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

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

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent of Educational Services
Michael Dodge, Interim Assistant Superintendent of Business & Facilities Service

STUDENT ENROLLMENT

School	2011 CBEDS	08/29/12	10/01/12
Sheridan School (K-5)	78	86	86
First Street School (K-5)	462	464	464
Carlin C. Coppin Elementary (K-5)	424	413	413
Creekside Oaks Elementary (K-5)	629	565	565
Twelve Bridges Elementary (K-5)	687	701	701
Foskett Ranch Elementary (K-5)	556	548	548
Lincoln Crossing Elementary (K-5)	631	686	686
Glen Edwards Middle (6-8)	721	684	684
Twelve Bridges Middle School (6-8)	823	855	855
Lincoln High School (9-12)	1,507	1,526	1,526
Phoenix High School (10-12)	70	58	58
PCOE Home School	0	0	0
TOTAL:	**6,588**	**6,586**	**6,586**

State Preschool

First & L Street	24 A.M. /24 P.M.
Carlin Coppin	24 A.M.

Pre-K/Special Ed

Foskett	9
FSS PPPIP	40
CCC	1

Adult Education 96

First-5 Program

First Street	23 A.M. /22 P.M.
Sheridan	17 A.M. /17 P.M.

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 6, 2012, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS BUILDING
790 J Street, Lincoln, CA 95648

AGENDA

2012-2013 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.

5:55 P.M. START

1. **CALL TO ORDER** – Lincoln High School – Performing Arts Building

6:00 P.M.

2. **CLOSED SESSION** – Lincoln High School - Office Conference Room

2.1 CONFERENCE WITH LABOR NEGOTIATOR
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services Michael Dodge, Interim Assistant Superintendent of Business Services

2.2 PERSONNEL
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

2.3 CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION
- **1 Case**

7:00 P.M.

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

3.1 CONFERENCE WITH LABOR NEGOTIATOR
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services Michael Dodge, Interim Assistant Superintendent of Business Services

3.2 PERSONNEL
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

3.3 CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION
- **1 Case**

4. SPECIAL ORDER OF BUSINESS

Presentation of Employee Service Pins

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 Approval of Meeting Minutes for:
- October 2, & 16, 2012 Regular Board of Trustee Meeting

5.2 Approval of Warrants
5.3 Classified Personnel Report
5.4 Certificated Personnel Report
5.5 Approve Williams Uniform Quarterly Complaint Report.
5.6 Approve Contract between Western Placer Unified School District and Lozano Smith Attorneys at Law for Legal Services.
5.7 Consent to Concurrent Representation of WPUSD and Sierra College.
5.8 Ratification of Agreement with Rainforth Grau Architects for Architectural and Engineering Services for Site Master Planning of Creekside Oaks Elementary School.
5.9 Ratification of Agreement with Rainforth Grau Architects for Architectural and Engineering Services for Site Master Planning of Carlin C. Coppin Elementary School.
5.10 California Association for the Gifted ~ Give Star School Program Award Application
5.11 Consent to Concurrent Representation of WPUSD and the City of Lincoln.
5.12 Approve Student Discipline/Stipulated Expulsion for student's #12-13 G & H.
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 – Mike Agrippino
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 Action **STAR MOU – Boyle** *(12-13 G & O Component I, II, III, IV, V)*

•The STAR (Science Theater Art Recreation) Program provides fee-based extended day services to student in grades Kindergarten through Grade 5 on several WPUSD campuses. The STAR Program is available at Foskett Ranch, Lincoln Crossing, Twelve Bridges Elementary and Creekside Oaks Elementary Schools. Additionally, the Little STARS program for preschool students is available at Foskett Ranch Elementary School.

8.2 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 categorical funds at their site. Categorical funds include Title I, Economic Impact Aid (EIA), Pupil Retention Block Grant, GATE, California High School Exit Exam (CAHSEE), and others.

8.3 Action **EXTENSION OF AGREEMENT WITH SUNCAL LLC. FOR HOLD ON SOUTHERN ELEMENTARY SCHOOL SITE IN LINCOLN CROSSINGS DEVELOPMENT– Steer** *(12-13 G & O Component I, II, III, IV, V)*

• In December 2010, The Western Placer Unified School District entered into a Memorandum of Understanding with SunCal Lincoln Crossing LLC with regards to the continued reservation of the Southern Elementary School Site in Lincoln Crossings. With this MOU, should the District wish to continue the hold on the site, it must submit a letter requesting extension as well as a check for $25,000.00. The letter and monetary requirements are necessary annually until such time as the District acquires the site, or until November 2016 when the MOU expires. Per WPUSD's Facilities Master Plan this site will be our next elementary school location and therefore staff finds this extension necessary to retain the site for future construction as soon as funds become available.

8.4 Action **SUPERINTENDENT CONTRACT EXTENSION - Leaman** *(11-12 G & O Component I, II, III, V, IV)*

• Based on the positive performance evaluation by the Board, the following contract extension is being forwarded to the Board: Superintendent - one year extension to June 30, 2016.

8.5 Action **DEPUTY SUPERINTENDENT CONTRACT EXTENSION - Leaman** *(11-12 G & O Component I, II, III, V, IV)*

• The current contract for Mary Boyle, Deputy Superintendent, expires June 30, 2013. A contract extension to June 30, 2015 is being requested at this time.

8.6 Action **RATIFICATION OF ASSISTANT SUPERINTENDENT OF BUSINESS AND OPERATIONS CONTRACT - Leaman** *(11-12 G & O Component I, II, III, V, IV)*

•After an exhaustive process of applications, multi-level interviews, and reference checks, Audrey Kilpatrick has been selected as the new Assistant Superintendent of Business and Operations. The attached contract is being forwarded for ratification.

8.7 Action **ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS AND EXHIBITS – Leaman** *(12-13 G & O Component I, II, III, IV, V)*

•The District Policy Committee and Management Team have reviewed the following new and revised policies/regulations/exhibits as per CSBA. They are now being presented for adoption by the Board of Trustees.

- AR 3311 Bids
- BP/AR 7214 General Obligation Bonds

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.

- Relationship with Sierra Community College
- 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):

➢**November 20, 2012** 7:00 P.M., Regular Meeting of the Board of Trustee – Lincoln High School

➢**December 4, 2012** 7:00 P.M., Regular Meeting of the Board of Trustee – Lincoln High School

➢**December 18, 2012** 7:00 P.M., Annual Reorganizational Board of Trustee Meeting – 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

DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **Lincoln High School – Office Conference Room**
Date: **Tuesday, November 6, 2012**
Time: **6:00 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:
Bargaining Groups:
WPTA & CSEA Negotiations
Agency Negotiators:
Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent
Ryan Davis, Director of Human Services
Michael Dodge, Interim Assistant Superintendent of Business Services

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Ryan Davis
Director of Human Services

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 6, 2012

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

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Board of Trustees

ENCLOSURES:
No

DEPARTMENT:
Ryan Davis
Director of Human Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 6, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to Public Employee Discipline/Dismissal/Release.

RECOMMENDATION:

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

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

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.**
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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 - Anticipated Litigation
- 1 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 6, 2012

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

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.

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.**
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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:
District Will Honor Employees for Years of Service

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 6, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees would like to honor employees for their Years of Service to Western Placer Unified School District.

RECOMMENDATION:

wp/rk/facsheetrecog

4.

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:

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.**
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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:
Approval of Minutes:
- October 2, & 16, 2012
  Regular Board Meetings

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 6, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will consider adoption of the following minutes:

- October 2, & 16, 2012 Regular Board of Trustee Meetings

RECOMMENDATION:

Administration recommends the Board of Trustees take action to approve minutes.

wp/rk/factform

5.1.1

Western Placer Unified School District
Regular Meeting of the Board of Trustees
October 2, 2012, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER
790 J Street, Lincoln, CA 95648

MINUTES

2012-2013 Goals & Objectives (G & O) 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.

Board Present
Damian Armitage, President
Kris Wyatt, Vice President
Brian Haley, Clerk
Paul Long, Member
Paul Carras, Member

Others Present
Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent
Michael Dodge, Interim Assistant Superintendent of Business & Facilities
Ryan Davis, Director of Human Services
Rosemary Knutson, Secretary to the Superintendent
Heather Steer, Facilities Planner
Patty McAlpin, Lincoln News Messenger
Jillian Loya, LHS Student Representative

6:25 P.M. START

1. **CALL TO ORDER** – Lincoln High School Performing Arts Theater

6:30 P.M.

2. **CLOSED SESSION** – Lincoln High School - Office Conference Room

2.1 CONFERENCE WITH LABOR NEGOTIATOR
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services

2.2 PERSONNEL
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
CE 12/13.1

2.3 PUBLIC EMPLOYE PERFORMANCE EVALUATION
Superintendent

7:00 P.M.

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

3.1 CONFERENCE WITH LABOR NEGOTIATOR
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services

No action was taken

3.2 PERSONNEL
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
CE 12/13.1
Mr. Haley reported board approved agreement.

3.3 PUBLIC EMPLOYE PERFORMANCE EVALUATION
Superintendent

This item will bring back for next meeting.

4. CONSENT AGENDA

4.1 Approval of Meeting Minutes for:
- September 4, & 18, 2012 Regular Board of Trustee Meeting

4.2 Approval of Warrants
4.3 Classified Personnel Report
4.4 Certificated Personnel Report

Motion by Mr. Carras, seconded by Mrs. Wyatt, and passed by 5-0 roll call vote to approve consent agenda and presented. Roll call vote: Haley, Long, Wyatt, Carras, Armitage

5. COMMUNICATION FROM THE PUBLIC
There is was no communication from the public.

6. REPORTS & COMMUNICATION

6.1 Lincoln High School, Student Advisory – Jillian Loya reported on the following:
- Powder puff
- Floats were awarded
- Boys varsity is doing well
- Morning Rally was on Channel 31
- LHS Booster Golf Tournament
- Marching band was fantastic at homecoming
- Choir was featured on Channel 31 last Friday
- Homecoming dance was fun
- Volleyball and Cross County is doing well
- The Football team was on ESPN

5.1.3

6.2 Western Placer Teachers' Association – Mike Agrippino – no report
6.3 Western Placer Classified Employee Association – Mike Kimbrough – no report
6.4 Superintendent - Scott Leaman

- Tracking enrollment
- Budget committee moving along
- County Supt. collaboration
- District/City workshop will be held during the week of November 4th

7. PUBLIC HEARING

Education Code 60119 requires that the governing board of a school district hold an annual instructional materials public hearing to determine whether the district has sufficient standards-aligned textbooks or instructional materials for students in each of its schools. A ten-day notice of the public hearing is required. Notices of Public hearing were sent to news media and to our local schools on August 30, 2012.

Mr. Armitage opened the public hearing, with no questions, the hearing was closed.

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

8.1 Action **APPROVE RESOLUTION NO. 12/13.7 RE INSTRUCTIONAL MATERIALS - Boyle** *(12-13 G & O Component I, II, III, V, IV)*

• Education Code 60119 requires that the governing board of a school district hold an annual instructional materials public hearing to determine whether the district has sufficient standards-aligned textbooks and instructional materials for students in each of its schools.

Motion by Carras, Long, passed with a roll call vote. Roll call vote: Long, Wyatt, Carras, Haley, Armitage

8.2 Discussion/ Action **REVISED BOARD POLICY 7210 (FACILITIES FUNDING) – Leaman** *(12-13 G & O Component I, III, IV, V)*

•Over several meetings, the Board have discussed the funding of future school sites to be located in the Village area of the City of Lincoln General Plan. One of the items requested by the Board during these discussions is the establishment of a policy concerning facility financing. WPUSD Board Policy 7210 has been amended to include the philosophy and funding options for development. A draft for Board discussion is attached.

Motion by Mrs. Wyatt, seconded by Mr. Long, and passed by a 5-0 vote to approve revised policy BP 7210 regarding facility funding.

8.3 Action **APPROVE RESOLUTION NO. 12/13.10 SUPPORTING THE SCHOOLS AND LOCAL PUBLIC SAFETY PROTECTION ACT - Leaman** *(12-13 G & O Component I, II, III, V, IV)*

• The Board of Trustees has requested to approve a Resolution in support of the Schools and Local Public Safety Protection Act, which is also Proposition 30.

Motion by Mr. Carras, seconded by Mr. Haley, and passed by 4-1 roll call vote to approve Resolution No. 12/13.10 supporting Proposition 30.

5.14

Roll call vote: Wyatt, Carras, Haley, Long, no vote by Armitage

8.4 Action **ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS AND EXHIBITS – Leaman** *(12-13 G & O Component I, II, III, IV, V)*

•The District Policy Committee and Management Team have reviewed the following new and revised policies/regulations/exhibits as per CSBA. They are now being presented for adoption by the Board of Trustees.

- BP 4020 Drug and Alcohol Free Workplace
- BP 4030 Nondiscrimination in Employment
- AR 4031 Complaints Concerning Discrimination in Employment

Motion by Mr. Carras, seconded by Mrs. Wyatt, and passed by a 5-0 vote to approve the revised policies and presented.

8.5 Discussion/ Action **2012-13 DISTRICT GOALS AND OBJECTIVES - Leaman** *(12-13 G & O Component I, II, III, IV, V)*

•Draft objectives based on district goals are being forwarded to the Board at this time for approval.

The following was changed since the last draft:

- Support the increase enrollment in AP courses
- Support district GATE and High Achiever programs
- Changed the word education to educate in goal 3c
- Expanded the term FIT to Facility Inspection Tool

Mr. Leaman reported the following changes were made. Motion by Mrs. Wyatt, seconded by Mr. Long, and passed by a 5-0 vote to approve district Goals and Objectives as presented.

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.

- Relationship with Sierra Community College
- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update

9.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Haley had no report
Mr. Long shared about homecoming
Mrs. Wyatt Sun City had an article in their paper, regarding the school farm. There is more student participation in FFA and out at the school farm, career camp was successful. State FFA officers will be going out to the school farm. Mr. Davis a long time Lincoln resident is being inducted into the Hurfer Hall of Fame.

5.1.5

Mr. Carras just returned from 8 day cruise on his boat.
Mr. Armitage reported on the meeting held between Scott, Mayor, and City Manager.

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- October 16, 2012 7:00 P.M., Regular Meeting of the Board of Trustee – Foskett Ranch Elementary School
- November 6, 2012 7:00 P.M., Regular Meeting of the Board of Trustee – Lincoln High School
- November 20, 2012 7:00 P.M., Regular Meeting of the Board of Trustee – Lincoln High School

11. ADJOURNMENT

There being no further business, the meeting was adjourned at 7:40 p.m.

Damian Armitage, Board President

Brian Haley, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

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

Western Placer Unified School District
Regular Meeting of the Board of Trustees
October 16, 2012, 7:00 P.M.
FOSKETT RANCH ELEMENTARY SCHOOL - Multi-Purpose Room
1561 Joiner Parkway, Lincoln, CA 95648

MINUTES

2012-2013 Goals & Objectives (G & O) 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.

Board Present
Damian Armitage, President
Kris Wyatt, Vice President
Brian Haley, Clerk
Paul Long, Member
Paul Carras, Member

Others Present
Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent
Michael Dodge, Interim Assistant Superintendent of Business & Facilities
Ryan Davis, Director of Human Services
Kelly Castillo, Foskett Ranch Principal
Rosemary Knutson, Secretary to the Superintendent
Heather Steer, Facilities Director
Patty McAlpin, Lincoln News Messenger
Jillian Loya, LHS Student Representative

6:10 P.M. START

1. CALL TO ORDER – Foskett Ranch Elementary School - Multi-Purpose Room

6:15 P.M.

2. CLOSED SESSION – Foskett ranch Elementary School - Office Conference Room

2.1 CONFERENCE WITH LABOR NEGOTIATOR
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services Michael Dodge, Interim Assistant Superintendent of Business Services

2.2 PERSONNEL
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

2.3 PUBLIC EMPLOYE PERFORMANCE EVALUATION
Superintendent

5.1.7

7:00 P.M.

3. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE–Foskett Ranch Elementary School

The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

3.1 CONFERENCE WITH LABOR NEGOTIATOR

Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services Michael Dodge, Interim Assistant Superintendent of Business Services

No action was taken

3.2 PERSONNEL
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Mr. Haley reported in close session the Board of Trustees unanimous approval of the release of one classified employee. CL 12/13.2

3.3 PUBLIC EMPLOYE PERFORMANCE EVALUATION
Superintendent

The board of Trustees discussed the Superintendent's employment evaluation, and gave him a score of 4.94 out of 5. The Board of Trustees shared comments:

Mr. Carras explained the evaluation was in 5 different parts, with each member scoring him individually along with individual comments about him.
Mrs. Wyatt appreciates your quickness when a parent calls, as well as attending city functions and keeping the board informed.
Mr. Long shared the Superintendent is wonderful, as well as a friend, test scores are going up, we're moving forward with his leadership.
Mr. Haley shared the Superintendent has been consistent, he's outstanding, and is exceptional in working with facilities.
Mr. Leaman asked to share a few comments. He expressed how much he appreciates the board's support, we're a lot like a family, and we work well with one another, and thanked the board for their comments.

4. SPECIAL ORDER OF BUSINESS

School Being Featured: Foskett Ranch Elementary School
Mr. Leaman presented certificates were awarded to the following students:

- Conner Stidham
- Emily Wilcox
- Samantha Bush
- Joshua Bunting

Ellen Nelson, Foskett Ranch Parent reported on the drama club and her passion in working with the students, as well how much this has helped the students. Mrs. Castillo

5.1.8

shared that Ms. Nelson also helps with the fundraising, and puts many hours into the drama program. Mrs. Castillo spoke on PLCs, and the 3 main questions are 1) what do we want our students to learn; 2) how do we know the students have learned the material; 3) what do we do when students don't understand. She introduced Dan Burbage-Macaluso, 5th Grade. He reported on what 5th grade teachers are doing. They meet three days a week with an undisturbed block of time, and only work with 4 students at a time in different areas.

5. CONSENT AGENDA

5.1 Classified Personnel Report
5.2 Certificated Personnel Report
5.3 Approve Student Discipline/Stipulated Expulsion for student's #12-13 D, E & F.

