address the content standards and district pacing guides.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   In reviewing our 2011/2012 STAR assessment results and student performance in the classroom, we have determined that there is a need to address student writing. In the 2010/2011 school year, the staff had the opportunity to attend a series of on-site workshops on writing. Several staff members also attended workshops on Step Up to Writing and the 6+1 Writing Traits method. Our District Office and the Placer County Office of Education also offered a variety of workshops and training that were well attended by the First Street School certificated staff.

   In an effort to effectively and efficiently transition to the Common Core State Standards, the teaching staff at First Street School has engaged in professional development offered by the district and Placer County Office of Education. Each of the grade levels at First Street School will meet regularly and develop action plans to address increased student achievement through standards-based instruction. To assist the teachers in the development of the action plans, collaboration time will be provided throughout the year.

8.7.215

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

A district peer coach is available to work with teachers in English/Language Arts and/or math. The staff also receives assistance and support from PCOE curriculum experts.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers participate in Professional Learning Communities twice each month during two early release Mondays.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All core subject area curriculum is currently aligned to California Content Standards, but there has been a big push to transition to the Common Core State Standards. Houghton-Mifflin, our language arts series, was selected by a district committee as our adoption based on its close alignment to state standards and because its different components meet the needs of our diverse student population. Currently, we are working to develop curruculum that aligns to CCSS in both English/Language Arts and math.

The district and school have also worked very diligently in aligning the curriculum in science, social studies, and the arts to state and district standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers develop weekly lesson plans that reflect the recommended minutes for instruction in each of the core curricular areas. In addition time is set aside to address character development and enrichment opportunities. Specific ELA instructional minutes: Grades 1-3, 2.5 hours; Grades 4-5, 2.0 hours. Specific math instructional minutes: Grades 1-5, 1.0 hours.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district, with help of grade level teacher representatives, has developed a pacing guide which teachers use to guide their instructional scope and sequence. Intervention is offered throughout the day by teachers during Universal Access time and it is also provided by instructional aides and Intervention Support Providers (ISP).

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Houghton-Mifflin, our language arts adoption, includes curriculum extensions for English Learners, for advanced student groups and for the learning disabled student. To further accommodate the needs of English Learners our school uses Harcourt's Moving Into English ELD curriculum. Harcourt HSP Math also offers extensions for special student populations. These materials are closely aligned to California Content Standards and are used as basis to meet the needs of all student groups. Teachers also supplement their instruction with other proven standards-based material such as: The Wright Skills, SRA reading intervention curricula, SIPPS literacy support material and Great Source writing handbooks.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials adopted and used by district teachers meet the requirements of the California Department of Education.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

A common practice at First Street School is to identify student performance levels and group for instruction according to the different levels. This strategy allows underperforming students to receive standards-based instruction at their level. Through analysis of assessment results from STAR, CBM and CRLP, we also identify those students most in need of intervention and provide them with services such as Title I Reading Intervention, after school tutoring, Homework Club, and Cross-age tutoring.

14. Research-based educational practices to raise student achievement

In addition to the core curriculum, staff use the SIPPS (Systematic Instruction in Phonemic Awareness), Frames for Fluency, Focused Approach to Houghton-Mifflin and GLAD teaching strategies, core curriculum intervention and enrichment activities, and district adopted ELL materials.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We are very fortunate to have a great number of resources available to students in the Western Placer Unified School District and on our school site. The Lighthouse Resource Center is a district-based agency that offers a variety of services including: counseling for students and their families, parenting classes, low cost health coverage for children through Healthy Families/Medi-Cal Insurance, immunization and flu clinics, and other services. On our site, we have the C.A.R.E. After School Program which provides academic reinforcement, enrichment activities and physical education for our students. We also have the First Street School Homework Club four days per week. Students who attend the Homework Club have an opportunity to complete their homework in a quiet environment, free from distractions and staffed with certificated personnel to assist those students in need of help

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Some of the services available at First Street School that are funded with categorical monies include: Title I intervention for underperforming students in grades 1, 2, 3, 4, and 5; after school tutoring in mathematics and reading; and an RSP program for those students who qualify for special education services.

18. Fiscal support (EPC)

The site receives $21/student for general funds, SBLT funds ($6,000/year), and lottery funds ($500/teacher). The Parent Teacher Club (PTC) also supplements school funding to support enrichment activities and general classroom needs.

Description of Barriers and Related School Goals

Our school has a significant number of English learners at varied levels of English language acquisition. This in itself would not present a barrier if not for the fact that our ELs are expected to perform as well as our native speakers on standardized testing. The majority of our EL students make excellent gains, but it's usually not until fourth of fifth grade that they are able perform as well as their English-only peers on state testing.

8.7.27

School and Student Performance Data

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	278	283	308	74	64	75	0	0	0	6	6	7
Growth API	829	818	798	893	890	884						
Base API	839	829	817	893	893	891						
Target	A	A	A	A	A	A						
Growth	-10	-11	-19	0	-3	-7						
Met Target	Yes	Yes	No	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	185	197	210	141	146	162	207	214	232	36	40	52
Growth API	792	785	760	772	757	735	793	781	754	776	779	733
Base API	799	792	783	790	772	756	796	793	779	763	776	775
Target	1	5	5	5	5	5	4	5	5			
Growth	-7	-7	-23	-18	-15	-21	-3	-12	-25			
Met Target	No	No	No	No	No	No	No	No	No			

Conclusions based on this data:

1. Our white subgroup continues to perform well. There has been a slight drop in this subgroup, but it is not significant.
2. Our Hispanic/English learner subgroup has experienced a significant drop in API. We need to take a look at program delivery tor this group.

8.7.218

School and Student Performance Data

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	99	100	100	--	--		100	100	100
Number At or Above Proficient	153	159	141	52	49	52	--	--		--	--	
Percent At or Above Proficient	55.2	56.2	45.8	71.2	76.6	69.3	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	No	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	98	100	100
Number At or Above Proficient	87	92	74	58	58	47	96	99	83	17	24	23
Percent At or Above Proficient	47.0	46.7	35.2	41.1	39.7	29.0	46.6	46.3	35.8	48.6	60.0	44.2
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	No	No	No	No	No	No	No	No	--	--	--

Conclusions based on this data:

1. As with API, we experienced a drop in the percent of students at or above proficient, in particular with Hispanic/English learner subgroup.