Motion by Mr. Long seconded by Mrs. Wyatt, and passed by a 5-0 roll call vote to approve consent agenda as presented. ***Roll call vote:*** Haley, Long, Wyatt, Carras, Armitage

6. COMMUNICATION FROM THE PUBLIC

No communication from the public

7. REPORTS & COMMUNICATION

7.1 Lincoln High School, Student Advisory – Jillian Loya
- Recognized Soccer boys
- Rally this Friday
- 4-8 Fundraiser
- Volleyball game
- Soccer game tomorrow
- Football game with Bear River this Friday

7.2 Western Placer Teacher's Association – Mike Agrippino had no report
7.3 Western Placer Classified Employee Association – Mike Kimbrough had no report
7.4 Superintendent - Scott Leaman reported the following:
- Budget committee continues
- Budget recommendations ended yesterday
- Community forum was held last Thursday at LHS
- HIS has an Independent study format, meeting for parents tonight, working through some issues. HIS is an independent charter school, with a separate board that oversees the program. Meeting with a group of parents on Thursday.
- Will be attending the planning commission meeting tomorrow regarding Village I.
- Thanked the board for his evaluation

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

8.1 Information/ Discussion **SCHOOL FACILITY IMPROVEMENT DISTRICT (SFID) INFORMATIONAL PRESENTATION – Leaman/Steer** *(12-13 G & O Component I, II, III, IV, V)*

5.1.9

•At the September 18, 2012 meeting of the Board of Trustees, it was requested that the staff further pursue the option of a School Facility Improvement District (SFID) in the undeveloped areas surrounding the current City of Lincoln boundaries. Staff indicated that as the process continued, updates and information would be brought forth to the Board as needed.

Heather Steer introduced Cathy Dominico to discuss the SFID process. She gave a presentation on the following:

What Are SFIDs?

- A mechanism for the issuance of GO Bonds
- Customized Boundaries of property subject to taxation
- Formed by a school district or college district

SFID Requirements

- May not include property already included in one of the District's Community Facilities Districts
- Can be authorized under either 2/3 or 55% GO Bond voter approval methods
- Formation Proceedings similar to that of CFDs
- May require specific findings from the Board

Process for Implementing a CFD

- Due Diligence
  - Boundary Map
  - Projects to be Funded
  - Bond Authorization
  - Tax Rates & Bond Issuance Timing
- Formation of the SFID
  - Resolution of Intention
  - Public Hearing
  - Resolution of Formation
  - Call for Election 2/3 or 55%
- With Successful Election, Issue Bonds
  - As Assessed Value Allows
- SFID Boundaries
  - A SFID could encompass all undeveloped areas within the District's boundaries (As long as they are not already par of CFD 1 or 2)

SFID Projects

- Any new Schools needed to support future development
- $616 million identified in 2010 Master Plan

SFID Bond Authorization

- 2/3 Voter Approval Method – Bond issuance amount limited to legal bonding capacity (2.5% of assessed value)
- 55% Voter Approval Method – Bond issuance amount limited based on tax rate cap of $60/$100,000 of assessed value

Issuing Bonds

- Bonds Issued Under Legal Bonding Capacity Restrictions - $400 million of assessed value is required to issue $10 million of bonds (current district-wide assessed value is $6.2 billion)
- Bonds Issued Under $60/$100,000 of Assessed Value Restrictions – With assessed value of $400 million, approximately $3.5 million could be issued.

Considering Bond Issuance Timing

- The timing of when assessed value grow sufficiently to issue bonds may not coincide with when schools are needed

Other Considerations

Begin Due Diligence Period

5.1.10

After some discussion and questions, Cathy Dominico recommended the board review their options.

8.2 Information/ Discussion **AYP/API UPDATE – Boyle** *(12-13 G & O Component I, II, III, IV, V)*

•California Department of Education (CDE) has released the 2012 Adequate Yearly Progress (AYP) and Academic Performance Index (API) scores for all districts and schools. AYP is the federal accountability system that calls for annual set percentage targets for students scoring Proficient or Advanced on STAR testing. API is the state accountability system that calls for annual improvement of student achievement toward the goal of an API score of 800. An update on the District and individual school site SYP/API progress will be presented.

Mary Boyle gave a presentation on AYP and API update. She reviewed the following:

- A Brief Tutorial on API vs. AYP
- What Makes a Subgroup Significant
- District API Historically – District increased 78 points in 6 years.
- District continues to increase from 821 in 2011 to 826 in 2012.
- 9 of 11 WPUSD schools and the District have API scores of 800+
- Challenges – Elementary ELA and Math AYP
- Some surrounding districts accompany WPUSD in PI
- Increasing Achievement – What's worked?
  - Staff Development
  - Progress Monitoring
  - English Language Development (ELD)
  - Universal Access
  - Identification/Standardizing Use of Intervention Curriculum
  - Parent Involvement

In her final remarks, she expressed how proud WPUSD is of our students, staff and their significant educational accomplishments and achievements. The district will continue to implement accountability requirements and support our schools and staff in their accountability efforts.

8.3 Information/ Discussion **NOMINATION TO THE COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION – Leaman** *(12-13 G & O Component I, II, III, IV, V)*

•Each year the County Superintendent acting as Secretary to the County Committee, must conduct an election to fill one or more seats on the eleven member election committee. The voting will take place before the Trustee Dinner on November 26, 2012.

The board recommended we nominate Glen Vineyard to the County Committee.

8.4 Action **ANNUAL ORGANIZATIONAL MEETING - Leaman** *(12-13 G & O Component I, II, III, IV, V)*

5.1.11

•Education Code requires district to schedule an annual organizational meeting in December for selecting board officers. Placer County Office of Education request we take board action to submit our Annual Organization Meeting date to PCOE by November 30, 2012.

Motion by Mr. Carras, seconded by Mr. Haley, and passed by a 5-0 vote for the organizational meeting to be held on December 18, 2012.

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.

- Relationship with Sierra Community College
- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update

9.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Haley loves this school, and thanked Kelly for the presentation, and thanked Mary, for testing information.
Mr. Long thanked Kelly, and shared he enjoyed Mrs. Nelson's comments on the Drama program. He shared about a lesson plan from Mr. Hess Environmental Science Class, and spoke how interesting the plan was.
Mrs. Wyatt thanked Kelly, and reported Mrs. Nelson did a great job. She also reminded everyone of the Lincoln Boulevard Celebration, Saturday, 9:00 to 1:00 p.m.
Mr. Armitage shared he plans on attending the Lincoln Blvd celebration, and is proud to be a board member, he thanked the teachers for all their work in testing.

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- **November 6, 2012** 7:00 P.M., Regular Meeting of the Board of Trustee – Lincoln High School
- **November 20, 2012** 7:00 P.M., Regular Meeting of the Board of Trustee – Lincoln High School

11. ADJOURNMENT

There being no further business the meeting was adjourned at 8:45 p.m.

Damian Armitage, Board President

5.1.12

Brian Haley, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

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

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:
Approval of Warrants

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Michael Dodge
Interim Assistant Superintendent of
Business Services

ENCLOSURES:
Warrants may be found at
www.wpusd.k12.ca.us

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 6, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the October 2, 2012 board meeting.

RECOMMENDATION:

Administration recommends the Board of Trustees take action to approve warrants as submitted.

wp/rk/factsheetwarrants

5.2

Checks Dated 10/26/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85276666	10/26/2012	CITY OF LINCOLN	01-5540	4,356.37	
			01-5550	12,928.54	
			01-5570	34,099.93	51,384.84
85276667	10/26/2012	PACIFIC GAS & ELECTRIC CO	01-5510		84,145.85
85276668	10/26/2012	"DANIELSEN COMPANY, THE"	13-4380	122.43	
			13-4710	2,982.93	
			Unpaid Sales Tax	.78-	3,104.58
85276669	10/26/2012	CROWN DISTRIBUTING INC.	13-4380		486.49
85276670	10/26/2012	D & P CREAMERY	13-4710		9,892.80
85276671	10/26/2012	DISCOUNT SCHOOL SUPPLY	01-4300		264.14
85276672	10/26/2012	ED JONES FOOD SERVICE	13-4710		4,480.34
85276673	10/26/2012	OLD TOWN PIZZA	13-4710		1,503.60
85276674	10/26/2012	ORIENTAL TRADING COMPANY INC	01-4300		297.75
85276675	10/26/2012	PROPACIFIC FRESH	13-4710		389.85
85276676	10/26/2012	R & M REFRIGERATION	13-5800		468.59
85276677	10/26/2012	SARA LEE	13-4710		437.09
85276678	10/26/2012	SYSCO SACRAMENTO	13-4380	38.01	
			13-4710	1,152.61	1,190.62
85276679	10/26/2012	VENDMART OF SACRAMENTO	13-4710		1,034.30
85276680	10/26/2012	Jennifer D. Nelson	01-4300		88.95
85276681	10/26/2012	Jason R. Noonan	01-4300		31.30
85276682	10/26/2012	Melissa R. Waggoner	12-4300		101.92
85276683	10/26/2012	ACCREDITING COMMISSION	01-4300		756.00
85276684	10/26/2012	ALL AWARDS	01-4300		428.84
85276685	10/26/2012	ALPHA FIRED ARTS	01-4300		432.79
85276686	10/26/2012	BANK OF AMERICA #3024	01-4300	1,502.82	
			01-4365	149.08	
			01-5200	508.00	
			13-4400	589.84	2,749.74
85276687	10/26/2012	BIO CORPORATION	01-4300	899.00	
			Unpaid Sales Tax	46.95-	852.05
85276688	10/26/2012	BIO RAD LAB	01-4300		307.21
85276689	10/26/2012	BISHOPS PUMPKIN FARM	01-5800		674.18
85276690	10/26/2012	BULBMAN - SACRAMENTO	01-4300		33.59
85276691	10/26/2012	BUREAU OF EDUCATION & RESEARCH	01-5200		229.00
85276692	10/26/2012	CANYON CREEK SOFTWARE	01-4300		254.00
85276693	10/26/2012	COASTAL ENTERPRISES	01-4300		6,949.80
85276694	10/26/2012	CTAP REGION 3	01-4300		750.00
85276695	10/26/2012	DE LAGE LANDEN	01-5600		449.12
85276696	10/26/2012	DELTA CHARTER BUS	01-5800		1,266.00
85276697	10/26/2012	DEMCO MEDIA	01-4300		67.01
85276698	10/26/2012	DEMI DEC	01-4300		831.19
85276699	10/26/2012	ESGI - EDUCATIONAL SOFTWARE FOR GUIDING INSTRUCTION	01-5600		447.00
85276700	10/26/2012	FOLLETT EDUCATIONAL SERVICES	01-4100		255.96
85276701	10/26/2012	JAGUAR POSTERS	01-4300	74.24	
			Unpaid Sales Tax	4.34-	69.90

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 10/26/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85276702	10/26/2012	NASCO MODESTO	01-4300		819.78
85276703	10/26/2012	OFFICE DEPOT	01-4300	540.23	
			12-4300	182.16	722.39
85276704	10/26/2012	ON COURSE INC	01-5800		685.00
85276705	10/26/2012	PACIFIC ENVIRONMENTAL	01-5800		4,100.00
85276706	10/26/2012	PACIFIC STATES PETROLEUM	01-4300		3,586.88
85276707	10/26/2012	PCOE	01-5200		900.00
85276708	10/26/2012	POSITIVE PROMOTIONS	01-4300	44.19	
			Unpaid Sales Tax	2.04-	42.15
85276709	10/26/2012	PURCHASE POWER	01-4300		460.93
85276710	10/26/2012	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-4300		135.00
85276711	10/26/2012	RISO PRODUCTS OF SAC INC	01-4300	1,068.13	
			01-5600	425.00	1,493.13
85276712	10/26/2012	SACRAMENTO CO OFFICE OF ED.	01-5200		1,250.00
85276713	10/26/2012	SAFEWAY INC	01-4300		88.47
85276714	10/26/2012	SCHOLASTIC MAGAZINE	01-4300		43.89
85276715	10/26/2012	SCHOLASTIC TEACHING RESOURCES	01-4300		321.48
85276716	10/26/2012	SIERRA HAY & FEED	01-4300		69.21
85276717	10/26/2012	SPORTIME FITNESS & SPORT	01-4300		237.07
85276718	10/26/2012	STAPLES ADVANTAGE	01-4300		2,545.79
85276719	10/26/2012	SURVEILLANCE SYSTEM INT	01-5800		517.50
85276720	10/26/2012	TARGET BANK	01-4300		65.91
85276721	10/26/2012	TOLEDO P.E. SUPPLY	01-4300	1,398.91	
			Unpaid Sales Tax	100.03-	1,298.88
85276722	10/26/2012	VERIZON WIRELESS	01-4300		228.06
85276723	10/26/2012	WESTERN BLUE AN NWN COMPANY	01-4300		391.46
85276724	10/26/2012	Mary V. Boyle	01-4300	170.07	
			01-5200	30.00	200.07
85276725	10/26/2012	Tammy J. Forrest	01-4300		53.16
85276726	10/26/2012	Kris A. Knutson	01-5800		225.33
85276727	10/26/2012	Lena R. Medina	01-5200		10.06
85276728	10/26/2012	Diane M. Metzelaar	01-4300		11.77
85276729	10/26/2012	Amy L. Pettersen	01-4300		174.80
85276730	10/26/2012	Gina M. Robinson	01-5200		679.25
85276731	10/26/2012	Anayat Sharifie	01-5200		47.75
85276732	10/26/2012	ACADEMIC COMMUNICATION ASSOC PUBLICATION CENTER DEPT 508	01-4300		147.74
85276733	10/26/2012	ADI HONEYWELL INTERNATIONAL	01-4300		372.83
85276734	10/26/2012	BANK OF AMERICA #3819	01-4300		279.37
85276735	10/26/2012	BLISS POWER LAWN EQUIPMENT CO.	01-4365		157.52
85276736	10/26/2012	C & S TELECOMMUNICATIONS INC	01-5600		110.00
85276737	10/26/2012	CENTER FOR HEARING HEALTH INC	01-5800		5,257.00
85276738	10/26/2012	CPM EDUCATIONAL PROGRAM	01-4100		7,770.26
85276739	10/26/2012	CRAM-A-LOT JV MANUFACTURING, INC.	01-4300		149.62
85276740	10/26/2012	DATAWORKS EDUCATIONAL RESEARCH	01-4300		255.95

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 10/26/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85276741	10/26/2012	DAVID HALL	01-5800		505.05
85276742	10/26/2012	DAVID W. GIRARD DBA GIRARD EDWARDS & HANCE	01-5800		1,519.00
85276743	10/26/2012	DEPARTMENT OF GENERAL SERVICES	01-5810		1,426.00
85276744	10/26/2012	EAGLE SOFTWARE DBA AERIES SOFTWARE INC.	01-5800		9,700.00
85276745	10/26/2012	FLAG HOUSE	01-4300		537.68
85276746	10/26/2012	GRAINGER .	01-4300		156.78
85276747	10/26/2012	GRAYBAR ELECTRIC COMPANY INC	01-4300		185.00
85276748	10/26/2012	INNERLINK INC.	01-4300		179.00
85276749	10/26/2012	INTEGRATED FIRE SYSTEMS INC	01-5600		337.50
85276750	10/26/2012	KRONICK MOSKOVITZ TIEDEMANN	01-5810		7,522.80
85276751	10/26/2012	M KEITH ACKEN DBA TRACES MKA	01-5810		1,261.25
85276752	10/26/2012	PATON GROUP	01-4300		12,817.65
85276753	10/26/2012	PEARSON SCOTT FORSEMAN	01-4100		1,796.75
85276754	10/26/2012	PITNEY BOWES CREDIT CORP	01-5600		5,117.00
85276755	10/26/2012	PROJECT LEAD THE WAY INC	01-4300		1,910.00
85276756	10/26/2012	PURCHASE POWER	01-4300		4,040.00
85276757	10/26/2012	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		729.77
85276758	10/26/2012	RIEBES AUTO PARTS	01-4365		1,941.26
85276759	10/26/2012	SAC VAL JANITORIAL SALES	01-4300		215.88
85276760	10/26/2012	SACRAMENTO SIGN SOURCE	01-4300		1,192.48
85276761	10/26/2012	SCHOOL SPECIALTY INC	01-4300		24.03
85276762	10/26/2012	SIERRA STRIPING INC	01-5800		1,895.00
85276763	10/26/2012	SOUND & SIGNAL INC.	01-5600		424.00
85276764	10/26/2012	UNIVERSAL SPECIALTIES, INC.	01-4300		361.21
85276765	10/26/2012	ZEP SALES & SERVICE	01-4300		241.42
		Total Number of Checks		**100**	**269,048.36**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	89	245,339.54
12	Child Development Fund	2	284.08
13	Cafeteria Fund	11	23,578.88
	Total Number of Checks	**100**	269,202.50
	Less Unpaid Sales Tax Liability		154.14-
	Net (Check Amount)		**269,048.36**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 09/28/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85271289	09/28/2012	CITY OF LINCOLN / PG&E REIMB	01-5510		944.10
85271290	09/28/2012	PACIFIC GAS & ELECTRIC CO	01-5510		47,705.99
85271291	09/28/2012	Lauren M. Quinn	01-4300	49.16	
			01-5200	101.57	150.73
85271292	09/28/2012	Karen J. Sherry	01-4300		19.46
85271293	09/28/2012	CROWN DISTRIBUTING INC.	13-4380		583.40
85271294	09/28/2012	ED JONES FOOD SERVICE	13-4710		6,419.69
85271295	09/28/2012	OLD TOWN PIZZA	13-4710		1,278.75
85271296	09/28/2012	SAFEWAY INC	01-4300		462.39
85271297	09/28/2012	SCHOOL SPECIALTY INC	01-4300		492.16
85271298	09/28/2012	SYSCO SACRAMENTO	13-4380		111.65
85271299	09/28/2012	VENDMART OF SACRAMENTO	13-4710		617.66
85271300	09/28/2012	ANA GALAVIZ	13-4710		22.00
85271301	09/28/2012	MARIBEL VILLANUEVA	13-4710		202.70
85271302	09/28/2012	Jaclyn M. Crook	01-4300		75.89
85271303	09/28/2012	Alexis K. Dodge	01-4300		320.65
85271304	09/28/2012	Sandra B. Hackbarth	01-4300		85.79
85271305	09/28/2012	Mary A. Hernandez	01-4300		51.22
85271306	09/28/2012	Michelle C. Kamilos	01-4300		198.00
85271307	09/28/2012	Karen A. Roberts	01-4300		118.31
85271308	09/28/2012	ACADEMIC PLANNERS PLUS	01-4300		3,158.78
85271309	09/28/2012	BANK OF AMERICA #3024	01-4300	777.36	
			01-5800	590.00	1,367.36
85271310	09/28/2012	CENAGE LEARNING	01-4300		941.21
85271311	09/28/2012	CURRICULUM ASSOCIATES INC.	01-4300		143.24
85271312	09/28/2012	ESGI - EDUCATIONAL SOFTWARE FOR GUIDING INSTRUCTION	01-4300		175.00
85271313	09/28/2012	HOME DEPOT	01-4300		42.24
85271314	09/28/2012	INKJET SUPERSTORE.COM	01-4300		154.40
85271315	09/28/2012	LEARNING THINGS, LLC	01-4300	22.38	
			Unpaid Sales Tax	1.21-	21.17
85271316	09/28/2012	MOUNTAIN MATH/LANGUAGE LLC	01-4300	162.91	
			Unpaid Sales Tax	11.01-	151.90
85271317	09/28/2012	OFFICE DEPOT	01-4300		713.38
85271318	09/28/2012	PLACER AREA READING COUNCIL	01-5200		25.00
85271319	09/28/2012	RAY MORGAN CO. / CHICO	01-4300		1,874.15
85271320	09/28/2012	REALLY GOOD STUFF	01-4300	38.93	
			Unpaid Sales Tax	2.02-	36.91
85271321	09/28/2012	RISO PRODUCTS OF SAC INC	01-4300	314.75	
			01-5800	425.00	739.75
85271322	09/28/2012	ROCHESTER 100 INC	01-4300	253.37	
			Unpaid Sales Tax	17.12-	236.25
85271323	09/28/2012	SCHOLASTIC MAGAZINE	01-4300		140.25
85271324	09/28/2012	SCHOOL SPECIALTY INC	01-4300		23.32
85271325	09/28/2012	SIERRA SAFETY COMPANY INC	01-4300		61.67
85271326	09/28/2012	TROXELL COMMUNICATIONS	01-4300		48.26
85271327	09/28/2012	VERIZON WIRELESS	01-4300		228.06

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ESCAPE ONLINE

5.2.4

Checks Dated 09/28/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85271328	09/28/2012	WILLIAM A. SIDNEY DBA - SAC TOWN BEBOPS	01-4300		1,150.00
85271329	09/28/2012	WILLIAM JESSUP UNIVERSITY	01-5200		46.89
85271330	09/28/2012	Mary V. Boyle	76-9554		12.80
85271331	09/28/2012	Carrie L. Carlson	01-4300		21.30
85271332	09/28/2012	Diane M. Metzelaar	01-4300		6.42
85271333	09/28/2012	Kari L. O'Toole	01-5200		16.65
85271334	09/28/2012	Julie F. Perry	01-4300	315.32	
			01-5200	194.22	509.54
85271335	09/28/2012	Anayat Sharifie	01-5200		8.99
85271336	09/28/2012	Tammy J. Sommer	01-5200		16.65
85271337	09/28/2012	ADVANCED INTEGRATED PEST	01-5800		1,218.00
85271338	09/28/2012	ALAN S BROOKS	40-6290		700.00
85271339	09/28/2012	APPLE INC.	01-4300	386.00	
			01-4400	2,234.31	2,620.31
85271340	09/28/2012	BUREAU OF EDUCATION & RESEARCH	01-5200		225.00
85271341	09/28/2012	C & S TELECOMMUNICATIONS INC	01-5800		220.00
85271342	09/28/2012	CASBO - CALIF ASSOC OF SCHOOL BUSINESS OFFICIALS	01-5300		696.00
85271343	09/28/2012	CITY OF LINCOLN - ALARM PRGM LINCOLN POLICE DEPARTMENT	01-5800		255.00
85271344	09/28/2012	DAVID W. GIRARD DBA GIRARD EDWARDS & HANCE	01-5810		7,350.00
85271345	09/28/2012	DELTA EDUCATION INC	01-4100		1,248.27
85271346	09/28/2012	DIVERSE NETWORK ASSOCIATES	01-5800		739.92
85271347	09/28/2012	ENTERPRISE RENT A CAR	01-5200		303.37
85271348	09/28/2012	FOLLETT EDUCATIONAL SERVICES	01-4100		3,084.62
85271349	09/28/2012	GOLD COUNTRY CLASSIFIED INC.	01-5800		185.76
85271350	09/28/2012	GRAINGER .	01-4300		802.94
85271351	09/28/2012	HOUGHTON MIFFLIN COMPANY	01-4100		675.43
85271352	09/28/2012	KRONICK MOSKOVITZ TIEDEMANN	01-5810		8,118.37
85271353	09/28/2012	LEARNING SOLUTIONS INC	01-5800		1,783.66
85271354	09/28/2012	LUIS FRASER DBA-DON'T TREAD ON ME REPTILE REMOVAL	01-5800		300.00
85271355	09/28/2012	MARC POHLEY & ASSOCIATES	01-5800		380.00
85271356	09/28/2012	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		12,543.00
85271357	09/28/2012	MCGRAW-HILL	01-4100		484.92
85271358	09/28/2012	MEDICAB OF SACRAMENTO/SIERRA	01-5800		1,152.00
85271359	09/28/2012	PCOE	01-5800		7,833.00
85271360	09/28/2012	PEARSON - PSYCHOLOGICAL CORP.	01-4300		8,105.02
85271361	09/28/2012	PLATT ELECTRIC SUPPLY, INC.	01-4300		196.86
85271362	09/28/2012	PYRAMID EDUCATIONAL	01-5200		395.00
85271363	09/28/2012	QUALITY SOUND SYSTEMS	01-5800		990.00
85271364	09/28/2012	RAY MORGAN CO. / CHICO	01-4300	199.03	
			01-5600	426.82	625.85
85271365	09/28/2012	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600	283.53	

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Checks Dated 09/28/2012

Check Number	Check Date	Pay to the Order of		Fund Object	Expensed Amount	Check Amount
85271365	09/28/2012	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES		01-7438	67.45	
				01-7439	375.55	726.53
85271366	09/28/2012	RSD - REFRIGERATION SUPPLIES		01-4300		2,980.97
85271367	09/28/2012	SAC VAL JANITORIAL SALES		01-4300		31.59
85271368	09/28/2012	SACRAMENTO CO OFFICE OF ED.		01-5200		1,250.00
85271369	09/28/2012	SAFETY-KLEEN SYSTEMS INC		01-5800		2,681.28
85271370	09/28/2012	SIERRA OFFICE SUPPLIES &		01-4300		46.24
85271371	09/28/2012	SOUND & SIGNAL INC.		01-5800		477.00
85271372	09/28/2012	UNIVERSAL SPECIALTIES, INC.		01-4300		273.49
85271373	09/28/2012	VANDERBILT UNIVERSITY		01-4100	487.98	
				Unpaid Sales Tax	32.98-	455.00
85271374	09/28/2012	WESTERN BLUE	AN NWN COMPANY	01-4300	104.03	
				01-5800	39.00	143.03
85271375	09/28/2012	WILCO SUPPLY		01-4300		194.67
85271376	09/28/2012	CITY OF LINCOLN		01-5540	4,356.37	
				01-5550	12,928.54	
				01-5570	38,534.45	55,819.36
85271377	09/28/2012	VERIZON WIRELESS		01-5560	394.40	
				13-5560	16.43	
				21-5560	16.43	427.26
			Total Number of Checks	**89**		**200,670.80**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	80	190,753.63
13	Cafeteria Fund	8	9,252.28
21	Building Fund #1	1	16.43
40	Spec Res For Capital Outlay	1	700.00
76	Payroll Fund	1	12.80
	Total Number of Checks	**89**	200,735.14
	Less Unpaid Sales Tax Liability		64.34-
	Net (Check Amount)		**200,670.80**

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Checks Dated 10/19/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85275377	10/19/2012	ADD SOME CLASS	21-4300		591.25
85275378	10/19/2012	ALPHA CARD	01-4300		29.09
85275379	10/19/2012	APPLE INC.	01-4300		433.93
85275380	10/19/2012	BUCKEYE UNION SCHOOL DISTRICT	01-5200		440.00
85275381	10/19/2012	DAWSON OIL COMPANY	01-4345	8,660.88	
			01-4350	16,437.42	25,098.30
85275382	10/19/2012	FOLLETT EDUCATIONAL SERVICES	01-4100		528.85
85275383	10/19/2012	FOLLETT SOFTWARE COMPANY	01-5800		13,871.33
85275384	10/19/2012	GUTIERREZ LAW GROUP	01-5810		4,584.00
85275385	10/19/2012	HARCOURT INC HOUGHTON MIFFLIN COMPANIES LLC	01-4100		570.99
85275386	10/19/2012	HOUGHTON MIFFLIN COMPANY	01-4100		1,654.29
85275387	10/19/2012	J & J SCREEN & GLASS	01-5600		224.89
85275388	10/19/2012	LINGUI SYSTEMS INC	01-4300	327.64	
			Unpaid Sales Tax	22.14-	305.50
85275389	10/19/2012	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		15,888.78
85275390	10/19/2012	PLACER LEARNING CENTER	01-5800		33,973.93
85275391	10/19/2012	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600	464.77	
			01-7438	65.58	
			01-7439	377.42	907.77
85275392	10/19/2012	SIERRA OFFICE SUPPLIES &	01-4300		51.15
85275393	10/19/2012	STATE OF CALIFORNIA	01-5821		160.00
85275394	10/19/2012	ULINE	01-4300		226.64
85275395	10/19/2012	UNIVERSAL SPECIALTIES, INC.	01-4300		565.83
85275396	10/19/2012	Rosa E. Castro	12-4300		21.26
85275397	10/19/2012	Kimberly N. Luttrell	01-4300		202.99
85275398	10/19/2012	Jennifer D. Nelson	01-4300		81.48
85275399	10/19/2012	Allison V. Patterson	01-4300		26.06
85275400	10/19/2012	ALL AWARDS	01-4300		411.24
85275401	10/19/2012	AMERICAN RIVER ORFF SCHULWERK ASSOCIATION	01-5200		75.00
85275402	10/19/2012	CALLOWAY HOUSE INC	01-4300	63.51	
			Unpaid Sales Tax	3.62-	59.89
85275403	10/19/2012	EZ2 READ BARBARA NICHOLSON BOOKS	01-4300		45.54
85275404	10/19/2012	FOLLETT LIBRARY RESOURCES	01-4300		267.97
85275405	10/19/2012	HANDWRITING WITHOUT TEARS	01-4300	163.56	
			Unpaid Sales Tax	10.11-	153.45
85275406	10/19/2012	LAKESHORE LEARNING MATERIALS	01-4300		227.71
85275407	10/19/2012	OFFICE DEPOT	01-4300		365.40
85275408	10/19/2012	ORIENTAL TRADING COMPANY INC	01-4300	204.06	
			Unpaid Sales Tax	12.03-	192.03
85275409	10/19/2012	PERFECTION LEARNING	01-4300		28.85
85275410	10/19/2012	RAY MORGAN CO. / CHICO	01-4300	624.61	
			01-5600	284.58	
			01-5800	741.07	1,650.26

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ESCAPE ONLINE

5.2.7

Checks Dated 10/19/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85275411	10/19/2012	SACRAMENTO THEATRE CO	01-5800		2,385.00
85275412	10/19/2012	SCHOLASTIC MAGAZINE	01-4300		144.38
85275413	10/19/2012	TEACHER DISCOUNT	11-4300		135.89
85275414	10/19/2012	THEATRE FOR CHILDREN INC	01-5800		700.00
85275415	10/19/2012	WESTERN BLUE AN NWN COMPANY	01-4400		1,588.28
85275416	10/19/2012	WOODWIND & BRASSWIND	01-4300		55.74
85275417	10/19/2012	"DANIELSEN COMPANY, THE"	13-4380	170.54	
			13-4710	2,859.97	
			Unpaid Sales Tax	4.82-	3,025.69
85275418	10/19/2012	CROWN DISTRIBUTING INC.	13-4380		552.23
85275419	10/19/2012	ED JONES FOOD SERVICE	13-4710		5,165.99
85275420	10/19/2012	OLD TOWN PIZZA	13-4710		751.75
85275421	10/19/2012	PROPACIFIC FRESH	13-4710		402.90
85275422	10/19/2012	R & M REFRIGERATION	13-5800		312.50
85275423	10/19/2012	SARA LEE	13-4710		150.43
85275424	10/19/2012	SEVEN UP BOTTLING CO OF SF	13-4710		266.91
85275425	10/19/2012	STATE BOARD OF EQUALIZATION	01-4300		47.37
85275426	10/19/2012	SYSCO SACRAMENTO	13-4380	438.57	
			13-4710	474.58	913.15
85275427	10/19/2012	VENDMART OF SACRAMENTO	13-4710		1,610.51
85275428	10/19/2012	KIRK MCELROY	01-8675		125.00
85275429	10/19/2012	SHALENE BURGANS	01-8675		88.12
85275430	10/19/2012	Lauren M. Quinn	01-4300	45.47	
			01-5200	150.96	196.43
		Total Number of Checks	**54**		**122,533.92**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	41	108,681.36
11	Adult Education Fund	1	135.89
12	Child Development Fund	1	21.26
13	Cafeteria Fund	10	13,156.88
21	Building Fund #1	1	591.25
	Total Number of Checks	54	122,586.64
	Less Unpaid Sales Tax Liability		52.72-
	Net (Check Amount)		**122,533.92**

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Checks Dated 10/17/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85274770	10/17/2012	Peter E. Schram	01-4300		750.00
85274771	10/17/2012	LUCRETIA SCHRAM	01-5800		15,000.00
		Total Number of Checks		**2**	**15,750.00**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	2	15,750.00
	Total Number of Checks	**2**	15,750.00
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**15,750.00**

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Checks Dated 10/12/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85273971	10/12/2012	PACIFIC GAS & ELECTRIC CO	01-5510		10,954.85
85273972	10/12/2012	SPURR	01-5530		1,479.84
85273973	10/12/2012	Leah M. Contaxis	01-5200		79.04
85273974	10/12/2012	W. Lynn Kelso	01-5200		50.60
85273975	10/12/2012	Gregg Law	01-4300		51.15
85273976	10/12/2012	Nancyann M. Rowell	01-5200		261.96
85273977	10/12/2012	Rhianon R. Zinzun	01-5200		16.65
85273978	10/12/2012	ADD SOME CLASS	01-5800		213.00
85273979	10/12/2012	APPROVED SAFE & LOCK	01-4300	63.21	
			01-5600	25.28	88.49
85273980	10/12/2012	AWARDS BY KAY	01-4300		196.56
85273981	10/12/2012	BALLARD & TIGHE PUBLISHERS	01-4100		4,650.82
85273982	10/12/2012	BLISS POWER LAWN EQUIPMENT CO.	01-4365		203.90
85273983	10/12/2012	C & S TELECOMMUNICATIONS INC	01-6400		13,399.77
85273984	10/12/2012	CALIFORNIA FINANCIAL SERVICES	01-5800		9,900.00
85273985	10/12/2012	CDW GOVERNMENT INC	01-4300		58.70
85273986	10/12/2012	CHEVRON	01-4350		41.00
85273987	10/12/2012	COLLEGE OAK TOWING	01-5800		403.20
85273988	10/12/2012	CVPSG CENTRAL VALLEY PERSONNEL	01-5300		35.00
85273989	10/12/2012	DELTA EDUCATION INC	01-4100		1,149.81
85273990	10/12/2012	FARONICS	01-4300		8,656.02
85273991	10/12/2012	GRAINGER .	01-4300		354.33
85273992	10/12/2012	HANDWRITING WITHOUT TEARS	01-4100	4,042.66	
			Unpaid Sales Tax	249.96-	3,792.70
85273993	10/12/2012	HANKIN SPECIALTY EQUIPMENT INC	01-5800		200.00
85273994	10/12/2012	HARCOURT INC HOUGHTON MIFFLIN COMPANIES LLC	01-4100		315.06
85273995	10/12/2012	HD SUPPLY FACILITIES MAINTENENCE, LTD.	01-4300		557.47
85273996	10/12/2012	HOLT RINEHART & WINSTON HOUGHTON MIFFLIN COMPANIES LLC	01-4100		225.21
85273997	10/12/2012	HOUGHTON MIFFLIN COMPANY	01-4100		4,219.07
85273998	10/12/2012	INTEGRATED FIRE SYSTEMS INC	01-5600		270.00
85273999	10/12/2012	JABBERGYM INC.	01-5800		2,375.00
85274000	10/12/2012	JANE JOHNSON	01-5800		5,320.00
85274001	10/12/2012	KRISTINE N CORN DBA SIERRA PEDIATRIC THERAPY CLINIC	01-5800		1,420.25
85274002	10/12/2012	LAGUNA PHYSICAL THERAPY & HAND REHABILITATION	01-5800		418.00
85274003	10/12/2012	LANDMARK CONSTRUCTION	40-6270		30,108.52
85274004	10/12/2012	LINCOLN ACE HARDWARE/MAINT	01-4300		86.87
85274005	10/12/2012	MARC POHLEY & ASSOCIATES	14-5600		19,243.60
85274006	10/12/2012	MEDICAB OF SACRAMENTO/SIERRA	01-5800		1,913.50
85274007	10/12/2012	MISSION UNIFORM SERVICE INC	01-4300	66.36	
			01-5800	1,316.00	1,382.36
85274008	10/12/2012	PCOE	01-5200		1,000.00
85274009	10/12/2012	PEARSON - PSYCHOLOGICAL CORP.	01-4300		296.72
85274010	10/12/2012	PLATT ELECTRIC SUPPLY, INC.	01-4300		125.12

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5.2.10

Checks Dated 10/12/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85274011	10/12/2012	PRO-ED	01-4400	621.42	
			Unpaid Sales Tax	38.42-	583.00
85274012	10/12/2012	QUALITY SOUND SYSTEMS	01-5600		220.00
85274013	10/12/2012	RAY MORGAN CO. / CHICO	01-4300	456.84	
			01-5600	401.76	858.60
85274014	10/12/2012	SIERRA OFFICE SUPPLIES &	01-4300		162.98
85274015	10/12/2012	TAG / AMS INC	01-5800		195.00
85274016	10/12/2012	WAVE DIVISION HOLDINGS	01-5560		6,850.00
85274017	10/12/2012	WESTERN BLUE AN NWN COMPANY	01-4300	286.62	
			01-5800	3,340.00	3,626.62
85274018	10/12/2012	"DANIELSEN COMPANY, THE"	13-4380	226.79	
			13-4710	2,485.49	
			Unpaid Sales Tax	2.04-	2,710.24
85274019	10/12/2012	CROWN DISTRIBUTING INC.	13-4380		724.84
85274020	10/12/2012	ED JONES FOOD SERVICE	13-4710		6,831.19
85274021	10/12/2012	MISSION UNIFORM SERVICE INC	13-4300		616.92
85274022	10/12/2012	OLD TOWN PIZZA	13-4710		1,378.88
85274023	10/12/2012	PROPACIFIC FRESH	13-4710		482.55
85274024	10/12/2012	SARA LEE	13-4710		407.46
85274025	10/12/2012	SYSCO SACRAMENTO	13-4380	438.82	
			13-4710	1,115.94	1,554.76
85274026	10/12/2012	VENDMART OF SACRAMENTO	13-4710		842.52
85274027	10/12/2012	NANISE NAITAGAGA	13-4710		70.95
85274028	10/12/2012	Jessica J. Armistead	01-4300		120.13
85274029	10/12/2012	Robert D. Ash	01-4300		157.47
85274030	10/12/2012	Ruben A. Ayala	01-4300		450.42
85274031	10/12/2012	Stephanie A. Cassidy	01-4300		96.49
85274032	10/12/2012	Rosa E. Castro	12-4300		110.75
85274033	10/12/2012	Brandon D. Lopez	01-4300		58.94
85274034	10/12/2012	Cheryl A. Metheny	01-4300		8.00
85274035	10/12/2012	Jennifer D. Nelson	01-4300		83.04
85274036	10/12/2012	Lisa H. Noma	01-4300		105.00
85274037	10/12/2012	Mary Lou Resendes	01-4300		42.19
85274038	10/12/2012	Karen A. Roberts	01-4300		35.39
85274039	10/12/2012	Donna L. Tofft	01-4300		51.42
85274040	10/12/2012	Kelli M. Willard	01-4300		36.99
85274041	10/12/2012	B&H PHOTO VIDEO	01-4300	672.71	
			Unpaid Sales Tax	44.49-	628.22
85274042	10/12/2012	BISHOPS PUMPKIN FARM	01-5800		1,237.50
85274043	10/12/2012	BURKETT'S OFFICE	01-4300		497.82
85274044	10/12/2012	CALIFORNIA WEEKLY EXPLORER INC	01-4300		80.50
85274045	10/12/2012	CREATIVE TEACHING PRESS INC	01-4300		41.25
85274046	10/12/2012	GBC TECHNICAL SERVICE & ACCO BRANDS USA LLC	01-5800		668.00
85274047	10/12/2012	GOPHER SPORT	01-4300	183.64	
			Unpaid Sales Tax	10.71-	172.93
85274048	10/12/2012	HAWKINS OFFICIATING SERVICE	01-5800		490.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 10/12/2012