8.7.219

School and Student Performance Data

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	99	100	100	--	--		100	100	100
Number At or Above Proficient	183	173	190	58	50	59	--	--		--	--	
Percent At or Above Proficient	66.1	61.1	61.7	79.5	78.1	78.7	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No	No	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	98	100	100
Number At or Above Proficient	108	105	116	77	70	79	118	114	125	21	25	30
Percent At or Above Proficient	58.4	53.3	55.2	54.6	47.9	48.8	57.3	53.3	53.9	60.0	62.5	57.7
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No	No	No	No	No	No	No	No	--	--	--

Conclusions based on this data:

1. All of our subgroups, with the exception of Students with Disabilities, experienced slight growth in mathematics.

8.7.220

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	0	0	0	0	0	11	8	22	24	67	36
1	0	0	19	38	19	38	3	7	5	10	50
2	1	2	8	18	31	70	3	7	1	2	44
3	3	7	8	17	29	63	5	11	1	2	46
4	0	0	10	29	21	60	2	6	2	6	35
5	1	4	16	59	10	37	0	0	0	0	27

Conclusions based on this data:

1. There are more students in the Beginning and Early Intermediate levels in the primary grades.
2. The majority of our students are in the Early intermediate and Intermediate levels.

8.7.24

School and Student Performance Data

CELDT (All Assessment) Results

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

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	171	187	194
Percent with Prior Year Data	100.0%	99.5%	99.5%
Number in Cohort	171	186	194
Number Met	97	121	110
Percent Met	56.7%	65.1%	56.7%
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	195	27	211	31	204	32
Number Met	35	--	48	16	43	18
Percent Met	17.9%	--	22.7%	51.6%	21.4%	56.3%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	*	Yes	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	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

Conclusions based on this data:

1. Our school did not meet AMAO 1 for the first time since we've been administering the CELDT. We need to look at our ELD program and how we deliver ELD to our students.

8.7.23

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	614	639	617
Percent with Prior Year Data	100	99.4	100
Number in Cohort	614	635	617
Number Met	339	400	356
Percent Met	55.2	63.0	57.7
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	530	222	515	251	470	257
Number Met	113	104	122	142	113	137
Percent Met	21.3	46.8	23.7	56.6	24	53.3
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

Conclusions based on this data:

1.

8.7.224

School and Student Performance Data

CAHSEE (English-Language Arts)

2012-13 Grade 10 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

8.7.225

CAHSEE (Mathematics)

2012-13 Grade 10 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

8.7.226

School and Student Performance Data

CAHSEE (English-Language Arts)

2012-13 Grade 11 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

8.7.227

CAHSEE (Mathematics)

2012-13 Grade 11 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

8.7.228

School and Student Performance Data

CAHSEE (English-Language Arts)

2012-13 Grade 12 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

8.7.229

CAHSEE (Mathematics)

2012-13 Grade 12 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

Planned Improvements in Student Performance

School Goal #1

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Language Arts
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program.
SCHOOL GOAL #1:
By the end of the 2013-14 school year, 85% of our students in grades 1 through 5 will increase their scale score by 10 points as measured by the RenLearn STAR reading test.
Data Used to Form this Goal:
Results on state STAR testing, formative and summative classroom assessments, district assessments.
Findings from the Analysis of this Data:
A percentage of students continue to fall below state and federal criteria for meeting English Language Arts standards.
How the School will Evaluate the Progress of this Goal:
Review of state end-of-year assessments, classroom assessments, and district assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with Common Core State Standards: Curriculum mapping and calibration at each grade level that aligns instruction to California Standards The school will follow a district approved lesson pacing schedule and common assessment guide for each grade level As part of implementing the Professional Learning Community model, the school will develop a	13-14 & 14-15 school years	Teachers Teaching staff Teaching staff and principal	Teachers will use Early Release Days	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
consistent assessment and monitoring system for the English/Language Arts program with particular focus given to the Hispanis/English learner subgroup.						
Improvement of instructional strategies and materials: Support the transition to the Common Core State Standards (CCSS). Continue the use of Renaissance's Accelerated Reader program. Continue to use the CCSS aligned Study Island computer program. Continue to support literacy in the primary grades with the Pebble Go computer program. Provide organizational support for for student success Introduce magazines as reading material in the classrooms and the library Introduce magazines as reading material in the classrooms and the library Support classroom teachers with English learners by providing them with instructional aide time As part of the Professional Learning Community model, the teachers will	13-14 &14-15 school years	Teaching staff Principal	Cost associated with renewal the Renaissance Place computer-based program.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2,492
			Cost associated with the renewal of Study Island, a computer based, CCSS aligned program.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,574
			Cost associated with the renewal of the Pebble Go program	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,070
			Cost associated with providing folders for the primary grades and student planners for the intermediate grades	4000-4999: Books And Supplies	Title I Part A: Allocation	600
			Cost of magazine subscriptions	4000-4999: Books And Supplies	Title I Part A: Allocation	2,300
			Cost of 10 hours per day of instructional aide time	2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	60,315
				None Specified	None Specified	
			Cost of a mobile computer lab and cost updated technology in the classrooms	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	32,000
			Cost of purchasing the Rosetta Stone language learning program for our English learners in 3rd through 5th grade	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
continue to have increased opportunity to collaborate in order develop SMART Goals to improve student achievement and to plan and discuss lesson delivery (based on curriculum-embedded assessment data) Provide classroom teachers with the technology needed for students to access all learning opportunities Provide our English learners with enhanced opportunities to acquire the English language						
Extended Learning Time: Title I reading intervention for at-risk students in grades K-2 Provide intervention for our struggling students with Intervention Support Providers (ISP) Implementation of SRA Reading Mastery and SIPPS as intervention programs for struggling readers Provide extended learning opportunities to our GATE and High Achiever identified students through the District's W-PEP program Provide an extended year opportunity through UCLA (2 week program)	13-14 &14-15 school years	Title I teacher ISP's Teachers	Cost of Title I teacher (1 FTE) Cost of two ISP's (a total of 8 hours daily) Hourly cost for teachers providing enrichment classes Cost of program	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries None Specified 1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation Title I Part A: Allocation None Specified Gifted and Talented Education Title I Part A: Allocation	87,930 28,672 1,097 32,000
Staff development and professional collaboration:		Teachers on an on-going basis	Cost of workshops or training	5000-5999: Services And Other Operating	Title I Part A: Professional	18,604