Check Number	Check Date	Pay to the Order of		Fund Object	Expensed Amount	Check Amount
85274049	10/12/2012	INK 4 EVER		01-4300		71.56
85274050	10/12/2012	INKJET SUPERSTORE.COM		01-4300		642.02
85274051	10/12/2012	J.W. PEPPER & SON INC		01-4300		194.11
85274052	10/12/2012	JAN MOORE DBA	JM PUBLISHING	01-5200		80.00
85274053	10/12/2012	LAKESHORE LEARNING MATERIALS		01-4300		351.95
85274054	10/12/2012	LINCOLN ACE HARDWARE / AG		01-4300		8.89
85274055	10/12/2012	MOVIE LICENSING USA		01-5800		1,200.00
85274056	10/12/2012	OFFICE DEPOT		01-4300		1,397.85
85274057	10/12/2012	REALLY GOOD STUFF		01-4300	151.20	
				Unpaid Sales Tax	8.86-	142.34
85274058	10/12/2012	RENAISSANCE LEARNING INC.		01-4300		94.45
85274059	10/12/2012	SCHOOL SPECIALTY INC		01-4300		1,073.01
85274060	10/12/2012	SPRINGVIEW MIDDLE SCHOOL	F.I.S.A.L.	01-5300		1,045.00
85274061	10/12/2012	STAPLES ADVANTAGE		01-4300	3,662.83	
				13-4300	362.42	4,025.25
85274062	10/12/2012	SUPER 8 MOTEL		01-5800		243.24
			Total Number of Checks	**92**		**169,372.77**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	79	104,279.61
12	Child Development Fund	1	110.75
13	Cafeteria Fund	11	15,984.77
14	Deferred Maintenance Fund	1	19,243.60
40	Spec Res For Capital Outlay	1	30,108.52
	Total Number of Checks	92	169,727.25
	Less Unpaid Sales Tax Liability		354.48-
	Net (Check Amount)		**169,372.77**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

5.2.12

Checks Dated 10/05/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85272532	10/05/2012	Rosie A. Kirkland	01-5200		10.21
85272533	10/05/2012	"DANIELSEN COMPANY, THE"	13-4380	586.87	
			13-4710	6,156.30	
			Unpaid Sales Tax	7.97-	6,735.20
85272534	10/05/2012	CROWN DISTRIBUTING INC.	13-4380		819.68
85272535	10/05/2012	ED JONES FOOD SERVICE	13-4710		5,402.23
85272536	10/05/2012	ERICS X PRESS	01-4300		112.85
85272537	10/05/2012	OLD TOWN PIZZA	13-4710		1,797.07
85272538	10/05/2012	PROPACIFIC FRESH	13-4710		836.65
85272539	10/05/2012	SARA LEE	13-4710		996.76
85272540	10/05/2012	SEVEN UP BOTTLING CO OF SF	13-4710		236.40
85272541	10/05/2012	SYSCO SACRAMENTO	13-4380	611.40	
			13-4710	2,206.82	2,818.22
85272542	10/05/2012	VENDMART OF SACRAMENTO	13-4710		797.24
85272543	10/05/2012	WPUSD PETTY CASH FUND	01-4300	92.00	
			01-5300	46.90	
			01-8675	264.97	
			01-8699	47.00	
			13-4710	214.00	664.87
85272544	10/05/2012	Virginia L. Garcia	01-4300	12.95	
			01-5200	36.63	49.58
85272545	10/05/2012	Kris A. Knutson	01-5800		366.30
85272546	10/05/2012	ACI SPECIALTY BENEFITS ACI ENTERPRISES INC	01-3901		2,475.00
85272547	10/05/2012	ADD SOME CLASS	21-4400		5,084.60
85272548	10/05/2012	BUREAU OF EDUCATION & RESEARCH	01-5200		225.00
85272549	10/05/2012	BUS WEST - FRESNO	01-4365		530.67
85272550	10/05/2012	CAPITOL CLUTCH AND BRAKE INC	01-4365	276.65	
			01-5830	47.45	324.10
85272551	10/05/2012	CETPA -CA EDUCATIONAL TECH ASC	01-5200		505.00
85272552	10/05/2012	DEPT. OF INDUSTRIAL RELATIONS	01-5800		375.00
85272553	10/05/2012	EXP INC DBA ERIC'S X PRESS	25-4300		356.07
85272554	10/05/2012	FOLLETT EDUCATIONAL SERVICES	01-4100		6,786.83
85272555	10/05/2012	GRAINGER .	01-4300		2,321.64
85272556	10/05/2012	HANKIN SPECIALTY EQUIPMENT INC	01-5800		100.00
85272557	10/05/2012	HOLT OF CALIFORNIA	01-4365		451.32
85272558	10/05/2012	HOME DEPOT	01-4300		2,065.02
85272559	10/05/2012	INTEGRATED FIRE SYSTEMS INC	01-5800		285.90
85272560	10/05/2012	KRONICK MOSKOVITZ TIEDEMANN	21-5810		5,302.88
85272561	10/05/2012	LAW OFFICE OF ELLIS COLEMAN	01-5810		6,690.00
85272562	10/05/2012	LIGHTHOUSE COUNSELING & FAMILYRESOURCE CENTER	01-5800		2,000.00
85272563	10/05/2012	Loomis Union School Dist	01-4300		2,004.53
85272564	10/05/2012	LOY MATTISON DBA LOY MATTISON ENTERPRISES	01-5800		600.00
85272565	10/05/2012	MARTHA ANNE MILLAR - DBA LAW OFFICES OF MARTHA MILLAR	01-5800		5,000.00
85272566	10/05/2012	MARY GWALTNEY	01-5800		120.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

5.2.13

Checks Dated 10/05/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85272567	10/05/2012	PEARSON - PSYCHOLOGICAL CORP.	01-4300		680.24
85272568	10/05/2012	PLACER COUNTY SCHOOL BOARDS	01-5300		50.00
85272569	10/05/2012	PLACER COUNTY TREASURER TAX COLLECTOR	01-5800		27,991.39
85272570	10/05/2012	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		4,176.96
85272571	10/05/2012	SAFARI MONTAGE	01-5800		13,974.75
85272572	10/05/2012	SAM'S CLUB DIRECT	01-5300	35.00	
			13-5300	35.00	70.00
85272573	10/05/2012	SASHA	01-5200		400.00
85272574	10/05/2012	SASS/Mestmaker Insurance	01-5800		390.30
85272575	10/05/2012	SCHOOL FACILITY CONSULTANTS	21-5800		322.50
85272576	10/05/2012	SIG EMPLOYEE BENEFITS TRUST	76-9554		582,821.70
85272577	10/05/2012	SIG SCHOOLS INSURANCE GROUP	01-3701		1,070.14
85272578	10/05/2012	SUTTER MEDICAL FOUNDATION	01-5800		260.00
85272579	10/05/2012	TRANE	01-5800		7,267.00
85272580	10/05/2012	UNIVERSAL SPECIALTIES, INC.	01-4300		565.77
85272581	10/05/2012	WAVE BROADBAND	01-4300		55.95
85272582	10/05/2012	WESTERN BLUE AN NWN COMPANY	01-4400		794.14
85272583	10/05/2012	Stephanie A. Cassidy	01-4300		99.62
85272584	10/05/2012	Jeffrey T. Dardis	13-4300	163.98	
			13-5200	162.46	326.44
85272585	10/05/2012	Kris A. Knutson	01-5800		75.48
85272586	10/05/2012	Cathy W. Rogers	01-4300		97.38
85272587	10/05/2012	BRAIN POP	01-4300		1,025.00
85272588	10/05/2012	BSN SPORTS SPORTS SUPPLY GROUP	01-4300		1,714.49
85272589	10/05/2012	CALTRONICS BUSINESS SYSTEMS	01-5600		69.50
85272590	10/05/2012	CITY OF ROSEVILLE DBA: MAIDU INTERPRETIVE CENTER	01-5800		540.00
85272591	10/05/2012	DEMCO MEDIA	01-4300		66.04
85272592	10/05/2012	ESGI - EDUCATIONAL SOFTWARE FOR GUIDING INSTRUCTION	01-4300		700.00
85272593	10/05/2012	EXPLORATORIUM	01-5800		408.00
85272594	10/05/2012	FRANKLIN COVEY CO	01-4300		170.30
85272595	10/05/2012	ILEARN	01-5800		12,500.00
85272596	10/05/2012	MASE CENTER	01-5200		150.00
85272597	10/05/2012	MCGRAW-HILL	01-4300		739.97
85272598	10/05/2012	OFFICE DEPOT	01-4300		196.85
85272599	10/05/2012	POSTMASTER / TBMS	01-4300		450.00
85272600	10/05/2012	RAY MORGAN CO. / CHICO	01-4300	329.64	
			01-5600	216.58	546.22
85272601	10/05/2012	REALLY GOOD STUFF	01-4300	165.83	
			Unpaid Sales Tax	9.99-	155.84
85272602	10/05/2012	RENAISSANCE LEARNING INC.	01-5800		3,311.85
85272603	10/05/2012	SACRAMENTO ZOO	01-5800		399.75
85272604	10/05/2012	SAFEWAY INC	01-4300		28.90
85272605	10/05/2012	US BANK BUSINESS EQUIPMENT	01-5600		507.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 10/05/2012

Check Number	Check Date	Pay to the Order of		Fund Object	Expensed Amount	Check Amount
85272606	10/05/2012	WESTERN BLUE	AN NWN COMPANY	01-4400		795.09
85272607	10/05/2012	WILLIAM JESSUP UNIVERSITY		01-5200		103.98
			Total Number of Checks		**76**	**731,315.36**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	61	116,422.71
13	Cafeteria Fund	12	21,022.86
21	Building Fund #1	3	10,709.98
25	Capital Facilities Fund	1	356.07
76	Payroll Fund	1	582,821.70
	Total Number of Checks	**76**	731,333.32
	Less Unpaid Sales Tax Liability		17.96-
	Net (Check Amount)		**731,315.36**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

5.2.15

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:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Director, Human Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
November 6, 2012

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.

5.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

November 6, 2012

CLASSIFIED/MANAGEMENT

NEW HIRES

1. **Name:** Heather DeBerry — **Effective: 10/11/12**
   Position: Grant Funded Inst. Aide — **Site: Glen Edwards Middle**
   Salary: Range 2, Step A — **Funding: Grant Funded**
   Hours: 2.75 Hours/5 days a week
   Days: 10 Months/Year

2. **Name:** Brenda Sanchez — **Effective: 10/24/12**
   Position: Preschool Inst. Aide — **Site: Carlin C. Coppin**
   Salary: CSEA, Range 15, Step A — **Funding: General**
   Hours: 3 Hours/5 days a week — **Replacement Position**
   Days: 10 Months/Year

RESIGNATIONS

1. **Name:** Kathy Carpineta
   Position: Instructional Aide
   Site: Twelve Bridges Middle
   Hours: 2 Hours/5 days a week
   Effective: 10/19/12

5.3.1

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
Director of Human Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Categorical/General

MEETING DATE:
November 6, 2012

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.

5.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

November 6, 2012

CERTIFICATED/MANAGEMENT

REQUEST FOR MATERNITY/CHILD REARING LEAVE

1. **Name:** Amanda Opperman
   Position: Title I Reading Teacher
   FTE: 1.0
   Effective Date: April 15, 2013
   Site: First Street Elementary

RESIGNATIONS

1. **Name:** Amy Williams
   Position: 3rd/4th Grade Teacher
   FTE: 1.0
   Effective Date: November 16, 2012
   Site: Creekside Oaks Elementary

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:
Williams Uniform Quarterly Complaint Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 6, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

One component of the Williams Settlement Legislation requires each district to submit a quarterly report to the County Superintendent and the Governing Board on the nature and resolution of complaints addressing insufficient instructional material, teacher vacancies and misassignments, and emergency or urgent facilities issues.

RECOMMENDATION:

Administration recommends the Board of Trustees approve the results of the Williams Uniform Complaint report.

wp/rk/factform

PCOE
GOLD IN EDUCATION
Gayle Garbolino-Mojica
County Superintendent of Schools

PLACER COUNTY OFFICE OF EDUCATION
Gayle Garbolino-Mojica, County Superintendent of Schools
360 Nevada Street
Auburn, CA 95603

Quarterly Report on Williams Uniform Complaints
[Education Code § 35186(d)(e)]

District: Western Placer Unified School District

Person completing this form: Rosemary Knutson

Title: Secretary to the Superintendent

Quarterly Report Submission Date: *(Check one)*

- ☐ April — *Due: April 30th*
- ☐ July — *Due: July 31st*
- ☑ October — *Due: October 31st*
- ☐ January — *Due: January 31st*

Date quarterly report was or will be reported publicly at a regularly scheduled board meeting: 11/6/12

☐ No complaints were filed with any school in the district or with a district official during the quarter indicated above.

☐ Complaints were filed with a school(s) in the district or with a district official during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	-0-		
Teacher Vacancy or Misassignment	-0-		
Facilities Conditions	-0-		
CAHSEE Intensive Instruction & Services	-0-		
TOTALS	-0-		

Scott Leaman
Print Name of District Superintendent

Signature of District Superintendent

9/28/12
Date

Please submit to: Diane Edwards, Executive Assistant to the County Superintendent of Schools
Placer County Office of Education
360 Nevada Street, Auburn, CA 95603
(530) 889-5941 / Fax: (530) 886-5841

5.5.1

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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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:
Approve Contract between Western Placer Unified School District and Lozano Smith Attorneys at Law For Legal Services

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Scott Leaman, Superintendent
Heather Steer, Facilities Coordinator

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Restricted Facilities Fund 25, Developer Fees

MEETING DATE:
November 6, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

In an effort to continue the use of various legal firms for all departments within Western Placer Unified School District, staff has engaged in the services of Lozano Smith Attorneys at Law for Facilities specific concerns. Attached is the Agreement for Legal Services, which contains a professional rate schedule. Rates have found to be comparable to law firms currently in services at the District.

RECOMMENDATION:

Staff recommends ratification of contract with Lozano Smith Attorneys at Law.

LS Lozano Smith
ATTORNEYS AT LAW

AGREEMENT FOR LOZANO SMITH LEGAL SERVICES

THIS AGREEMENT is effective October 12, 2012, between the Western Placer Unified School District ("Client") and the law firm of Lozano Smith, a professional corporation ("Attorney").

Client and Attorney agree as follows:

Client hires Attorney as its legal counsel with respect to matters the Client refers to Attorney. Attorney shall provide legal services to represent Client in such matters, keep Client informed of significant developments and respond to Client's inquiries regarding those matters. Client understands that Attorney cannot guarantee any particular results, including the costs and expenses of representation. Client has been advised of the right to seek independent legal advice regarding this Agreement.

Client agrees to pay Attorney for services rendered based on the attached rate schedule. Agreements for legal fees on other-than-an-hourly basis may be made by mutual agreement for special projects (including as set forth in future addenda to this Agreement). Written responses to audit letter inquiries will be charged to Client on an hourly basis, with the minimum charge for such responses equaling .5 hours.

Attorney shall send Client a statement for fees and costs incurred every calendar month. Statements shall set forth the amount, rate and description of services provided. Client shall pay Attorney's statements within thirty (30) calendar days after receipt. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) calendar days past due, not to exceed 10% per annum.

In addition to regular telephone, mail and other common business communication methods, Client authorizes Attorney to use facsimile transmissions, cellular telephone calls, unencrypted email, and other computer transmissions in communicating with Client. Unless otherwise instructed by Client, any such communications may include confidential information.

Client may discharge Attorney at any time by written notice. Unless otherwise agreed, and except as required by law, Attorney will provide no further services after receipt of such notice. Attorney may withdraw its services with Client's consent or as allowed or required by law, upon ten (10) calendar days written notice. Upon discharge or withdrawal, Attorney shall transition all outstanding legal work and services to others as Client shall direct.

SO AGREED:

WESTERN PLACER UNIFIED SCHOOL DISTRICT

10/22/12

~~Heather Steel~~ Scott Leaman — Date

~~Facilities Coordinator~~ Superintendent

LOZANO SMITH

October 12, 2012

Gregory A. Wedner — Date

Managing Shareholder

5.6.1

LS Lozano Smith
ATTORNEYS AT LAW

PROFESSIONAL RATE SCHEDULE
FOR WESTERN PLACER UNIFIED SCHOOL DISTRICT
(Effective July 1, 2012)

1. HOURLY PROFESSIONAL RATES

Client agrees to pay Attorney by the following standard hourly rate*:

Shareholder / Senior Counsel / Of Counsel	$ 215 - $ 275 per hour
Associate	$ 165 - $ 215 per hour
Law Clerk	$ 125 per hour
Paralegal	$ 100 per hour
Educational Consultant**	$ 125 per hour

* Rates for Specific Attorneys Available Upon Request
** Non-Attorney (Current or Former School District Administrator or Board Member)

Lozano Smith will provide a monthly, itemized statement for services rendered. Time billed is broken into 1/10 (.10) hour increments, allowing for maximum efficiency in the use of attorney time. Invoices will clearly indicate the department or individuals for whom services were rendered.

Travel time shall be prorated if the assigned attorney travels for two or more clients on the same trip.

2. COSTS AND EXPENSES

In-office copying/electronic communication printing	$ 0.25 per page
Facsimile	$ 0.25 per page
Postage	Actual Usage
Mileage	IRS Standard Rate

Other costs, such as messenger, meals, and lodging shall be charged on an actual and necessary basis.

5.6.2

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.