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide planning time for teachers during Early Release Days and regularly scheduled grade level meetings As budget permits, allow staff the opportunity to attend related workshops or training The teaching staff will be provided an opportunity to participate in Explicit Direct Instruction training The district has provided and will continue to provide support to our certificated staff by offering articulation meetings. Our staff will continue to participate in the district articulation effort.(CAIPS Committee) As part of the Professional Learning Community model, the teachers will continue to have increased opportunity to collaborate in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data)		Principal Teachers Certificated staff Certificated staff	Expenses related to training	Expenditures 5000-5999: Services And Other Operating Expenditures	Development (PI Schools) Title I Part A: Allocation	9,800
Involvement of staff, parents and community: Identify, through SST's, grade level meetings and multi-grade articulation meetings, those students in need of academic support services Parent/teacher conferences and on-going communication to discuss academics and if necessary truancy	Certificated staff Teachers Students will use on a regular basis School staff Office staff		Cost of SST coordinator Cost of interpreters for our non-English speaking families Cost of folders and agendas The cost associated with the printing of	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Part A: Allocation Economic Impact Aid/Limited English Proficient (EIA-LEP) Title I Part A: Allocation Title I Part A: Allocation	2,000 300 600 2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of student folders in the primary grades and student agendas in the intermediate grades (both items include school rules, procedures, etc.) Regular and timely communication with parents via newsletters, reports, notices, etc. Implement consistent measures to insure the safety of the students and staff. English Learner Advisory Committee (ELAC) meetings are held at least 4 times a year We plan to offer two workshops/meetings to parents of Title I students. Parents would learn strategies on how to help their students and they would receive materials to take home to implement the strategies FSS would like to provide students with the opportunity to participate in school sponsored trips and activities regardless of financial hardship	Administration Title I staff School staff		documents and reports The cost associated with the purschase of video surveillance equipment Cost of scholarships to allow needy students to participate	5000-5999: Services And Other Operating Expenditures 7000-7439: Other Outgo	School and Library Improvement Program Block School and Library Improvement Program Block	1,200 500
Monitoring Program Implementation: Teachers and administration will monitor student progress on the OARS data management system Teachers will monitor student progress on our Accelerated Math program	13/14 & 14/15 school years	Teachers and administration Administration	Cost associated with the renewal of the RenLearn program			

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administration will monitor program implementation through teacher observations, routine classroom walk-throughs, grade level meeting notes, Collaboration meeting minutes and review of OARS information Certificated staff and administration will review STAR testing program information to identify focus areas						

S22-7.28

Planned Improvements in Student Performance

School Goal #2

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Mathematics
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program.
SCHOOL GOAL #2:
By the end of the 2013-14 school year 85% will grow by 10 points on their scale score as measured by RenLearn's STAR math test.
Data Used to Form this Goal:
Results on state STAR testing, formal and summative classroom assessments, district assessments.
Findings from the Analysis of this Data:
A percentage of students continue to fall below state and federal criteria for meeting mathematics standards.
How the School will Evaluate the Progress of this Goal:
Review of state end-of-year assessments, classroom assessments, and district assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards: Curriculum mapping and calibration at each grade level that aligns instruction to CCSS. The school will develop and follow a district adopted lesson pacing schedule and common assessment guide for each grade level As part of implementing the Professional Learning Community	13-14 & 14-15 school years	Teachers Teachers	Teachers are able to meet in grade level teams during Early Release Days two times each month.	None Specified	None Specified	
			Cost associated with providing intervention that includes after school tutoring for underperforming subgroups	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
model, the school will develop a consistent assessment and monitoring system for the mathematics program with particular focus given to the subgroups that failed to meet AYP targets						
Improvement of instructional strategies and materials: Use of Renaissance's Accelerated Math (AM) program in grades 1-5 Implementation of the CCSS aligned Study Island computer program Support the classroom teachers by providing materials to enhance our standards-based curriculum Support classroom teachers with English learners by providing them with instructional aide time As part of the Professional Learning Community model, the teachers will continue to have increased opportunity to collaborate in order develop SMART Goals to improve student achievement and to plan and discuss lesson delivery (based on curriculum-embedded assessment data) Provide training for teachers on Dataworks' Explicit Direct Instruction (12 days of training/coaching) Provide the students with technology to adequately prepare for the	13-14 & 14-15 school years	Teachers, principal Teachers Teachers Instructional Aides	The cost of renewing Renaissance Learning's Ren Place which includes Accelerated Math.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2,492
			Cost of the Studey Island computer program	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,574
			The cost of books, manipulatives and other materials that enhance our math program	4000-4999: Books And Supplies	Title I Part A: Allocation	1,500
			Cost of 10 hours daily of instructional aide time	2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP) None Specified	
			Cost of providing EDI training/coaching	5800: Professional/Consulting Services And Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	49,212
			Cost of an iPad mobile lab	4000-4999: Books And Supplies	Title I Part A: Allocation	39,426

L2, L8

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
upcoming SBAC testing						
Extended Learning Time: Supplement the Harcourt HSP Math program with additional manipulatives as needed Continue to support the Accelerated Math program The appropriate school, general and categorical funds will be used to support the mathematics program goals in the school plan The school will provide additional time in mathematics for students needing intervention (at least 15 minutes daily) Offer Homework Club	13-14 & 14-15 school years	Teachers Teachers Teachers	Cost associated with providing supplemental materials for math instruction Cost of paper, printer cartridges, laser printer replacement, etc. Cost to operate Homework Club	4000-4999: Books And Supplies 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation Title I Part A: Allocation Title I Part A: Allocation	1,500 2,000 5,000
Staff development and professional collaboration: Provide planning time for teachers during Early Release Days and regularly scheduled grade level meetings As budget permits, allow staff the opportunity to attend related workshops or training The teaching staff will be provided an opportunity to participate in Explicit Direct Instruction training	13-14 & 14-15 school years	District Office Teachers Teachers Teachers Administration			None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The district has provided and will continue to provide support to our certificated staff by offering articulation meetings. Our staff will continue to participate in the district articulation effort.(CAIPS Committee) As part of the Professional Learning Community model, the teachers will continue to have increased opportunity to collaborate in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data)						
Involvement of staff, parents and community: Dissemination of assessment results to parents Timely academic reports and referral for intervention if necessary Identify, through SST's, grade level meetings and multi-grade articulation meetings, those students in need of academic support services Parent/teacher conferences and on-going communication to discuss academics and if necessary truancy Use of student folders in the primary grades and student agendas in the intermediate grades (both items include school rules, procedures, etc.) Regular and timely communication	13/14 & 14/15 school years	Teachers Teachers Teachers Teachers Students will use on a regular basis Teaching staff Office staff Principal Title I teacher	Possible release time for teachers would require substitutes The cost of student folders and agendas The cost associated with the printing of documents & reports The cost associated with "visitor stickers" The cost of field trips and/or other activities for those students with financial need	Economic Impact Aid/Limited English Proficient (EIA-LEP) Title I Part A: Allocation Title I Part A: Allocation None Specified School and Library Improvement Program Block	2,000	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
with parents via newsletters, reports, notices, etc. Implement consistent measures to insure the safety of the students and staff. English Learner Advisory Committee (ELAC) meetings are held at least 4 times a year We plan to offer two workshops/meetings to parents of Title I students. Parents would learn strategies on how to help their students and they would receive materials to take home to implement the strategies FSS would like to provide students with the opportunity to participate in school sponsored trips and activities regardless of financial hardship						
Monitoring Program Implementation: Teachers and administration will monitor student progress on the OARS data management system Teachers will monitor student progress on our Accelerated Math program Administration will monitor program implementation through teacher observations, routine classroom walk-throughs, grade level meeting notes, Collaboration Tuesday notes and review of OARS information	13/14 & 14/15 school years	Teachers and Administration Teachers Administration Teachers and Administration				

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated staff and administration will review STAR testing program information to identify focus areas						

Planned Improvements in Student Performance

School Goal #3

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Attendance
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students.A
SCHOOL GOAL #3:
By June of 2014, First Street School's attendance rate will increase to 96.79%. Our current baseline is 96.29%.
Data Used to Form this Goal:
Attendance tracking data.
Findings from the Analysis of this Data:
A small percentage of students continue to accrue absences to the point of being identified as truant.
How the School will Evaluate the Progress of this Goal:
We will track attendance monthly to ensure that we're on track to meet our goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended Learning Time: Weekly perfect attendance recognition Monthly perfect attendance recognition Bicycle giveaway at the end of the year Home visits to encourage reluctant students to attend school	13-14 & 14-15 school year	Principal Principal Principal Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff development and professional collaboration: • Attend training offered by the county or district related to improving student attendance	12-13	Principal and appropriate staff				
Involvement of staff, parents and community: Weekly clearing of unverified absences each Friday Weekly SARB / Attendance letter generated each Friday Weekly SARB / Attendance letters sent each Friday PLC review of students receiving letters	12/13	Attendance Clerk Principal Teachers				
Monitoring Program Implementation: Administration and staff will review monthly ADA percentages provided by the district to identify focus areas		Staff				

Planned Improvements in Student Performance

School Goal #4

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

SH 2.28

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts
SCHOOL GOAL #1:
80% of EL students will increase one level in the CELDT test score by the end of the 13/14 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate EL programs with District Program Specialist for interventions.	Ongoing	Principal	Bi-monthly monitoring of EL students through CBM assessments	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,599

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

2.7.28

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

8.7.3D

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Economic Impact Aid/Limited English	2,000.00
	Title I Part A: Allocation	2,600.00
1000-1999: Certificated Personnel Salaries	Gifted and Talented Education	1,097.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	96,930.00
2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English	60,615.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	28,672.00
4000-4999: Books And Supplies	Title I Part A: Allocation	47,326.00
5000-5999: Services And Other Operating	Economic Impact Aid/Limited English	10,000.00
5000-5999: Services And Other Operating	School and Library Improvement Program	1,200.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	51,002.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	18,604.00
5800: Professional/Consulting Services And	Economic Impact Aid/Limited English	49,212.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	32,000.00
7000-7439: Other Outgo	School and Library Improvement Program	500.00

8.7.251

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Economic Impact Aid/Limited English Proficient (EIA-LEP)	121,827.00
Gifted and Talented Education	1,097.00
School and Library Improvement Program Block	1,700.00
Title I Part A: Allocation	258,530.00
Title I Part A: Professional Development (PI Schools)	18,604.00

8.7.252

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	98,027.00
2000-2999: Classified Personnel Salaries	89,287.00
4000-4999: Books And Supplies	47,326.00
5000-5999: Services And Other Operating Expenditures	80,806.00
5800: Professional/Consulting Services And Operating	81,212.00
7000-7439: Other Outgo	500.00

87.253

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	295,054.00
Goal 2	106,704.00

8.7.254

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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ruben Ayala	[X]	[ ]	[ ]	[ ]	[ ]
Virginia Cosh	[ ]	[ ]	[ ]	[X]	[ ]
Misty Compaan	[ ]	[ ]	[ ]	[X]	[ ]
Terri Leedy	[ ]	[ ]	[ ]	[X]	[ ]
Open	[ ]	[ ]	[ ]	[X]	[ ]
Vickie Vineyard	[ ]	[ ]	[ ]	[X]	[ ]
Mark Bryant	[ ]	[X]	[ ]	[ ]	[ ]
Molly Swesey	[ ]	[X]	[ ]	[ ]	[ ]
Sue Wagner	[ ]	[X]	[ ]	[ ]	[ ]
Angie Selter	[ ]	[ ]	[X]	[ ]	[ ]
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

8.7.255

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s 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):**

[ ]	State Compensatory Education Advisory Committee	Signature
[X]	English Learner Advisory Committee	Signature
[ ]	Special Education Advisory Committee	Signature
[ ]	Gifted and Talented Education Program Advisory Committee	Signature
[ ]	District/School Liaison Team for schools in Program Improvement	Signature
[ ]	Compensatory Education Advisory Committee	Signature
[ ]	Departmental Advisory Committee (secondary)	Signature
[ ]	Other committees established by the school or district (list):	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. This SPSA was adopted by the SSC at a public meeting on October 28, 2013.

Attested:

Ruben Ayala	Ruben Ayala	11-7-13
Typed Name of School Principal	Signature of School Principal	Date
Virginia Cosh		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

8.7.256

The Single Plan for Student Achievement

School:	Carlin C. Coppin Elementary School
CDS Code:	31669516085252
District:	Western Placer Unified School District
Principal:	Terri Dorow
Revision Date:	November 7, 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:

Contact Person:	Terri Dorow
Position:	Principal
Phone Number:	916.645.6350
Address:	150 E. 12th Street Lincoln, CA 95648-1825
E-mail Address:	tdorow@wpusd.k12.ca.us

The District Governing Board approved this revision of the SPSA on November 19, 2013.

8.7.257

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8.7.259

School Vision and Mission

Carlin C. Coppin Elementary School's Vision and Mission Statements
MISSION STATEMENT: Empower students with the skills, knowledge, and attitudes for success in an ever-changing world.