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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:
Consent to Concurrent Representation of WPUSD and Sierra College

AGENDA ITEM AREA:
consent

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
District office

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 6, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

Western Placer Unified School District and Sierra College both contract legal services through different attorneys with the firm of Lozano Smith. The attached agreement outlines the steps that will be in place to maintain confidentiality and priority of representation for both parties.

RECOMMENDATION:

Approve the agreement.

5.7

Lozano Smith
ATTORNEYS AT LAW

Megan E. Macy
Attorney at Law
Harold M. Freiman
Attorney at Law

E-mail: mmacy@lozanosmith.com

E-mail: hfreiman@lozanosmith.com

October 19, 2012

Scott Leaman
Superintendent
Western Placer Unified School District
600 6th Street, Suite 400
Lincoln CA 95648

Re: Legal Representation of Sierra Community College District &
Western Placer Unified School District; Potential Conflict of Interest

Dear Mr. Leaman:

Western Placer Unified School District (the "School District") has asked our firm to provide legal counsel with respect to various business and facilities matters. As we discussed, Lozano Smith has also acted as legal counsel to Sierra Community College District (the "College District") on various matters. Because it is reasonably foreseeable that the School District could be affected by our representation of the College District, and because the potential for conflicts exist on at least one particular matter, we are writing to disclose our representation of the College District to you, and to seek your informed written consent to the representation the School District as outlined herein, while we continue to represent the College District.

The two areas of representation of the College District of which we are aware that have the potential to cause a conflict, or of which you should at least be aware, involve: (1) the three-party joint use agreement between the College District, the School District, and the City of Lincoln (the "Joint Use Agreement"); and (2) the purchase and sale agreement between the School District and College District (the "PSA").

As attorneys, we are governed by specific rules relating to our representation of clients when actual or potential conflicts of interest exist. (See Rule 3-310 of the Rules of Professional Conduct of the State Bar of California, a copy of which is enclosed.) More specifically, Paragraph (B) of Rule 3-310 provides:

(B) A member shall not accept or continue representation of a client without providing written disclosure to the client where:

(1) The member has a legal, business, financial, professional, or personal relationship with a party or witness in the same matter; or

. . .

(3) The member has or had a legal, business, financial, professional, or personal relationship with another person or entity the member knows or reasonably should know would be affected substantially by resolution of the matter; or

(4) The member has or had a legal, business, financial, or professional interest in the subject matter of the representation.

In addition, Rule 3-310, subdivisions (C)(1) and (C)(2), requires us to obtain informed written consent from both the College District and the School District in a matter in which the "interest of the clients potentially conflict," or in a matter in which the "interests of the clients actually conflict." Furthermore, pursuant to Rule 3-310, subdivision (E), we must obtain your informed consent prior to representing an entity adverse to your interests, "where, by reason of representation" of the School District, we have "obtained confidential information material to the employment" of us by that other party.

At this time, we do not believe that our representation of the College District would involve any actual or current conflict of interest that would interfere with our ability to serve as the School District's counsel or compromise our ability to represent the School District's interests, excepting the following. In relation to the PSA, both the School District and the College District are parties to that agreement, and resolution of issues relating to the agreement create the potential for conflicts of interest between the School District and the College District. Although we are not aware that there is a current conflict, out of an abundance of caution, we ask for your consent for our representation of the College District. In order to avoid the possibility of conflicts in the future, we will not represent the School District in matters relating to the PSA without first obtaining the prior written consent of the College District.

In regard to the Joint Use Agreement, we are not aware of any actual or potential conflict of interest between the School District and the College District, whose interests instead appear to be aligned, and we may represent both Districts in relation to the Joint Use Agreement, should the parties so desire. For similar reasons, we do not believe that our representation of the College District in relation to the Joint Use Agreement is "adverse" to the interests of the School District in such a way that any confidential information we have obtained from the College District is likely to cause a conflict. However, if we become aware of a potential or actual conflict in relation to the Joint Use Agreement, we will so notify you in writing and will again seek your written consent. We will also be required to obtain the written consent of the College District. If either the School District or the College District does not give their consent to our ongoing representation of the School District in relation to the Joint Use Agreement, we must inform you that we will be required to withdraw from representation of the School District in relation to the Joint Use Agreement. At the same time, we would continue to represent the College District in relation to the Joint Use Agreement, despite the fact that we may, by that time, have obtained confidential information from you regarding the Joint Use Agreement. We request your consent to this understanding. If the School District is not comfortable with our representation of the

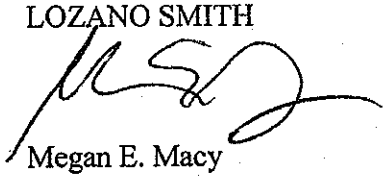
School District and release to us of confidential information relating to the Joint Use Agreement, we can also treat this issue in the same fashion as noted above in relation to the PSA, and avoid the representation of the School District on this particular matter.

If our continued representation of both the College District and the School District under the circumstances described above is acceptable to you, we request that, after reading and considering the information set forth herein, you sign the attached Agreement and Consent. Signing the Agreement and Consent would signify the School District's informed written consent for Lozano Smith to represent the School District in relation to all matters other than those relating to the PSA (and, if you indicate, the Joint Use Agreement). Please make a copy of the Agreement and Consent for your records and return the original signed copy to me.

Should you have any questions or concerns regarding the issues raised by this letter, please do not hesitate to contact me or seek the advice of outside legal counsel of your choice.

Sincerely,

LOZANO SMITH



Megan E. Macy

MEM/kp

Enclosures

AGREEMENT AND CONSENT

The undersigned hereby acknowledges having carefully reviewed the above letter from Lozano Smith (by Megan Macy, Esq.) dated October 19, 2012, and further acknowledges that the Western Placer Union School District has been given the opportunity to obtain the advice of independent counsel in this matter. Consequently, with full knowledge of Rule 3-310 of the Rules of Professional Conduct of the State Bar of California, the undersigned, on behalf of the Western Placer Union School District, hereby consents to Lozano Smith's representation of both Sierra Joint Community College District and Western Placer Unified School District in various matters, excluding matters relating to the purchase and sale agreement in place between Sierra Joint Community College District, Western Placer Unified School District and the City of Lincoln; in relation to such matters, Lozano Smith will continue to represent Sierra Joint Community College District and will not, without further written consent from Sierra Joint Community College District, represent Western Placer Unified School District.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

By: _____

Dated: 10/20/12

5.7.4

Rule 3-310 Avoiding the Representation of Adverse Interests

(A) For purposes of this rule:

(1) "Disclosure" means informing the client or former client of the relevant circumstances and of the actual and reasonably foreseeable adverse consequences to the client or former client;

(2) "Informed written consent" means the client's or former client's written agreement to the representation following written disclosure;

(3) "Written" means any writing as defined in Evidence Code section 250.

(B) A member shall not accept or continue representation of a client without providing written disclosure to the client where:

(1) The member has a legal, business, financial, professional, or personal relationship with a party or witness in the same matter; or

(2) The member knows or reasonably should know that:

(a) the member previously had a legal, business, financial, professional, or personal relationship with a party or witness in the same matter; and

(b) the previous relationship would substantially affect the member's representation; or

(3) The member has or had a legal, business, financial, professional, or personal relationship with another person or entity the member knows or reasonably should know would be affected substantially by resolution of the matter; or

(4) The member has or had a legal, business, financial, or professional interest in the subject matter of the representation.

(C) A member shall not, without the informed written consent of each client:

(1) Accept representation of more than one client in a matter in which the interests of the clients potentially conflict; or

(2) Accept or continue representation of more than one client in a matter in which the interests of the clients actually conflict; or

(3) Represent a client in a matter and at the same time in a separate matter accept as a client a person or entity whose interest in the first matter is adverse to the client in the first matter.

(D) A member who represents two or more clients shall not enter into an aggregate settlement of the claims of or against the clients without the informed written consent of each client.

(E) A member shall not, without the informed written consent of the client or former client, accept employment adverse to the client or former client where, by reason

of the representation of the client or former client, the member has obtained confidential information material to the employment.

(F) A member shall not accept compensation for representing a client from one other than the client unless:

(1) There is no interference with the member's independence of professional judgment or with the client-lawyer relationship; and

(2) Information relating to representation of the client is protected as required by Business and Professions Code section 6068, subdivision (e); and

(3) The member obtains the client's informed written consent, provided that no disclosure or consent is required if:

(a) such nondisclosure is otherwise authorized by law; or

(b) the member is rendering legal services on behalf of any public agency which provides legal services to other public agencies or the public.

Discussion:

Rule 3-310 is not intended to prohibit a member from representing parties having antagonistic positions on the same legal question that has arisen in different cases, unless representation of either client would be adversely affected.

Other rules and laws may preclude making adequate disclosure under this rule. If such disclosure is precluded, informed written consent is likewise precluded. (See, e.g., Business and Professions Code section 6068, subdivision (e).)

Paragraph (B) is not intended to apply to the relationship of a member to another party's lawyer. Such relationships are governed by rule 3-320.

Paragraph (B) is not intended to require either the disclosure of the new engagement to a former client or the consent of the former client to the new engagement. However, both disclosure and consent are required if paragraph (E) applies.

While paragraph (B) deals with the issues of adequate disclosure to the present client or clients of the member's present or past relationships to other parties or witnesses or present interest in the subject matter of the representation, paragraph (E) is intended to protect the confidences of another present or former client. These two paragraphs are to apply as complementary provisions.

Paragraph (B) is intended to apply only to a member's own relationships or interests, unless the member knows that a partner or associate in the same firm as the member has or had a relationship with another party or witness or has or had an interest in the subject matter of the representation.

Subparagraphs (C)(1) and (C)(2) are intended to apply to all types of legal employment, including the concurrent representation of multiple parties in litigation or in a single transaction or in some other common enterprise or legal relationship. Examples of the latter include the formation of a partnership for several partners or a corporation for

several shareholders, the preparation of an ante-nuptial agreement, or joint or reciprocal wills for a husband and wife, or the resolution of an "uncontested" marital dissolution. In such situations, for the sake of convenience or economy, the parties may well prefer to employ a single counsel, but a member must disclose the potential adverse aspects of such multiple representation (e.g., Evid. Code, §962) and must obtain the informed written consent of the clients thereto pursuant to subparagraph (C)(1). Moreover, if the potential adversity should become actual, the member must obtain the further informed written consent of the clients pursuant to subparagraph (C)(2).

Subparagraph (C)(3) is intended to apply to representations of clients in both litigation and transactional matters.

In *State Farm Mutual Automobile Insurance Company v. Federal Insurance Company* (1999) 72 Cal.App.4th 1422 [86 Cal.Rptr.2d 20], the court held that subparagraph (C)(3) was violated when a member, retained by an insurer to defend one suit, and while that suit was still pending, filed a direct action against the same insurer in an unrelated action without securing the insurer's consent. Notwithstanding State Farm, subparagraph (C)(3) is not intended to apply with respect to the relationship between an insurer and a member when, in each matter, the insurer's interest is only as an indemnity provider and not as a direct party to the action.

There are some matters in which the conflicts are such that written consent may not suffice for non-disciplinary purposes. (See *Woods v. Superior Court* (1983) 149 Cal.App.3d 931 [197 Cal.Rptr. 185]; *Klemm v. Superior Court* (1977) 75 Cal.App.3d 893 [142 Cal.Rptr. 509]; *Ishmael v. Millington* (1966) 241 Cal.App.2d 520 [50 Cal.Rptr. 592].)

Paragraph (D) is not intended to apply to class action settlements subject to court approval.

Paragraph (F) is not intended to abrogate existing relationships between insurers and insureds whereby the insurer has the contractual right to unilaterally select counsel for the insured, where there is no conflict of interest. (See *San Diego Navy Federal Credit Union v. Cumis Insurance Society* (1984) 162 Cal.App.3d 358 [208 Cal.Rptr. 494].) (Amended by order of Supreme Court, operative September 14, 1992; operative March 3, 2003.)

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:
Ratification of Agreement with Rainforth Grau Architects for Architectural and Engineering Services for Site Master Planning of Creekside Oaks Elementary School

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Heather Steer, Facilities Coordinator

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Restricted Facilities Funds 35

MEETING DATE:
November 6, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

The attached agreement is with Rainforth Grau Architects for site master planning services at Creekside Oaks Elementary School. The cost of this project is not to exceed $29,000.00. The concept of master planning this school site is to find the most efficient and esthetic way to place the maximum amount of portable classrooms to accommodate future student enrollment, while maintaining blacktop and field. In addition, the site will need to be planned to provide adequate services to students in the form of multi-purpose and administration facilities. Services were initiated per Board direction regarding solutions to house students from surrounding "Village" development areas. Once a conceptual drawing is completed, it will be brought to the Board of Trustees for approval.

This agreement falls under the scope of the Master Contract with Rainforth Grau Architects that was approved by the Board of Trustees in June of 2012.

RECOMMENDATION:

Board of Trustees ratify agreement with Rainforth Grau Architects for Creekside Oaks Elementary School Master Plan.

AGREEMENT BETWEEN CLIENT AND ARCHITECT

FOR CALIFORNIA SCHOOL PROJECTS

This AGREEMENT, made in 2 copies on the 5th day of October, 2012, By and Between the Western Placer Unified School District of Placer County, California, hereinafter called the CLIENT and Michael Rainforth ▪ Jeffrey Grau ▪ Architects, A Professional Corporation, hereinafter called the ARCHITECT.

For the Following PROJECT:

12-1099 Creekside Oaks Elementary School Master Plan.

NOW THEREFORE, The Client and Architect agree as follows:

1. BASIC SERVICES OF THE ARCHITECT:

A. Master Planning

(1) The Architect shall review the program furnished by the Client to ascertain the requirements of the project and shall review the understanding of such requirements with the Client.

(2) The Architect shall prepare Master Plan design studies and site utilization plans leading to a recommended solution together with a general description of the project for approval by the Client.

(3) Issues for the Master Plan to address:

1. Maximize the number of portables the site will support
2. Plan in additional staff and student toilets to support the new ADA
3. List current and proposed CDE standards for site utilization
4. Plan for replacement of existing Multipurpose Room with permanent Multipurpose Room
5. Address safe student drop-off for additional ADA

2. EMPLOYEES AND CONSULTANTS

The Architect as part of the basic professional services shall furnish at his expense the services of architects and staff in the various aspects of the master plan design. The services of structural, mechanical, electrical, civil engineers and landscape architect will not be used in the development of the master plan.

3. THE CLIENT'S RESPONSIBILITIES

A. The Client shall provide full information as to the requirements and educational program of the project, including realistic budget limitations and scheduling.

B. The Client shall furnish a certified survey of the site, if required.

C. The Client shall furnish environmental investigations, studies and reports required to meet California Environment Quality Act (CEQA) requirements.

D. The Client shall furnish all legal advice and services required for the project.

E. The Client shall notify the Architect of administrative procedures required and name a representative authorized to act in its behalf. The Client shall promptly render decisions pertaining thereto to avoid unreasonable delay in the progress of the project. The Client shall observe the procedure of issuing any orders to contractors only through the Architect.

4. ARCHITECTS COMPENSATION

For Architect's Services, compensation shall be computed as follows:

Hourly Billing Rates with Not-to-Exceed Maximum: Compensation for services rendered by principals and employees shall be based upon the rates as stated on the Architect's Fee Schedule "V" (attached). This schedule of billing rates is subject to annual adjustments by the Architect, whereby the Architect shall inform the District, in writing, of said adjustment, if any, which shall then be the prevailing rates, applied to the Project(s) so authorized. Rates for Consultant services shall be based on their normal hourly rates.

The Not-to-Exceed maximum for this project is $29,000 based on scope, schedule and services described above. Significant changes resulting in additional work may require additional fee.

5. PAYMENTS TO THE ARCHITECT

Payments on account of the agreed compensation in Article 4 shall be made upon presentation of Architect's monthly Invoice and Statement which will detail services rendered and expenses incurred by the Architect during the previous month's work. Payments to the Architect are due upon receipt and payable within 35 calendar days.

6. TERMINATION OF AGREEMENT

A. The Client may terminate the Agreement on thirty (30) days written notice to the Architect for any reason provided that the Architect is compensated for all services completed to date in accordance with Section 6. B.

B. In the event of such termination, the Client shall pay the Architect as full payment for all services performed and all expenses incurred under this agreement an amount the sum total of which bears the same ratio to the total fee otherwise payable under this agreement as the services actually

rendered hereunder by the Architect bear to the total services necessary for the full performance of this agreement, plus any sums due the Architect for extra services agreed upon. In ascertaining the services actually rendered hereunder up to the date of termination of this agreement, consideration shall be given to both completed work and work in process of completion and to complete and incomplete drawings and other documents whether delivered to the Client or in the possession of the Architect. Notwithstanding any termination of the agreement or notice thereof, questions in dispute may be submitted to arbitration under the rules of American Arbitration Association and California state laws.

7. OWNERSHIP OF DOCUMENTS

The plans, specifications, and estimates shall be and remain the property of the Client, pursuant to Section 17316 of the Education Code.

8. ADDITIONAL SERVICES

When services not noted above are found necessary or desirable, Architect shall present a written proposal listing the specific additional services and fee associated therewith. Client's signature applied thereto will indicate acceptance of Architect's proposal for Additional Services.

9. LIMITATION OF LIABILITY

The Client agrees to limit the Architect's liability to the Client and all construction contractors and subcontractors on the Project arising from Architect's professional acts, errors or omissions, such that the total aggregate liability of Architect to all those named shall not exceed $50,000. The Architect shall carry insurance to protect himself from claims of professional errors and omissions during periods of construction and for three years after filing of the Notice of Completion, upon which time, Architects' liability shall cease.

10. AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) provides that it is a violation of the ADA to design and construct a facility that does not meet the accessibility and usability requirements of the ADA except where an entity can demonstrate that it is structurally impractical to meet such requirements. The ADA also provides that alterations to a facility must be made in such a manner that, to the maximum extent feasible, the altered portions of the facility are readily accessible to and by individuals with disabilities. The Client acknowledges that the requirements of the ADA will be subject to various and possibly contradictory interpretations. The Architect therefore, will use his reasonable professional efforts to interpret applicable ADA requirements and other federal, state and local laws, rules, codes, ordinances and regulations as they apply to the project. The Architect, however, cannot and does not warrant or guarantee that the Client's project will comply with interpretations of ADA requirements and/or requirements of other federal, state and local laws, rules, codes, ordinances and regulations as they apply to the project.

11. ACCEPTANCE BY CLIENT

5.8.3

A. If this Agreement and Proposal are not accepted by the Client within 45 calendar days, the Architect may declare them void.

B. If the start of services are delayed more than 45 calendar days, through no fault of the Architect, the Architect may declare the Agreement and Proposal void or seek additional compensation.

C. If services are suspended for more than 30 calendar days, through no fault of the Architect, the Architect may seek additional compensation.

12. ADDITIONAL PROVISIONS

The following amendments and/or additions are made a part of this agreement and shall be given effect notwithstanding any other provision contained herein:

a. There are no additional provisions to this Agreement.