VISION STATEMENT: Students, parents, and the local community will recognize our excellence, and see our school as desirable place to be enrolled. The unique opportunities available include a strong emphasis on the local environment, technology, and the arts, in addition to a strong academic curriculum. The education process will be structured to encourage parental involvement and enlist community support in the education of our children. Students, parents, faculty and administration will be held accountable for meeting established expectations. All students will have the opportunity to be educated to their maximum potential.

School Profile

Carlin C. Coppin Elementary School is located in the Western Placer Unified School District in the the city of Lincoln. The school serves Transitional Kindergarten through fifth grades; the enrollment is currently 401, with two to three classes at each grade level. The ethnic makeup is as follows: 62% Caucasian, 27% Hispanic and 11% other. The Principal is Terri Dorow. Scott Leaman is Western Placer Unified School District's Superintendent.

Parents play important roles at Carlin C. Coppin thorough their active participation and involvement in School Site Council (SSC), English Learner Advisory Council (ELAC), Parent Teachers Club (PTC), annual events and regular volunteering in classrooms. Parents support PTC activities such as family nights, school assemblies and purchases of new equipment and rewards. Parents also fully implement a monthly art docent program. Carlin C. Coppin is increasingly a focal point and source of pride for students and their parents.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The majority of parents support the school climate and believe the learning environment to be positive with staff exhibiting high expectations for student achievement. While academic instruction remains a primary focus, a holistic approach to learning is also valued by parents. They appreciate the arts, music and computer experiences their students have. While most parents express an appreciation for the various interventions we provide, comments have also been made about the need to focus on instruction for our gifted and talented students as well. Most parents support the Accelerated Reader program used at Carlin C. Coppin and appreciate the home school connection. Our Positive Behavior Intervention Support (PBIS) program has been perceived as very positive by most parents.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The school principal observes teachers both formally and informally. Teachers are formally evaluated every other year; however frequent walk throughs and informal visits are common. New teachers are formally observed three times each year.

8.7.2560

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   At the beginning of each new school year teachers review student performance data from past year's assessments with the intent of evaluating their instructional program from the prior year and establish new goals and objectives for the current year. This assists in both creating classroom lessons as well as immediately identifying any at-risk students that should be brought to the schoolwide intervention team.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Teachers meet twice a month to collaborate and review current assessments, develop new goals, and share effective instructional practices. During these meetings teachers also use the data to create or modify their weekly intervention groups.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   All teachers are highly qualified as certified by Human Resources.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   All teachers are appropriately credentialed. Both the district and the county office offer ongoing professional development that teachers can take advantage of. Teachers have access to the core curriculum as well as supplementary materials needed to support instruction.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   All staff development opportunities are aligned with the district annual goals and Professional Development Plan as well as that of the school site and the assessed needs of the student.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   A district instructional coach is available to work with all teachers to support the district's Professional Development Plan, as are personnel from the county office.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

   All teachers participate in Professional Learning Communities and collaborate at least twice a month on early release days.

8.7.261

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

   All subject areas, report cards and testing are aligned with California Content Standards. Assessments are aligned with District adopted curriculum. Classroom instruction is based on the standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

   Teachers develop weekly lesson plans, as well as some long term plans. Plans include the recommended instructional minutes in each of the curricular areas. Grades 1-3 allot 2 1/2 hours a day, grades 4-5, 2 hours for Language Arts and an hour a day for Math for all grade levels. Additionally, time is allotted for enrichment activities.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

    Grade level teacher representatives, along with District Office personnel have developed pacing guides to guide their daily, weekly, and monthly instruction. Common assessments also are developed to guide instruction. Time is also allotted for targeted intervention four days a week.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    Standards based textbooks and supplemental materials are available to every teacher and all students, both general education and special education.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

    All materials adopted and used by district teachers meet the requirements of the California Department of Education.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

    These services include: retired adults volunteering in classrooms, parent volunteers assisting in classrooms, district paid aide in Kindergarten to further support instruction, targeted intervention at all grade levels four days a week, mainstream and inclusion classes for special education students, cross age tutors, ongoing assessment and progress monitoring, bi-weekly meeting of site intervention team, regular meeting of Student Success Team

14. Research-based educational practices to raise student achievement

    Targeted intervention groups use Systematic Instruction in Phonemic Awareness (SIPPS), use of core novels, Read Naturally, and other RtI intervention activities. Teachers also use Accelerated Reader and additional computer based activities to support the curriculum. Teachers are trained in Explicit Direct Instruction strategies, as well.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

    Resources include: additional help from the STAR afterschool program, parent teacher conferences, parent volunteers in classroom, after school tutoring, use of instructional assistants in Kindergarten and special education classes, District provided prep time for teachers to allow for in depth planning, and collaboration time for teachers

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

    N/A

8.7.262

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

    Services include: Accelerated Reader, additional computer programs, supplemental materials and resources for staff. Special Ed funds assist with RSP, Speech and instructional materials. School and Library Improvement funds are used to support a variety of activities and materials, as are EIA and Title 1 funded services.

18. Fiscal support (EPC)

    The site receives both state and federal monies.

Description of Barriers and Related School Goals

School funding is a barrier, as well as larger class sizes.

8.7.263

School and Student Performance Data

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	258	248	251	162	170	162	3	0	0	1	0	0
Growth API	822	846	831	858	863	862						
Base API	824	822	846	843	858	864						
Target	A	A	A	A	A	A						
Growth	-2	24	-15	15	5	-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	81	63	72	36	32	33	103	110	100	62	50	57
Growth API	768	817	782	738	798	731	768	803	778	706	739	671
Base API	803	768	813	744	738	789	764	768	801	704	706	737
Target	A	5	A				5	5	A	5		
Growth	-35	49	-31				4	35	-23	2		
Met Target	No	Yes	No				No	Yes	No	No		

Conclusions based on this data:

1. Overall growth by all students and the white population has remained fairly constant over the past three years.
2. There is a significant decline in the number of students scoring proficient in both the Hispanic and the Socioeconomically Disadvantaged populations.

School and Student Performance Data

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	--	
Number At or Above Proficient	155	163	158	112	119	109	--	--		--	--	
Percent At or Above Proficient	60.1	65.7	62.9	69.1	70.0	67.3	--	--	--	--	--	--
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	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	36	35	41	15	15	16	45	58	50	27	26	20
Percent At or Above Proficient	44.4	55.6	56.9	41.7	46.9	48.5	43.7	52.7	50.0	43.5	52.0	35.1
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes	Yes	--	--	--	No	Yes	No	Yes	--	No

Conclusions based on this data:

1. The Hispanic and English Learner populations have continued to incrementally make progress in English Language Arts.
2. A decline is seen overall in the other subgroups, with Students With Disabilities showing a significant decrease in prgress.