The Client and Architect hereby agree to the full performance of the covenants contained herein.

IN WITNESS WHEREOF, the CLIENT and the ARCHITECT have executed this agreement the day and the year first above written.

ARCHITECT:
Timothy R. DeWitt
Rainforth ▪ Grau ▪ Architects
2407 J Street, Suite 202
Sacramento, CA 95816

CLIENT:
Western Placer Unified School District
Placer County
600 Sixth Street, Suite 400
Lincoln, CA 95648

5.8.4

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:
Ratification of Agreement with Rainforth Grau Architects for Architectural and Engineering Services for Site Master Planning of Carlin C Coppin Elementary School

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Heather Steer, Facilities Coordinator

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Restricted Facilities Funds 35

MEETING DATE:
November 6, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

The attached agreement is with Rainforth Grau Architects for site master planning services at Carlin C. Coppin Elementary School. The cost of this project is not to exceed $27,000.00. The concept of master planning this school site is to find the most efficient and esthetic way to place the maximum amount of portable classrooms to accommodate future student enrollment, while maintaining blacktop and field. Services were initiated per Board direction regarding solutions to house students from surrounding "Village" development areas. Once a conceptual drawing is completed, it will be brought to the Board of Trustees for approval.

This agreement falls under the scope of the Master Contract with Rainforth Grau Architects that was approved by the Board of Trustees in June of 2012.

RECOMMENDATION:

Board of Trustees ratify agreement with Rainforth Grau Architects for Carlin C Coppin Elementary School Master Plan.

AGREEMENT BETWEEN CLIENT AND ARCHITECT

FOR CALIFORNIA SCHOOL PROJECTS

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For the Following PROJECT:

12-1098 Carlin C. Coppin Elementary School Master Plan.

NOW THEREFORE, The Client and Architect agree as follows:

1. BASIC SERVICES OF THE ARCHITECT:

   A. Master Planning

      (1) The Architect shall review the program furnished by the Client to ascertain the requirements of the project and shall review the understanding of such requirements with the Client.

      (2) The Architect shall prepare Master Plan design studies and site utilization plans leading to a recommended solution together with a general description of the project for approval by the Client.

      (3) Issues for the Master Plan to address:

         1. Maximize the number of portables the site will support
         2. Plan in additional staff and student toilets to support the new ADA
         3. Current and proposed CDE standards for site utilization
         4. Address safe student drop-off for additional ADA

2. EMPLOYEES AND CONSULTANTS

   The Architect as part of the basic professional services shall furnish at his expense the services of architects and staff in the various aspects of the master plan design. The services of structural, mechanical, electrical, civil engineers and landscape architect will not be used in the development of the master plan.

3. THE CLIENT'S RESPONSIBILITIES

   A. The Client shall provide full information as to the requirements and educational program of the project, including realistic budget limitations and scheduling.

5.9.1

B. The Client shall furnish a certified survey of the site, if required.

C. The Client shall furnish environmental investigations, studies and reports required to meet California Environment Quality Act (CEQA) requirements.

D. The Client shall furnish all legal advice and services required for the project.

E. The Client shall notify the Architect of administrative procedures required and name a representative authorized to act in its behalf. The Client shall promptly render decisions pertaining thereto to avoid unreasonable delay in the progress of the project. The Client shall observe the procedure of issuing any orders to contractors only through the Architect.

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The Not-to-Exceed maximum for this project is $27,000 based on scope, schedule and services described above. Significant changes resulting in additional work may require additional fee.

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Payments on account of the agreed compensation in Article 4 shall be made upon presentation of Architect's monthly Invoice and Statement which will detail services rendered and expenses incurred by the Architect during the previous month's work. Payments to the Architect are due upon receipt and payable within 35 calendar days.

6. TERMINATION OF AGREEMENT

A. The Client may terminate the Agreement on thirty (30) days written notice to the Architect for any reason provided that the Architect is compensated for all services completed to date in accordance with Section 6. B.

B. In the event of such termination, the Client shall pay the Architect as full payment for all services performed and all expenses incurred under this agreement an amount the sum total of which bears the same ratio to the total fee otherwise payable under this agreement as the services actually rendered hereunder by the Architect bear to the total services necessary for the full performance of this agreement, plus any sums due the Architect for extra services agreed upon. In ascertaining the services actually rendered hereunder up to the date of termination of this

agreement, consideration shall be given to both completed work and work in process of completion and to complete and incomplete drawings and other documents whether delivered to the Client or in the possession of the Architect. Notwithstanding any termination of the agreement or notice thereof, questions in dispute may be submitted to arbitration under the rules of American Arbitration Association and California state laws.

7. OWNERSHIP OF DOCUMENTS

The plans, specifications, and estimates shall be and remain the property of the Client, pursuant to Section 17316 of the Education Code.

8. ADDITIONAL SERVICES

When services not noted above are found necessary or desirable, Architect shall present a written proposal listing the specific additional services and fee associated therewith. Client's signature applied thereto will indicate acceptance of Architect's proposal for Additional Services.

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The Client agrees to limit the Architect's liability to the Client and all construction contractors and subcontractors on the Project arising from Architect's professional acts, errors or omissions, such that the total aggregate liability of Architect to all those named shall not exceed $50,000. The Architect shall carry insurance to protect himself from claims of professional errors and omissions during periods of construction and for three years after filing of the Notice of Completion, upon which time, Architects' liability shall cease.

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The Americans with Disabilities Act (ADA) provides that it is a violation of the ADA to design and construct a facility that does not meet the accessibility and usability requirements of the ADA except where an entity can demonstrate that it is structurally impractical to meet such requirements. The ADA also provides that alterations to a facility must be made in such a manner that, to the maximum extent feasible, the altered portions of the facility are readily accessible to and by individuals with disabilities. The Client acknowledges that the requirements of the ADA will be subject to various and possibly contradictory interpretations. The Architect therefore, will use his reasonable professional efforts to interpret applicable ADA requirements and other federal, state and local laws, rules, codes, ordinances and regulations as they apply to the project. The Architect, however, cannot and does not warrant or guarantee that the Client's project will comply with interpretations of ADA requirements and/or requirements of other federal, state and local laws, rules, codes, ordinances and regulations as they apply to the project.

11. ACCEPTANCE BY CLIENT

A. If this Agreement and Proposal are not accepted by the Client within 45 calendar days, the Architect may declare them void.

B. If the start of services are delayed more than 45 calendar days, through no fault of the Architect, the Architect may declare the Agreement and Proposal void or seek additional compensation.

C. If services are suspended for more than 30 calendar days, through no fault of the Architect, the Architect may seek additional compensation.

12. ADDITIONAL PROVISIONS

The following amendments and/or additions are made a part of this agreement and shall be given effect notwithstanding any other provision contained herein:

a. There are no additional provisions to this Agreement.

The Client and Architect hereby agree to the full performance of the covenants contained herein.

IN WITNESS WHEREOF, the CLIENT and the ARCHITECT have executed this agreement the day and the year first above written.

ARCHITECT:
Timothy R. DeWitt
Rainforth ▪ Grau ▪ Architects
2407 J Street, Suite 202
Sacramento, CA 95816

CLIENT:
Western Placer Unified School District
Placer County
600 Sixth Street, Suite 400
Lincoln, CA 95648

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5.9.4

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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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:
California Association for the Gifted ~
Give Star School Program Award Application

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Mary Boyle

ENCLOSURES:
CAG Five Star School Award Application

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
None

MEETING DATE:
November 6, 2012

ROLL CALL REQUIRED:
None

BACKGROUND:

Western Placer Unified School District administration and staff have done an exemplary job of expanding Gifted and Talented Education (GATE) programming over the past several years. The California Association for the Gifted offers opportunities for recognition of GATE efforts through its Five Star School Program for the Gifted Award. WPUSD is applying for that prestigious award.

RECOMMENDATION:

Approve submission of CAG Five Star School Program Award for Western Placer Unified School District and acceptance of a visitation by the CAG Five Star Team.

WESTERN PLACER
UNIFIED SCHOOL DISTRICT
600 Sixth St, Suite 400, Lincoln CA 95648
Ph:(916)645-6350 • Fax: (916)645-6356

Board of Trustees: Paul Long
Brian Haley
Paul Carras
Kris Wyatt
Damian Armitage

Superintendent: Scott Leaman

California Association for the Gifted
CAG Five Star Application
CAG Office
9278 Madison Avenue
Orangevale, CA 95662

October 31, 2012

Dear CAG Five Star Application Review Committee:

Please find enclosed our Western Placer Unified School District application for the CAG Five STAR Award.

We are extremely proud of our accomplishments as a district over the last five years in the area of GATE Education and desire to bring such to the attention of the California Association for the Gifted and to the greater Sacramento community. We are honored to have the opportunity to apply for this award.

If you have any questions, please feel free to contact me. I am extremely proud of our district, site, administrative and teacher efforts toward developing and increasing our GATE programs.

Most sincerely,

Mary Boyle
Deputy Superintendent Educational Services

5,10,1

California Association for the Gifted

Five Star School Program for the Gifted



District Name: Western Placer Unified School District

District Address: 600 6th Street, Suite 400

District City: Lincoln State: CA Zip: 95648

Contact Person: Mary Boyle, Deputy Supt Ed Services

Email Address: mboyle@wpusd.k12.ca.us

Work Phone: 916-645-6350 Cell Phone: 916-580-9713

1. ***Gifted Program Statistics (attach spreadsheets with information):***
   a. Number of years granted by CDE in 2008 for GATE Application
   b. Number of gifted students
   c. Composition of population (academic, economic, cultural, linguistic diversity)
   d. Describe coordination of the gifted program-responsibilities and communication:

   e. Describe teachers of the gifted (how teachers are selected, educated to teach the gifted, assessed, etc.):

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2. ***Gifted Program Description***
   a. Type of services provided:
      i. Differentiated curriculum (describe the elements that differentiate the curriculum, how curriculum was designed, etc.):

      ii. Professional development experiences provided to educators:

      iii. Parent Involvement:

3. ***Involvement with CAG (This information is not mandatory):***
   - ***a.*** Number of teachers that are current CAG members: _____
   - ***b.*** Number of teachers in attendance at CAG functions: _____

4. ***Define why the school's gate program should be considered to be exemplary/outstanding (No more than 250 words):***

5. ***Describe the relationship and potential impact of the gifted program on general education (no more than150 words):***

6. ***Attachments:***
   - ***a.*** GATE Plan
   - ***b.*** Approval of the board of education to submit the application to be recognized as a Five Star School Program
   - ***c.*** Acceptance of a visitation by the CAG Five Star Team

Please mail completed application before October 31, 2012 to:

CAG Five Star Application
CAG Office
9278 Madison Avenue
Orangevale, CA 95662

California Association for the Gifted

Five Star School Program for the Gifted

#1. Gifted Program Statistics

A. Number of years granted by CDE in 2008 for GATE Application:

Six years

B. Number of Gifted Students:

409 of 6450 total K/12 students (identification starts in the spring of grade 1 for grade 2)

C. Composition of Population:

See attached spreadsheet

D. Coordination of the Gifted Program:

Coordination of the Gifted Program comes under the responsibilities of the Deputy Superintendent for Educational Services, Mary Boyle. With responsibility for providing instructional, curricular, and professional development leadership and support for all eleven schools in the Western Placer Unified School District, Ms. Boyle works with site administrators, teaching staff and parents to identify priorities, goals, programs, budgets and strategies to support GATE programs. There has been a strong emphasis on GATE programming under her leadership; site leadership for GATE programs and GATE education is fostered and supported through the District office.

E. Teachers of the Gifted:

The District began its GATE programs years ago through one interested and motivated elementary teacher who taught a self-contained 3rd – 5th grade GATE magnet classroom at First Street School. That class was supported through the efforts of Ruben Ayala, Principal, and by Scott Leaman, then Assistant Superintendent. When Ms. Boyle became principal of Glen Edwards Middle School in 2001, she brought GATE education to the middle school, initiating the Performing Arts Academy, a looping GATE program. When she became Deputy Superintendent in 2006, Ms. Boyle initiated an expansion of the elementary program, renamed the Elementary Academy, and then in 2007, GATE Professional Development to interested teachers. Teachers who were interested in teaching in either the Elementary Academy or the Performing Arts Academy were encouraged to apply. Over time, more and more District teachers desired GATE training, and the professional development series were initated. (Please see Section 2.a.2 for details)

5.10.4

#2. GATE Program Description

Type of services provided:

i. Differentiated curriculum

As a result of over 55 of our approximately 170 K/8 core teachers attending GATE Professional Development, and over 35 receiving GATE Certification through the Capitol Regional GATE Consortium or through Fresno Pacific University, both our magnet GATE program teachers and our traditional cluster GATE program teachers utilize differentiated curriculum on a regular basis. Through Nancy Craig's resources, teachers have established classrooms that are responsive to the varied readiness levels and learning profiles of their students. Teachers learned how to develop curriculum specific to GATE children's needs, and how to enrich current curriculum to extend it to address higher order thinking skills through the GATE and Differentiation Professional Development that the District provided through Nancy Craig, Dr. Barbara Branch, and others. Teams of teachers have worked together to take the theory and strategies that they learned and adapt it to self-selected units of study. Teachers have differentiated instructional objectives, curriculum, instructional techniques, and entire units of study.

With regard to presenting thoughtful questions to students, many GATE-trained teachers use the "Traffic Light Analogy", identifying "Green Level" (basic knowledge) questions; "Yellow Level" (understanding and application) questions; and "Red Level" (critical thinking) questions when planning their units of study. As we have begun the transition to Common Core State Standards, teachers have identified that the Depth of Knowledge levels (Webb) in the Common Core are analogous to the "Traffic Light Analogy" – allowing for an easy transition to Common Core.

Our WPUSD Gate-trained teachers also use the GATE icons, both as visual reminders, lesson organizers, and instructional techniques to address depth in their teaching. Attending to the Study of Disciplines, Details, patterns, Trends, Unanswered Questions, Rules, Ethics, and Big Ideas, teachers in grades K – 8 have found that they can easily differentiate curriculum to meet student needs through addressing this depth of questioning. Again, this has provided an easy transition to the Depth of Knowledge (DOK) of the new Common Core State Standards.

Teachers also use the Unit or Lesson Planning Frames for differentiation. Applying the GATE icons to the frame is another easy way for teachers to provide for differentiation to meet the needs of their GATE and other learners in their classrooms.

In addition to differentiating curriculum within the regular classroom environment (which is done in our traditional classrooms with GATE clusters as well as in our magnet GATE/High Achiever programs), curriculum is often accelerated to meet student needs. Students who are GATE-identified often complete the required standards and/or coursework at an accelerated rate and then are allowed and encouraged to advance into a higher course of study. At our Elementary Academy (grades 2 – 5), students are often working two and three years above grade level; at our Performing Arts Academy (grades 6 – 8) students take advanced courses in Math and English Language Arts.

ii. Professional Development

Western Placer Unified School District made a commitment to GATE Professional Development beginning with the 2007 – 2008 school year. At that time, we offered our first GATE PD Series. Dr. Barbara Branch and Nancy Craig assisted us with that effort, and a series of Friday night/Saturday workshop classes were offered over the course of the year. Registration for our teachers was free and Professional Development local units of credit or payment were offered for attending, as well as university credit at the teachers' expense. We prioritized our own district teachers, but we opened available spaces to other teachers in Placer and Sacramento Counties as well. The popularity of the first series caused us to offer the program again in 2008 – 2009. During the 2009 – 2010 school year, we concentrated on supporting teachers with their implementation of GATE and differentiation techniques, offering "GATE Reunions" by freeing teachers up with a substitute in their classes and coming together with the assistance of Nancy Craig to develop units of study of their own choice. We had interest for additional Professional Development in 2010 – 2011, so we again offered the GATE series, expanding it to include the possibility of Differentiation Certification.

As a result of our concentrated efforts at GATE Professional Development, over 55 Western Placer Unified School District teachers have attended our series, with most completing the GATE and/or Differentiation Certification. This has resulted in a HUGE change of focus within our classrooms, as the expectations for student learning have increased and the understanding of the needs of GATE students has improved as well. Because of our intensive GATE work, our teachers are finding the transition to the Common Core State Standards (CCSS) to be the next "natural step" in addressing student learning needs, with great understanding of the Depth of Knowledge (DOK) levels on which the CCSS are based.

iii. Parent Involvement

Parents are continuously involved in our GATE Programs. In addition to the instruction during the day (in which many parent volunteers are involved), we offer after-school programs that are parent supported. Odyssey of the Mind and Destination Imagination programs have been parent-led and parent-supported at several of our elementary schools. Science Olympiad has been parent-led and parent-supported at one of our middle schools. Additionally, parents serve as classroom speakers, volunteer tutors, attend parent-teacher conferences, advise our schools through our Site Based Leadership Teams, and attend informational nights on our GATE Programs.

3. Involvement with CAG

It is unknown exactly how many teachers are currently CAG members. Several WPUSD teachers have attended CAG conferences in the past, but as budgets have tightened, we have used our very limited GATE resources to support district-offered professional development in order to meet the needs of more teachers with less funding.

5.10.8

4. Why WPUSD's GATE Program is Exemplary

The GATE program in Western Placer Unified School District should be considered exemplary because of its depth and breadth. Over the past five years, we have expanded our teachers' understanding of the needs of GATE learners; we have had approximately 50% of our core teachers in grades K – 5 and approximately 30% of our teachers in grades 6 - 8 attend GATE and Differentiation Certification Professional Development; we have expanded our GATE programs to include both district magnet classrooms in grades 2 – 8 and GATE cluster classrooms and Honors classrooms in grades 2 – 8; we have better defined our identification process of GATE learners, including parents in that process; and we have offered greater outreach and support to GATE parents. In spite of the constricting budget, we have continued to enhance, deepen, broaden and in all ways expand our GATE offerings to students and their families. We have moved beyond our previous program of one teacher at elementary school and three at middle school addressing the needs of GATE learners with little or no training but huge hearts and great passion, to a systematic GATE-based offering of excellent educational opportunities for children across seven elementary schools and two middle schools, with administrative support and understanding for the program. Our teachers now truly understand GATE children and their needs – and the needs of their families. As a district, we are now much more responsive and successful in meeting those needs.

5. Impact of the GATE Program on General Education

Words are nearly insufficient to describe the impact of the GATE program on general education in our district. Prior to 2007 – 2008, if parents of GATE children weren't willing to enroll their children in a single magnet GATE classroom "across town" in elementary school, there simply weren't many services available to GATE children. With our expansion of our GATE program, and our understanding that many parents want their child in a "traditional" classroom, clustered with like-peers, we provided professional development to our teachers to enable them to meet the needs of the GATE learners in their classrooms. As our teachers developed their understanding and professional skills in addressing the needs of GATE children, they found that the differentiation strategies that they were learning for GATE children were really applicable to all children, and as they provided scaffolding to meet advanced learners' needs, they could similarly provide scaffolding to provide struggling learners' needs. As we added Differentiation Certification to our GATE Certification options, more teachers understood the value of differentiation and have applied those techniques to their English learners, their students on 504 Plans or IEPs, their children from poverty, and other significant subgroups of learners ~ and as a result of this and other district efforts, our District achievement scores have soared! As a Title I District with more than 35% of our students in poverty, and with schools where 50% - 70% of the students are in poverty, 9 of our 11 schools and our district now have API's of over 800! Five years ago, we had only 2 of our 9 schools with API's over 800, and those were our newest "suburban" schools. GATE Professional Development and the implementation of GATE educational practices has had a huge impact on our district, greatly contributing to the increased learning of our students.

5.10.10

1. GIFTED PROGRAM STATISTICS

	Total Students	GATE	Free/ Reduced	Non-Hispanic	Hispanic	IFEP/ RFEP
Western Placer Unified	6455	6%	34%	71%	29%	6%
WPUSD GATE	409	N/A	14%	81%	19%	11%

	Teachers Core K/5	Teachers 6/8
Western Placer Unified	119	50
Participated in GATE PD	45	10

NOTE: We have made advancements in equalizing the percentages of students identified as GATE across our significant subgroups ~ as evidenced by our IFEP/RFEP GATE-identified students. We realize that we need to continue efforts in this area.

5.10.11

Attachments

- Board Approval to Submit the Application re Five Star School Program
- District GATE Plan
- Board Acceptance of a Visitation by the CAG Five Star Team
- Past Sample Flyers re Parent Information and Professional Development

5.10.12

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:
California Association for the Gifted ~
Give Star School Program Award Application

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Mary Boyle

ENCLOSURES:
CAG Five Star School Award Application

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
None

MEETING DATE:
November 6, 2012

ROLL CALL REQUIRED:
None

BACKGROUND:

Western Placer Unified School District administration and staff have done an exemplary job of expanding Gifted and Talented Education (GATE) programming over the past several years. The California Association for the Gifted offers opportunities for recognition of GATE efforts through its Five Star School Program for the Gifted Award. WPUSD is applying for that prestigious award.

RECOMMENDATION:

Approve submission of CAG Five Star School Program Award for Western Placer Unified School District and acceptance of a visitation by the CAG Five Star Team.

5.10.13

Gifted and Talented Education (GATE) Program Application

Send original to be postmarked by June 15, 2007, to:
GATE Program
Mathematics and Science Leadership Office
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814-5901
Information:
Application: (916) 323-5847 Program: (916) 323-5505

LEA Name and Mailing Address:
Western Placer Unified School District
810 J Street
Lincoln CA 95768
County: Placer
County-District Code: 31- 66951

Person Completing Application:
Printed Name: Mary Boyle
Title: Assistant Superintendent Education Services
Phone: 916-645-6350 Ext.:
Fax: 916-645-6356 E-mail: boylemar@wpusd.k12.ca.us

Local Governing Board Approval:
The local governing board has determined the most appropriate educational program for participating students (California *Education Code [EC]* Section 52206).

Date or anticipated date of local governing board approval of GATE application: June 5, 2007

Superintendent's Signature and Certification:
I hereby certify that all applicable state and federal rules and regulations will be observed in the expenditure of GATE funds and that to the best of my knowledge the information herein is accurate and complete.

Scott Leaman
Printed Name of Superintendent
Phone: 916-645-6350 Ext.:
Fax: 916-645-6356 E-mail: s_leaman@wpusd.k12.ca.us

Signature of Superintendent Date

Parent Participation:
The district's plan includes procedures for ensuring continuous parent participation in recommending policy for planning, evaluating, and implementing the district GATE program (*CCR*, Title 5 Regulations, Section 3831[j]).

Optional: Signature of parent member on District GATE Advisory Committee or School Site Council.

Signature Date

Check all that apply:
- ☐ LEA application includes one or more charter schools
- ☐ GATE included in School-Based Coordinated Programs
- ☐ LEA participates in GATE Consortium: Lead _____
- ☐ Indirect costs do not exceed 3 percent.

District Enrollment: 5608 **Number of GATE Students:** 167
Grade Levels: K-12 __ **K-8** __ **K-6** __ **9-12** __ **Other :** Grades 2 - 12

For CDE Office Use Only:
- ☐ Budget explanation
- ☐ Excessive carryover
- ☐ Meets Standards for: 1-Year 2-Year 3-Year 5-Year
- ☐ Denied _____
- ☐ Resubmitted _____

Reviewer(s) _____ Date _____

5.10.14

LEA Name: **Western Placer Unified School District**

31 (COUNTY CODE) - 66951 (DISTRICT CODE)

Proposed Budget Plan for 2007-08

Code	Classification	GATE Apportionment	Other Funding	Explanation
1000	Certificated Personnel Salaries	19,000 4,000		Teachers for enrichment after-school programs at each of 11 school sites; Site GATE Coordinators for specialized programs such as Odyssey of the Mind, Science Olympiad and History Day
2000	Classified Personnel Salaries	0		
3000	Employee Benefits	7000		Statutory payroll for certificated salaries above
4000	Book and Supplies (including computer software)	3956		Supplies for GATE sponsored after-school program and middle school/high school enrichment activities
5000	Other Services and Other Operating Expenditures	7000		Fees for Odyssey of the Mind and other similar competitions; Consultant Fees for GATE staff development
	Subtotal	**40956**		
6000	Other Capital Outlay (including computer equipment)	0		
7000	Indirect Costs (maximum of 3 percent, excludes Capital Outlay)	1266		
	TOTAL PROPOSED BUDGET	**42222**		
	Amount of GATE Carryover funds and description of how carryover will be spent	10000		Carryover funds will be used to expand and support our current GATE after-school offerings for students; see above.

School-Based Coordinated Programs

If LEA includes GATE in any site-level School-Based Coordinated Programs (SBCPs), please provide the names of the schools participating and the amount of GATE funds allocated to each site. Attach additional lists as needed.

School	GATE Funds		School	GATE Funds

5.10.15



5/10/16

LEA Name: Western Placer Unified School District | 31 COUNTY CODE | 66951 DISTRICT CODE

GATE PROGRAM SERVICES

Local educational agencies (LEAs) that elect to provide GATE programs may establish programs for gifted and talented pupils consisting of special day classes, part-time groupings, and cluster groupings. Programs must be planned and organized as an integrated differentiated learning experience within the regular school day and may be augmented or supplemented with other differentiated activities related to the core curriculum including independent study, acceleration, postsecondary education, and enrichment. All programs, including creative, visual, and performing arts programs must provide participating pupils with an academic component. (*EC* 52206) Please indicate the GATE program services the district will provide by placing a check mark in the boxes below. Provide a brief description of each service provided.

PROGRAM SERVICES (Select at least one)	Primary	Upper Elementary	Middle School	High School
Special Day Classes:	X	X	X	
Part-time Groupings:	X	X	X	X
Cluster Groupings:	X	X	X	X
OTHER PROGRAM SERVICES				
Acceleration:	X	X	X	X
Honors:				X
Advanced Placement:				X
International Baccalaureate:				
Independent Study:				
Postsecondary Education:				X
Enrichment (Pull-out/Before/After School/Saturday Classes):	X	X	X	
Services for Underachieving, Linguistic and Culturally Diverse, and Economically Disadvantaged Pupils				
Other (i.e., Special Counseling, Instructional Activities, Seminars):				

STUDENT IDENTIFICATION CATEGORIES

LEAs are required to use one or more categories for identifying gifted and talented students' demonstrated or potential abilities that provide evidence of high performance capability including: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent. (*EC* 52202) For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board must concentrate part of its curriculum on providing pupils with an academic component. (*EC* 52206[c]) Please indicate the GATE student identification categories the LEA will use by checking one or more categories listed below:

Intellectual Ability _X__	High Achievement __X__	Specific Academic Ability ____	Leadership Ability ____
Creative Ability __X	Visual and Performing Arts ____	Other ____	

10.15.07

LEA Name: **Western Placer Unified School District** 31 – 66951
COUNTY CODE DISTRICT CODE

PROGRAM NARRATIVE

I. Provide a brief overview of your district, i.e., location; enrollment; number and type of schools; ethnicity, language and socioeconomic factors; and other information as determined. Provide a brief overview of the district's GATE program. (Limit to one page)

Western Placer Unified School District is growing quickly, having doubled in size in the last few years to now serve a population of approximately 5000 students in grades K – 12. Our students are diverse – approximately 25% are Hispanic, 66% White; 3% Asian; and 2% African American. Family incomes cover a wide range, with 35% of our families qualifying for free and reduced lunch. Many languages are represented in our student body, with 12% of our students being English Learners, the majority speaking Spanish, with other languages being represented as well (Punjabi, Portuguese, Korean, Russian, Ukranian, and more.) Geographically, WPUSD is the largest district in Placer County and includes both a downtown area, suburban "fast-growth" areas and country farms. There are currently six elementary schools (K – 5) with a seventh opening in 2007 – 2008; two middle schools; one comprehensive high school; and one alternative high school. One of the elementary schools is a country school with 95 students in K – 5.

The WPUSD GATE program includes special day classes, part-time groupings and cluster grouping within classes. In 2007 – 2008, we are expanding our self-contained 3rd – 5th grade GATE special day class, to become The Elementary Academy. The Elementary Academy will consist of two (and possibly three) special day classes of GATE and High Achieving students: one 3rd grade class and a combination 4th/5th grade class. (The 4/5 combo class may very likely split into two classes, one fourth grade and one fifth). Our 6th – 8th Performing Arts Academy (a looping program for 96 middle school students) will continue to serve GATE and High Achiever students. Parents at the elementary and middle school levels have the option of keeping their child in a regular classroom with GATE clustering, part-time grouping or accelerated curriculum experiences, or choosing the special day class option through The Elementary Academy or the Performing Arts Academy.

Another GATE program expansion planned for 2007 – 2008, is the After-School Enrichment Program. Each of the district's eleven schools will be allocated a minimum of $2500 to support after-school enrichment GATE programs, with GATE students having highest priority for enrollment. These classes will be patterned after the successful Glen Edwards Middle School PEP Program – Panther Enrichment Program, featuring a series of short-term (4 – 6 week) after-school classes in such topics as Chess, Forensics, Sign Language, Guitar, Video Editing, depending on interest of students and expertise of teachers. Teachers will be paid an hourly wage for such classes, and necessary supplies will be provided. Additionally, the GATE program will sponsor state and nationally recognized enrichment programs such as Odyssey of the Mind, Science Olympiad, History Day and Continental Math League, providing an additional opportunity for GATE student priority involvement. Coordinators for these programs will be paid an hourly wage.

The WPUSD GATE program includes opportunities for students to be identified as GATE based on parental and teacher input; academic testing; intelligence and non-verbal intelligence testing; and high achievement. Supervision of the GATE program is the responsibility of the Assistant Superintendent of Educational Services and the governing Board. GATE Advisory committees are in place at each site, functioning through the Site Based Leadership Team. The GATE program is introduced to parents through the district website, district mailings, information on GATE testing and word-of-mouth. During the 2007 – 2008 school year, an emphasis will be placed on staff

5-10-18

development for differentiated instruction. Teachers will have the opportunity to attend a series of workshops to become certified GATE instructors.

II. Provide a response that describes the districts plan for a proposed GATE program that addresses the State Board of Education (SBE) *Recommended Standards for Programs for Gifted and Talented Students*. For one-year approval, address all Minimum Standards. For two-year approval, address all Minimal and Commendable Standards. For a three-year approval, address all Minimal, Commendable, and Exemplary Standards. (Limit to four pages for each program area)

Section 1: Program Design

Districts provide a comprehensive continuum of services and program options responsive to the needs, interests and abilities of gifted students and based on philosophical, theoretical, and empirical support. (*EC* 52205[d] and 52206[a])

The WPUSD GATE Program reflects the State Board of Education Recommended Standards for Programs for Gifted and Talented Students. The program has been developed and refined through the input of students, parents, teachers and the local Board of Education. The GATE program is included on the District website, and with the guidance of the State Academic Performance Standards, our GATE students continue to be challenged in their various ability areas: creative, leadership, intellectual, visual and performing arts.

The GATE program is reviewed and approved by the local Board of Education and exceeds state content standards. Students in the GATE program generally are performing at one year or more above grade level in math and/or reading/language arts. All GATE program classes are based on the state approved content standards, with opportunities for curriculum compacting and acceleration. All site-level School Based Leadership Teams include GATE parents, educators and community members and function as the local GATE advisory committee, meeting monthly.

The administrative groupings for students include cluster classrooms at all grade levels, 2 – 12, and self-contained special day classes. The self-contained elementary 3rd – 5th grade classroom at First Street School has been expanded for 2007 – 2008 to become "The Elementary Academy" - a special day class at third grade and a 4th/5th grade special day class for GATE/HA students. The 4th/5th grade class is expected to split into two separate special day classes because interest in the program has been so high. An elementary band program is slated to begin in the 2007 – 2008 school year at First Street School, with an emphasis on having GATE and High Achiever identified students enroll in the program. The other option for elementary GATE students is to be involved in cluster classrooms at their grade level, in which GATE-identified students are clustered; and to participate in flexible grouping.

The middle school Performing Arts Academy (PAA) program at Glen Edwards Middle School will be starting its sixth year of operation. Students in the PAA take classes from three teachers for three years, looping through the program. One math, one science and one language arts/social science CORE teacher share the teaching of three grade-level groups of GATE/HA students in sixth, seventh and eighth grades. Those students are all at least one year advanced in their mathematics course of study and take band initially as their elective class. Students in the Performing Arts Academy find a "marriage" of music/arts and academics and have established a record

10-10-07

for extremely high achievement and parental/student satisfaction. The new Elementary Academy will continue to feed the middle school Performing Arts Academy. Also available at the middle school level is cluster grouping of GATE students within regular classes and short-term groupings.

At the high school level, Honors and AP courses are available to GATE and high achieving students. Classes include AP Biology and Physics, Honors English, AP Calculus and Honors World History. Additionally, a wide variety of courses in the Arts and Music are available to all students.

During the 2007 – 2008 school year, a series of monthly staff development workshops is planned to increase all teachers' effectiveness in addressing the needs of their advanced learners, utilizing recognized GATE consultants. Differentiated instruction and meeting the needs of GATE students will be the focus of these workshops. During the 2006 – 2007 school year, monthly K – 12 articulation meetings in the areas of language arts and mathematics allowed all teachers to develop a better-articulated program, including the coordination of accelerated classes for GATE and High Achiever students. Mathematics courses at the middle and high school levels, the testing of middle school students for the inclusion in 9th grade Honors English, and uniform End-of-Course Tests for Algebra and Geometry were coordinated and completed through these efforts.. Further monthly articulation meetings are planned for the coming year to further this work toward a well-articulated K – 12 curriculum.

The Coordinator of the GATE program is the Assistant Superintendent of Educational Services. She has provided the monthly articulation meetings, is coordinating the GATE staff development efforts for the coming year and has solicited parental and teacher input into the development of the Elementary Academy and further after-school program offerings for the coming year. At monthly Curriculum and Instruction Meetings and at monthly Management meetings, the GATE program is discussed. The philosophy of our GATE program is reflected in our Mission Statement: "To effectively and creatively educate the Gifted and Talented students of our district; to be aware of the current research being done and to incorporate that research into our curricular development; to challenge our GATE students to reach their full and unbridled potential." The annual District Goals include Quality Student Performance, within which the development of our GATE program is reflected.

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.		
Minimum Standards: One year approval **a.** The plan includes an intellectual component that meets or exceeds state content standards. **b.** The plan incorporates expert knowledge, is approved by the local Board of Education. **c.** The plan aligns with the available resources of the schools, staff, parents, and community. **d.** A GATE advisory committee representing educators, community members, and parents is formed to support the needs of the program.	**Commendable Standards: Two year approval** **a.** The district plan is disseminated and easily accessible to parents and the community in pamphlet, website, or other forms. **b.** Participation in the program is not limited by other problems of logistics. **c.** A district GATE advisory committee representing all constituents meets on a regular basis to assist in program planning and assessment.	**Exemplary Standards: Three year approval** **a.** The district plan includes identification and program options in one or more of the categories of creative ability, leadership, and visual and performing arts.
1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.		
Minimum Standards: One year approval **a.** Administrative groupings and structures for gifted	**Commendable Standards: Two year approval** **a.** A range of appropriate administrative grouping	**Exemplary Standards: Three year approval** **a.** The program structure and delivery of services

education may include cluster grouping, part-time grouping, special day classes and schools. **b.** Program services are integral to the school day. **c.** The program provides for continuous progress and intellectual peer interaction. **d.** The program provides for flexible grouping in the classroom to meet student needs and abilities. **e.** Children in grades kindergarten through grade two are served even if not formally identified.	options and structure is available. At the secondary level such groupings and structures are not limited to a single type at any grade level.	provide a balance between cognitive and affective learning.
1:3 The program is articulated with the general education programs.		
Minimum Standards: One year approval **a.** The program provides continuity within the gifted program and with the general education program. **b.** A coordinator is designated for the program. **c.** The program involves the home and community.	**Commendable Standards: Two year approval** **a.** The program is planned and organized to provide articulated learning experiences across subjects and grade levels.	**Exemplary Standards: Three year approval** **a.** The program is comprehensive, structured, and sequenced between, within, and across grade levels, kindergarten through grade twelve. **b.** The program provides support services including counselors and consultants.

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Section 2: Identification

The district's identification procedures are equitable, comprehensive, ongoing, and reflect the district's definition of giftedness and current state criteria. (*EC* 52202 and *CCR*, Title 5, 3822)

The WPUSD GATE Program includes student identification and program options relative to intelligence, high achievement, creative ability and the performing arts. Students may qualify for the GATE program based on any one or a combination of the following multiple measures: scores of 95%ile or above on the Otis-Lennon School Ability Test; 95%ile or above on the Naglieri Nonverbal Ability Test; 95%ile or above on standardized achievement tests in either math or reading/language arts; Advanced on California Standards Tests; advanced scores on other achievement tests; advanced achievement in multiple academic or creative areas; and teacher/parent recommendation relative to exhibiting GATE characteristics (such as superior vocabulary, accelerated rate of learning new task, superior abstract reasoning ability) in the classroom . Students maintain their GATE status throughout their tenure with WPUSD. Parents are notified of the results of their child's GATE identification process by letter, with specific information included. Students who transfer into the district who are previously GATE identified are considered for the GATE program, utilizing the criteria above. Parents are provided with information about the district's GATE programs through mailings, the district website and newsletters. A brochure about our GATE programs is also available. This spring, The Elementary Academy is hosting a "Meet and Greet" night for parents who are interested in enrolling their child in the program. The Performing Arts Academy hosts parents of prospective students at their annual Open House in the spring.