8.7.265

School and Student Performance Data

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	--	
Number At or Above Proficient	162	171	173	116	120	124	--	--		--	--	
Percent At or Above Proficient	62.8	69.0	68.9	71.6	70.6	76.5	--	--	--	--	--	--
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	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	40	42	41	18	20	17	54	62	58	33	25	24
Percent At or Above Proficient	49.4	66.7	56.9	50.0	62.5	51.5	52.4	56.4	58.0	53.2	50.0	42.1
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	Yes	Yes	Yes	--	No

Conclusions based on this data:

1. Significant declines are seen in the Hispanic, English Learners and Students with Disabilities subgroups..
2. Some groups did make progress, of note, the White and Socioeconomically Disadvantaged sub groups.

8.7.266

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	0	0	1	14.3	0	0	3	42.9	3	42.9	8
1	1	11.1	1	11.1	3	33.3	3	22.2	2	22.2	5
2	0	0	2	18.2	3	36.3	4	36.3	1	9.1	5
3	1	12.5	1	25	1	25	2	25	1	12.5	5
4	0	0	2	50	1	25	1	25	0	0	4
5	3	60	1	20	1	20	0	0	0	0	5

Conclusions based on this data:

1. Kindergartners and first graders scored primarily in the beginning and early immediate ranges. Implications for this include the need for targeted EL instruction.

8.7.267

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	0	0	1	14.3	0	0	3	42.9	3	42.9	7
1	1	11.1	1	11.1	3	33.3	3	22.2	2	22.2	5
2	0	0	2	18.2	3	36.3	4	36.3	1	9.1	5
3	1	12.5	1	25	1	25	2	25	1	12.5	5
4	0	0	2	50	1	25	1	25	0	0	4
5	5	60	1	20	1	20	0	0	0	0	5

Conclusions based on this data:

1. Kindergarteners and first graders scored primarliy in the beginning and early intermediate ranges. Implications for this include the need for targeted EL instruction.

8.7.268

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	46	40	40
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	46	40	40
Number Met	19	26	25
Percent Met	41.3%	65.0%	62.5
NCLB Target	54.6	56.0	57.5
Met Target	No	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	53	5	46	2	>5	<5
Number Met	6	--	13	--	39	8
Percent Met	11.3%	--	28.3%	--	8%	5%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	*	Yes	*	N	Y

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

Conclusions based on this data:

1. Growth is evident; however the need for structured EL instruction remains high.

8.7.269

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	614	639	617
Percent with Prior Year Data	100	99.4	100
Number in Cohort	614	635	617
Number Met	339	400	356
Percent Met	55.2	63.0	57.7
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	530	222	515	251	470	257
Number Met	113	104	122	142	113	137
Percent Met	21.3	46.8	23.7	56.6	24	53
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	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1.

8.7.270

School and Student Performance Data

CAHSEE (English-Language Arts)

2012-13 Grade 10 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

8.7.271

CAHSEE (Mathematics)

2012-13 Grade 10 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

8.7.272

School and Student Performance Data

CAHSEE (English-Language Arts)

2012-13 Grade 11 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

8.7.2B

CAHSEE (Mathematics)

2012-13 Grade 11 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

8.7.274

School and Student Performance Data

CAHSEE (English-Language Arts)

2012-13 Grade 12 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

8.7.275

CAHSEE (Mathematics)

2012-13 Grade 12 Combined Test by Subgroup							
	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency

English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation

Students Receiving Services							

8.7.276

Planned Improvements in Student Performance

School Goal #1

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Language Arts
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program.
SCHOOL GOAL #1:
By June, 2014 80% of all students will exhibit growth in their reading level from pre-test to post-test as measured by the STAR Renaissance Program.
Data Used to Form this Goal:
STAR Renaissance Program
Findings from the Analysis of this Data:
Not applicable at this time
How the School will Evaluate the Progress of this Goal:
Review individual STAR Renaissance scores

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of Instruction with Content Standards * All intervention supplies and material purchased will be related to approve content standards and curriculum. * Lesson plans are developed to align with CA. content standards. * Benchmarks for achievement are developed to align with CA content standards and are designed to be used as a gauge for measuring a student progress.	2013/2014 School Year	All Staff	*Instructional aide to assist English Learners and their Families	2000-2999: Classified Personnel Salaries	Title I	13,216
			*Printer and Printing Costs	4000-4999: Books And Supplies	School and Library Improvement Program Block	3,200
			Instructional aide to assist English Learners and their families	2000-2999: Classified Personnel Salaries	Economic Impact Aid	6,608

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improvement of Instructional Strategies/Materials: *Staff will attend various workshops and staff development activities *Ongoing purchases of library materials *Supplemental materials will be purchased to Support and enrich core curriculum on an as needed basis	2013/2014 School Year	All Staff	*Conference, sub fees	1000-1999: Certificated Personnel Salaries	Title I	10,030
			*Library materials	4000-4999: Books And Supplies	School and Library Improvement Program Block	1,000
				None Specified	None Specified	
			*Supplementary materials as needed Program Implementation	4000-4999: Books And Supplies	School and Library Improvement Program Block	2,000
Extended Learning Time: * Students participate in intervention or enrichment programs	2013/2014 School Year	All Staff	* Additional support personnel	2000-2999: Classified Personnel Salaries	Title I	36,000
			* Supplementary materials as needed	4000-4999: Books And Supplies	Title I	500
Staff Development: * Staff will participate in monthly professional development meetings * Staff will attend workshops and professional development opportunities as available	2013/2014 School Year	All Staff	* Conference and sub fees	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	0
			Additional PD for 14/15 school year	1000-1999: Certificated Personnel Salaries	Title I	29,634
			Additional PD for 14/15 school year	2000-2999: Classified Personnel Salaries	Economic Impact Aid	37,411
			Additional PD for 12/15 school year	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	10,607
Involvement of Parents/Community: * Website maintenance * Communication via PTC, SSC, ELAC * Special events involving school community	2013/2014 School Year	All Staff	* Trainings, supplies for Parent volunteers	4000-4999: Books And Supplies	School and Library Improvement Program Block	100
Monitoring Program Implementation: * Frequent and ongoing assessments * Use of OARS as assessment tools	2013/2014 School Year	All Staff	* Renaissance Learning-ELA	4000-4999: Books And Supplies	School and Library Improvement Program Block	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
tool * Document Tracking			Document tracking	5800: Professional/Consulting Services And Operating Expenditures	School and Library Improvement Program Block	345
			Renaissance Learning-Math	4000-4999: Books And Supplies	Title I	800

Planned Improvements in Student Performance

School Goal #2

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Math
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program.
SCHOOL GOAL #2:
By June, 2014 80% of all students will exhibit growth in math from pre-test to post-test as measured by the STAR Renaissance Program.
Data Used to Form this Goal:
STAR Renaissance Program
Findings from the Analysis of this Data:
Not applicable at this time
How the School will Evaluate the Progress of this Goal:
Review individual STAR Renaissance scores

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of Instruction with Content Standards: * All math supplies and material purchased will be related to approve content standards and curriculum. * Lesson plans are developed to align with CA. content standards. * Benchmarks for achievement are developed to align with CA content standards and are designed to be used as a gauge for measuring a student progress.	2013/2014 School Year	All Staff	*Instructional aide to Assist English Learners and their Families	2000-2999: Classified Personnel Salaries	Economic Impact Aid	0
			*Printing Costs	4000-4999: Books And Supplies	Economic Impact Aid	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
* Math program is followed with fidelity.						
Improvement of Instructional Strategies/Materials: *Staff will attend various math workshops and staff development activities *Ongoing purchases of library materials, as applicable *Supplemental materials will be purchased to support and enrich mathematics program on an as needed basis	2013/2014 School Year	All Staff	*Conference, sub fees *Library materials	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	School and Library Improvement Program Block School and Library Improvement Program Block	0 0
Extended Learning Time: * Students participate in intervention or enrichment programs, as applicable	2013/2014 School Year	All Staff	* Additional support personnel * Supplementary materials as needed	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I Title I	0 0
Staff Development: * Staff will participate in monthly professional development meetings, with math being addressed * Staff will attend workshops and professional development opportunities as available * Staff will participate in observations of other math teachers as needed	2013/2014 School Year	All Staff	* Conference and sub fees	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	0
Involvement of Parents/Community: * Website maintenance * Communication via PTC, SSC, ELAC * Special events involving school community	2013/2014 School Year	All Staff	* Trainings, supplies for Parent volunteers	4000-4999: Books And Supplies	School and Library Improvement Program Block	0
Monitoring Program Implementation: * Frequent and ongoing assessments	2013/2014 School Year	All Staff	* Renaissance Learning	4000-4999: Books And Supplies	School and Library Improvement	0

182,178

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
* Use of OARS as assessment tools * Anecdotal observations * Use of ESCI assessment in Kindergarten * Use of SWIS as a data collection tool			* Supplementary material as needed	4000-4999: Books And Supplies	Program Block School and Library Improvement Program Block	0

Planned Improvements in Student Performance

School Goal #3

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Student Attendance
LEA GOAL:
Foster a safe, caring environment where individual differences are valued and respected
SCHOOL GOAL #3:
By June of 2014, Carlin C. Coppin School's attendance rate will increase to 97.170 %. Our current baseline is 95.74 %.
Data Used to Form this Goal:
Daily attendance tracking
Findings from the Analysis of this Data:
N/A
How the School will Evaluate the Progress of this Goal:
Ongoing Monitoring

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Perfect attendance recognition	2013/14	Principal	awards assemblies			0
Staff development and professional collaboration: • Attend training offered by the county or district related to improving student attendance when available	2013/14	Principal and appropriate staff				
Involvement of staff, parents and community:	2013/14	Clerk Clerk				

3.28.14

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Weekly clearing of unverified absences each Friday • SARB/Attendance letter generated on a regular basis • SARB/Attendance letters sent on a regular basis • PLC review of students receiving letters		Principal All staff				
Monitoring Program Implementation: • Administration and staff will review monthly ADA percentages provided by the district to identify focus areas		Staff				

Planned Improvements in Student Performance

School Goal #4

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts
SCHOOL GOAL #1:
__80_% of EL students will increase their tested CELDT levels by one level by 10/14.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate EL programs with District Program Specialist for Interventions	August 2013 - June 2014	Principal	Bi-monthly monitoring of EL students through CPM assessment	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	2140.00

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Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	School and Library Improvement Program	0.00
1000-1999: Certificated Personnel Salaries	Title I	39,664.00
2000-2999: Classified Personnel Salaries	Economic Impact Aid	44,019.00
2000-2999: Classified Personnel Salaries	Title I	49,216.00
4000-4999: Books And Supplies	Economic Impact Aid	0.00
4000-4999: Books And Supplies	School and Library Improvement Program	10,625.00
4000-4999: Books And Supplies	Title I	1,300.00
5800: Professional/Consulting Services And	School and Library Improvement Program	345.00

8.7.292

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Economic Impact Aid	44,019.00
School and Library Improvement Program Block	21,577.00
Title I	90,180.00

8.7.293

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	39,664.00
2000-2999: Classified Personnel Salaries	93,235.00
4000-4999: Books And Supplies	11,925.00
5800: Professional/Consulting Services And Operating	345.00

8.7.294

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	145,169.00
Goal 2	0.00

8.7.295

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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Terri Dorow	[X]	[ ]	[ ]	[ ]	[ ]
Toni Rusinek	[ ]	[ ]	[ ]	[X]	[ ]
Alisha Drennon	[ ]	[ ]	[ ]	[X]	[ ]
Jennifer VanSant	[ ]	[ ]	[ ]	[X]	[ ]
Tiffany McGuire	[ ]	[ ]	[ ]	[X]	[ ]
Rosanne Johnson	[ ]	[ ]	[ ]	[X]	[ ]
Joanne Burke	[ ]	[X]	[ ]	[ ]	[ ]
Rene McGrath	[ ]	[X]	[ ]	[ ]	[ ]
Nick Pearce	[ ]	[X]	[ ]	[ ]	[ ]
Jennifer Bowden	[ ]	[ ]	[X]	[ ]	[ ]
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

8.7.296

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s 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):**

[ ]	State Compensatory Education Advisory Committee	Signature
[X]	English Learner Advisory Committee	Signature
[ ]	Special Education Advisory Committee	Signature
[ ]	Gifted and Talented Education Program Advisory Committee	Signature
[ ]	District/School Liaison Team for schools in Program Improvement	Signature
[ ]	Compensatory Education Advisory Committee	Signature
[ ]	Departmental Advisory Committee (secondary)	Signature
[ ]	Other committees established by the school or district (list):	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. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Terri Dorow	Terri Dorow	11/4/13
Typed Name of School Principal	Signature of School Principal	Date
Rosanne Johnson	Rosanne Johnson	11/4/13
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

8.7.297

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Consider Approving Resolution No. 13/14.12, Authorizing the Reduction of Hours of a Classified Employee Position Due to Lack of Work/Lack of Funds.

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Ryan Davis
Assistant Superintendent of Personnel Services

ENCLOSURES:
Resolution No. 13/14.12

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Categorical/General Fund Savings

MEETING DATE:
November 19, 2013

ROLL CALL REQUIRED:
Yes

BACKGROUND:

Pursuant to Education Code section 45117, the District administration is making a recommendation that would require the Governing Board of the Western Placer Unified School District to reduce the hours of a Classified Employee position due to lack of work/lack of funds by adopting Resolution No. 13/14.12. This modification is necessitated by very low enrollment in one afternoon preschool program. Both, CSEA and the effected employee have been notified of this pending action.

RECOMMENDATION:

Approve Resolution No. 13/14.12, Authorizing the hours reduction of one Classified Employee Position due to Lack of Work/Lack of Funds.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 13/14.12

RESOLUTION FOR A REDUCTION IN CLASSIFIED STAFF DUE TO LACK OF WORK/LACK OF FUNDS

WHEREAS, Education Code §45117, District Policy and the collective bargaining agreement between the Western Placer Unified School District and the California School Employees Association permit the Governing Board to reduce the number of classified positions for lack of work or lack of funds;

WHEREAS, the Governing Board of the Western Placer Unified School District has determined that it shall be necessary to reduce the following position in the District not later than January 17, 2014, due to lack of work/lack of funds:

Reduce One (1) 6 hour Preschool Instructor position to a 3 hour Preschool Instructor position (Creekside Oaks Elementary).

NOW, THEREFORE BE IT RESOLVED, that as of the close of the business day on January 17, 2014, the above-referenced classified position shall be reduced.

BE IT FURTHER RESOLVED, that the Superintendent, or Superintendent's designee, is authorized and directed to give notice to the affected classified employee pursuant to District rules and regulations and applicable provisions of Education Code not later than sixty (60) days prior to the effective day of layoff as set forth above.

ADOPTED by the Governing Board of Western Placer Unified School District on November ___, 2013, by the following vote:

AYES:

NOES:

ABSENT:

8.8.1

President
Board of Trustees
Western Placer Unified School District

Attested:

I certify that the foregoing resolution was adopted by the Board of Trustees of the Western Placer Unified School District, County of Placer, on the date shown above.

Clerk
Board of Trustees
Western Placer Unified School District

8.8.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Consider Approving New Job Description for Grant Funded Transition Support Provider position.

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Ryan Davis
Assistant Superintendent of Personnel Services

ENCLOSURES:
New Job Description for:
Grant Funded Transition Support Provider

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Grant Funded

MEETING DATE:
November 19, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

As a part of the ongoing review of job descriptions and the needs of the school sites and the District by both the District and CSEA there exists a need to approve a new job description for the "Grant Funded Transition Support Provider" position which is necessary to meet the very specific needs of supporting our special education students on the transition from high school to work. The District administration worked with CSEA to bring forward the enclosed job description. The new grant funded position will be placed at Range 18 on the Classified Salary Schedule.

RECOMMENDATION:

Approve the new job description for the Grant Funded Transition Support Provider position.

Western Placer Unified School District

POSITION DESCRIPTION

Position Title:	**Grant Funded Transition Support Provider**
Department:	Special Education
Report To:	Director of Special Education

SUMMARY:

Supports implementation of transition programs in the district. Assists with effective transition programs including but not limited to TPP and WA1. Conducts activities that directly support employment opportunities for students with disabilities.

ESSENTIAL DUTIES:

* Supports the Workability 1 Program Coordinator and/or the Transition Specialist in required follow-up to prospective business and industry contacts.
* Supports ongoing contacts with a variety of business and industry representatives to promote transition programs for student placement.
* Assists Workability 1 Program Coordinator and/or the Transition Specialist in assessing student job skills and interest for positions.
* Monitors student effectiveness/success after students are placed in positions, both on and off the job site.
* Works with students to obtain necessary job skills and/or review other employment options.
* Assists in maintaining forms and reports related to placement activities.
* Assists students during Workability 1 Program Coordinator and/or the Transition Specialist presentations/activities regarding information on seeking and maintaining jobs.
* Supports students in job seeking, interview preparation, job retention skills, and attitudes.
* Communicates regularly with Workability 1 Program Coordinator and/or Transition Specialist. Assists with grant reporting requirements, including meetings and trainings.
* Performs other related duties as assigned.

EMPLOYMENT STANDARDS:

Knowledge of:

* Various types of filing systems
* English grammar, punctuation, spelling, and computer literacy

Ability to:

* Maintain logs
* Operate a variety of office equipment including computers
* Provide support for job seeking skills, resume preparation, and interview skills
* Read, interpret and apply appropriate rules and procedures
* Understand and carry out directions in an independent manner
* Communicate effectively in both oral and written forms
* Establish and maintain effective work relationships with those contracted in performance of assigned duties

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or

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ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

EDUCATION and/or EXPERIENCE:
High school diploma or general education degree (GED). Must have the ability to pass the Paraeducator/Instructional Aide exam or have completed two years of study at an institute of higher education or have an Associate of Arts (AA) degree or higher. Valid California drivers' license and evidence of insurance, access to an automobile, drug test, TB, and criminal justice fingerprint clearance.

LANGUAGE SKILLS:
Ability to read, write and comprehend simple instructions, short correspondence, and memos. Ability to effectively present information in one-on-one and small group situations to staff, parents, students, administrators and the public.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio, and percent and to draw and interpret graphs.

REASONING ABILITY:
Ability to apply common sense understanding to carry out detail but uninvolved written and oral instructions. Ability to deal with problems involving several concrete variables in standardized situations.

OTHER SKILLS AND ABILITIES:
Ability to work with students with disabling conditions. Ability to maintain composure under stressful conditions. Ability to develop effective working relationships with students, staff, and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to use hands and fingers to handle, or feel objects, tools, or controls and stoop, kneel, crouch or crawl. The employee is frequently required to bend at the trunk more than the average person. Occasionally the employee is required to lift or move up to 90 pounds such as to move students and equipment. Specific vision abilities required by this job include close vision and peripheral vision. The employee needs to be able to tell where a sound is coming from and hear in a noisy environment. The position is exposed to infection and injury at a greater risk than the average person.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate to loud. The employee is exposed to infection at a greater risk than the average person. The employee is frequently required to interact

8.9.2

with the public and staff and is directly responsible for the safety, well-being or work output of students.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned

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8.9.3