Parents or teachers may refer a student to the GATE program for possible inclusion, and students may be referred for than once. All children are eligible for the nomination process and the district utilizes traditional and nontraditional instruments and procedures in searching for GATE students. In fact, many English Learners and some Resource Specialist Program students have qualified for our GATE program. Training is provided for administrators and teachers; all certificated personnel attended a GATE training session during our January workshops in 2007. Further training is planned for the 2007 – 2008 school year through a series of workshops presented by a recognized GATE consultant. The names of all students referred to the GATE program and the resulting data are kept at the district office for further reference.

The GATE identification process and instruments are reviewed annually to determine any necessary changes.

2:1 The nomination/referral process is ongoing and includes students kindergarten through grade twelve.		
Minimum Standards: One year approval **a.** All children are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities. **b.** The district establishes and implements both traditional and nontraditional instruments and procedures for searching for gifted students. All data is used to ensure equal access to program services. **c.** Referrals are sought from classroom teachers and parents. District actively searches for referrals among underrepresented populations. **d.** Students may be nominated for participation more than once. **e.** All staff receive training and information about the nomination process, including the characteristics of gifted learners and have access to nomination forms.	**Commendable Standards: Two year approval** **a.** Training in the identification process is provided that is specifically appropriate for administrators, teachers, and support personnel. **b.** The district maintains data on nominees and includes these data in reassessing students who are referred more than once.	**Exemplary Standards: Three year approval** No standards for this section.
2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.		
Minimum Standards: One year approval	**Commendable Standards: Two year approval**	**Exemplary Standards: Three year approval**

5.10.2007

a. A committee, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program. b. Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee. c. Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process. d. Transfer students are considered for identification and placement in a timely manner.	a. The identification tools used are reflective of the district's population. b. The district makes timely changes in identification tools and procedures based on the most current research.	a. Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates. b. The diversity of the district's student population is increasingly reflected in the district GATE population.
2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.		
Minimum Standards: One year approval a. Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file. b. Upon parent request the district provides identification information the parent may take to a new school or district. c. Participation in the program is based on the criteria of identification and is not dependent on the perception of a single individual. Once identified, a student remains identified as a gifted student in the district, though services to individuals may vary from year to year.	**Commendable Standards: Two year approval** a. Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student.	**Exemplary Standards: Three year approval** No standards for this section.

5.10.23

LEA Name: **Western Placer Unified School District** 31- 66951
COUNTY CODE DISTRICT CODE

Section 3: Curriculum and Instruction

Districts develop differentiated curriculum, instructional models, and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field. (*EC* 52206[a] and 52206[b])

Curriculum at each grade level is available to GATE students that meet their needs for complexity, novelty, depth and acceleration. All curriculum is based on California Academic Content Standards, with opportunities for acceleration where appropriate. Typically, GATE students may be studying a mathematics curriculum that is above their grade level, having mastered their own grade level standards. In the area of language arts, students' readings may be at a higher grade level, while the comprehension and discussion activities are at grade level but at a depth greater than that of the general school population.

The delivery of appropriate curriculum and instruction occurs during the regular school day. Whether the student is in a special day class, an Honors class, a cluster-grouping class or a traditional class with flexible short-term groupings, the GATE student has the opportunity for instruction and curriculum at his/her intellectual level. Lessons are often differentiated to meet the needs of the GATE students. Open-ended assignments such as essays, research reports, portfolios and notebook assessments allow GATE students to develop their ideas at a level commensurate with their intellectual and creative capabilities. Opportunities for acceleration of curriculum occur, with students testing out of some concepts, and moving quickly through others. The Accelerated Reader and Accelerated Math programs are utilized as one method of individualizing curriculum for our GATE and High Achieving Students. The use of technology is also an important part of the curriculum, with both teachers and students making use of Power Point, digital picture and video presentations to add novelty to the program. Discussions are encouraged in GATE classrooms, with Socratic Seminars being a useful tool in language arts and social science classroom, in particular, as students struggle with "big ideas" – concepts such as conflict, ethics in science and justice. Additional opportunities for GATE students are the use of simulations in social science classes and differentiated labs in science classes. Critical thinking, debates, oral presentations, discussion and critical thinking exercises are additional useful tools used by teachers in these classes. A balance between large group instruction, small group work, individual assignments and independent study occurs within the GATE program. There is alignment between The Elementary Academy (elementary grades 3 – 5) and the Performing Arts Academy (middle school grades 6 – 8) and the Honors/AP classes (high school grades 9 – 12), in terms of curricular expectations, curriculum acceleration, class offerings and discussions regarding individual student needs..

With the 2007 – 2008 school year expansion of the after-school offerings for GATE students, experiences such as Odyssey of the Mind, elementary band and History Day will add another level of depth, novelty and creativity to our program. We are excited about this expansion, believing that this will offer our GATE and HA students additional opportunities to develop their creative and intellectual capabilities.

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3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.		
Minimum Standards: One year approval **a.** The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards. **b.** The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products. **c.** The differentiated curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content and novelty (unique and original expressions of student understanding). **d.** The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.	**Commendable Standards: Two year approval** **a.** The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities. **b.** There is alignment of the differentiated curriculum with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning. **c.** The differentiated curriculum includes learning theories that reinforce the needs, interests, and abilities of gifted students including abstract thinking and big ideas of the content area.	**Exemplary Standards: Three year approval** **a.** A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels kindergarten through grade twelve.
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.		
Minimum Standards: One year approval **a.** The differentiated curriculum is scheduled on a regular basis and is integral to the school day. **b.** The differentiated curriculum is taught with appropriate instructional models. **c.** The differentiated curriculum is supported by appropriate materials and technology.	**Commendable Standards: Two year approval** **a.** The structure differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study. **b.** The differentiated curriculum utilizes a variety of teaching and learning patterns: large and small group instruction, homogeneous and heterogeneous grouping, teacher and student directed learning, and opportunities for independent study. **c.** An extensive range of resources (including out of grade level print and non print materials) is available to augment differentiated curriculum and to supplement independent study opportunities for individual students.	**Exemplary Standards: Three year approval** **a.** The differentiated curriculum is planned both for groups of gifted learners within a grade level or class and for individual gifted learners.

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Section 4: Social and Emotional Development

Districts establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development. (*EC* 52212[a][1])

Teachers, parents, administrators and counselors participated in GATE training and information as part of our annual staff development day. Characteristics of gifted learners and their related social and emotional development are discussed at that time. Gifted students receive career and college option counseling at the high school level and participate in the annual Career Day at the high school At the middle school and high school levels, trained school counselors are available to meet the needs of at-risk gifted students, making appropriate referrals as necessary. All counselors are trained in suicide prevention. There is an extensive "at-risk" recognition program in this district, with cooperation and support services offered through community resources. Both behavioral and academic factors are monitored to immediately recognize "at-risk" tendencies. If academic issues are at risk, teachers are trained to closely monitor the student's progress, counsel with the student, and then contact parents, depending on the severity of the situation. An SST team is often convened and the behavior(s) are targeted and addressed, with teacher and parental input. Each school in the district has a commitment to being "bully-free" and has programs in place to assist students who are not feeling part of the school culture. Programs include Peer Assistance, Study Buddies, school counseling and Character Counts. The Elementary Academy, the Performing Arts Academy, Honors and AP classes, and music and programs in the arts have allowed GATE students to "find their niche" and establish peer groups where they can be accepted and their learning styles celebrated.

4:1 Actions to meet the affective needs of gifted students are ongoing.		
Minimum Standards: One year approval **a.** Teachers, parents, administrators, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development. **b.** Gifted students are provided awareness opportunities of career and college options and guidance consistent with their unique strengths. At the secondary level this includes mentoring and pre college opportunities.	**Commendable Standards: Two year approval** **a.** Teachers are trained and knowledgeable regarding social and emotional development of gifted students, and incorporate techniques to support affective learning in their classrooms. **b.** Guidance and counseling services appropriate to the social and emotional needs of gifted students are provided by trained personnel. Referral services to community resources are made when appropriate.	**Exemplary Standards: Three year approval** **a.** Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate. **b.** Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for at-risk gifted students. Intervention options can take place in school, at home, or in the community.
4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).		
Minimum Standards: One year approval **a.** Teachers are trained to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to appropriate school personnel. **b.** Counselors and administrators are trained to make appropriate referrals to internal and external agencies when needed. **c.** Gifted students considered at-risk receive counseling and support services and are not	**Commendable Standards: Two year approval** **a.** The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies.	**Exemplary Standards: Three year approval** **a.** At-risk gifted students are provided with specific guidance and counseling services that address the related issues and problems, and include development of an intervention plan.

5.10.29

dropped from gifted programs because of related problems. d. Information and support are made available to parents regarding at-risk gifted students.		

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Section 5: Professional Development

Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students. (*EC* 52212[a][1])

All teachers participated in a GATE workshop as part of our annual professional development day. This workshop and additional workshops will be presented in 2007 – 2008. During the 2007 – 2008 school year, a series of GATE Professional Development workshops will be offered by a recognized GATE consultant in the areas of GATE identification and characteristics, and differentiated instruction. Additionally, teachers will have the opportunity to visit other area GATE programs.

The 2007 – 2008 professional development plans are based on an assessment of teacher needs. Through our very successful language arts and mathematics articulation monthly meetings, teachers, counselors and administrators have repeatedly given input and requested that training in differentiated instruction be offered to our staffs. This feedback came through beginning-of-year and end-of-year brainstorming sessions with teachers. With the advent of the GATE Workshop Series, feedback sheets will be made available to attending teachers to give input into further training needs. Attendance at these after-hour workshops will qualify teachers for buyback credit – monetary reimbursement for their time or hours counted toward advancement on the salary schedule. Attendance at the full series of workshops will earn qualifying teachers a GATE training certificate. Counselors and administrators are also eligible to attend these buyback sessions.

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.		
Minimum Standards: One year approval **a.** The professional development opportunities are correlated with defined competencies for teachers of the gifted and the standards for GATE programs. The focus each year is based on a yearly assessment of the needs of teachers and of the GATE program. **b.** An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements and for future planning. **c.** Individuals selected to conduct inservice for teachers of gifted learners have knowledge and expertise in the area of gifted education.	**Commendable Standards: Two year approval** **a.** The district encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal. **b.** A district process to qualify teachers to teach gifted students is in place.	**Exemplary Standards: Three year approval** **a.** A district professional development plan to accommodate different levels of teacher competency is in place.
5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.		
Minimum Standards: One year approval **a.** Teachers in the program have education and/or experience in teaching gifted students or are ensured opportunities to gain or continue such	**Commendable Standards: Two year approval** **a.** The district promotes the concept of teacher-to-teacher professional development in addition to contracting experts to conduct an inservice.	**Exemplary Standards: Three year approval** **a.** All teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs.

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knowledge and experience. b. A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge. c. Administrators, counselors, and support staff participate in professional development offerings related specifically to their roles and responsibilities in the GATE program. d. Administrators, counselors, and support staff are encouraged to participate with teachers in the ongoing professional development program related to gifted students.		b. The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field. c. Follow-up classroom support for application of activities and strategies presented during inservice or professional development are planned. d. The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.

5.10.27

LEA Name: **Western Placer Unified School District** 31- (COUNTY CODE) 66951 (DISTRICT CODE)

Section 6: Parent and Community Involvement

Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students. (*EC* 52205[2][f])

To provide a systematic procedure for the consistent participation of parents and community members, this district has taken a proactive approach. The GATE program is presented to both new and returning GATE parents and students in written format at the beginning of each school year. This is followed up with a presentation of the program, along with the general program, at each school's Back to School Night activities. The program is also displayed on the district's web page, along with the completed GATE Application. The Site-Based Leadership Team (SBLT) at each school is also presented with the program, and is asked for input into the development and evaluation. The district GATE Coordinator collaborates with the SBLT's to keep them informed about the GATE program's progress. SBLT teams are made up of administrators, teachers and involved parents, including GATE parents, and serve as the GATE Advisory Board. The SBLT's meet monthly. Parents are given the opportunity to have their children considered for the GATE program through school site mailings. Results of applications to the GATE program are provided to parents. The Elementary Academy and the Performing Arts Academy are featured at Open House nights in the spring. Honors and AP Classes participate in the high school "Showcase Night" each spring, as well. Progress on the program is outlined in various articles in the local newspaper several times during the year. A report on the GATE program is made annually to the local School Board, with the opportunity for input and questions about the program.

Parents are welcomed in the GATE classes as guest speakers and as field trip chaperones. Additionally, guest speakers are requested from the community and are a huge part of the high school Career Day. Student work is prominently displayed at Open House evenings each spring and can also be seen at the District Office at a local art fairs.

6:1 Open communication with parents and the community is maintained.		
Minimum Standards: One year approval **a.** Parents are informed of the district's criteria and procedures for identifying gifted and talented students as well as the program options and learning opportunities available. Translations are provided. **b.** The district's state application is available to parents and the community. **c.** GATE parents are involved in the ongoing planning and evaluation of the GATE program.	**Commendable Standards: Two year approval** **a.** The district and/or school provides parents of students identified as gifted and talented with orientation and regular updates regarding the program and its implementation. **b.** The products and achievements of gifted students are shared with parents in a variety of ways.	**Exemplary Standards: Three year approval** **a.** Parents are involved in the development of the application and/or school site plans related to GATE programs. **b.** The talents of GATE parents and other community resources supplement the core and the differentiated curriculum. **c.** Partnerships between the GATE program and business and community organizations are established.
6:2 An active GATE advisory committee with parent involvement is supported by the district.		
Minimum Standards: One year approval **a.** Parents participate in the district/site advisory	**Commendable Standards: Two year approval** **a.** A parent member of the GATE advisory committee	**Exemplary Standards: Three year approval** **a.** The parents of special needs students, such as

5.10.30

committees. It is recommended that the committee meet at least three times a year. **b.** The district Gate coordinator collaborates with the GATE advisory committee to provide parent education opportunities related to gifted education. **c.** Efforts are made to ensure that representation of GATE parents on the GATE advisory committee reflect the demographics of the student population.	cosigns the district's state application. **b.** Parents participate in the GATE advisory committee which meets on a regular basis. **c.** GATE advisory committees and/or School Site Councils are regularly informed of current research and literature in gifted education. **d.** The district GATE coordinator collaborates with the district GATE advisory committee to offer professional development opportunities to staff, parents, and community members related to gifted education. **e.** The district GATE coordinator and the district GATE advisory committee solicit community support.	gifted English language learners and gifted disabled students, participate in the district's GATE advisory committee. This may include special provisions such as changing meeting sites and times and providing transportation.

5.10.31

Section 7: Program Assessment

Districts establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state content standards). Results of data collected, including state standardized tests, are used to study the value and impact of the services provided and to improve gifted programs and gifted student performance. (*EC* 52212[a][1])

The Assistant Superintendent and the building principals will continue to monitor and assess the success of the district GATE programs. The Performing Arts Academy middle school program was initially established in response to parental requests for another option for their GATE children. It has been developed and refined in response to that continuing input and the input of staff and administration, both through formal questionnaires and informal discussions. The same process is being established for our other GATE programs – soliciting teacher, administration, parental and Board input on the success and needs of these programs. We have improved our information-gathering systems and in 2007 – 2008 the district will be using our Aeries Management Software program to monitor the academic progress of students in significant subgroups, including GATE students. Progress monitoring will include progress on standardized tests as well as progress on district assessments periodically throughout the year. Cut-points for expected progress will be established at each grade level. Criteria for levels of performance in the area of mathematics have been established at the middle school and high school levels to indicate satisfactory progress in coursework. Rubrics for student writing have been established at the elementary, middle and high school levels to similarly indicate satisfactory progress and exemplary achievement. Criteria for reading intervention needs are being established through summer work for the elementary levels. All GATE students will be monitored for progress in these areas.

Student progress is monitored through several means. Each GATE student has an Individual Learning Plan which is written and reviewed annually by the teacher(s), parent and student. The plans include assessment information; from this information goals are set and may include academic, social/emotional or creative achievement goals. Student progress on the ILP goals is monitored by both the teacher and the parent. Additionally, student progress in academic coursework is monitored daily by the teacher, with progress reports offered at least each few weeks. Formal grades are reported each trimester, with parent conferences available upon request. Elementary and middle schools schedule parent conferences during the first trimester of each school year. Student progress is measured through standardized and criterion referenced achievement tests, questionnaires and performance-based measures. Beginning in 2007 – 2008, the district is establishing monthly "Early Release Days", on which students will be released an hour early in order for teachers to share articulation time for discussion specifically centered on individual and group student achievement.

5.10.32

As we monitor both our program and our GATE students' individual progress, we will contact parents of students who are not making adequate progress, or who are showing other signs of at-risk behavior, in order to collectively attend to each students' needs. Results of program monitoring will be shared with the Local Board of Education.

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.		
Minimum Standards: One year approval **a.** All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program development. **b.** The program assessment process is structured to measure the goals and standards of the program; instruments used are valid and reliable for their intended purpose. **c.** The district uses multiple, traditional and nontraditional strategies to assess student performance. These include standardized and criterion referenced achievement tests, questionnaires, and performance-based measures.	**Commendable Standards: Two year approval** **a.** Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation. **b.** The program contains a clear description of performance expectations at each grade level. **c.** Criteria for levels of performance or rubrics are used as part of the assessment process. **d.** The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration, and reflection. **e.** The results of the program assessment are presented to the local Board of Education and accessible to all constituencies of the program. **f.** Districts provide resources for program assessment.	**Exemplary Standards: Three year approval** **a.** Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade level. **b.** The assessment report for all educational services involving gifted students includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewal over time. **c.** Districts allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessment.

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Section 8: Budget

District budgets for gifted programs support and provide for all the components of the district's GATE program and meet the related standards. (*EC* 52209 and 52212 [a][1], [2], [3])

Our district GATE budget is directly related to our GATE program objectives. Of highest priority are expanding our GATE program offerings to students and providing staff development for our teachers. All funds are used for direct student services and district coordination. Funding for student identification is provided through other resources. The GATE budget is augmented by the general fund through the placement of The Elementary Academy, the Performing Arts Academy, Honors and AP classes, and elective classes in the arts. Staff development funds further support the GATE program through our buy-back program. Expenditures supplement district funds spent on gifted learners; there are no supplant services. GATE coordination is offered through the Assistant Superintendent of Educational Services who has a deep commitment to our GATE program and through site-level program coordinators. There are expected to be four site-level program coordinators and the Assistant Superintendent who will take responsibility for administering the program components for the 167 GATE identified students in the district. All carry-over monies are maintained within the district GATE accounts.

8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.		
Minimum Standards: One year approval **a.** Gate funds and/or funding sources are used to address: professional development; direct student services; district coordination; student identification. **b.** Expenditures of state GATE funds supplement, not supplant, district funds spent on gifted learners. **c.** There is a budget allocation for district GATE coordination by a single individual on a full or part time basis. When appropriate site coordinators should be included in the budget. **d.** Carry-over monies are minimal and maintained within the district GATE accounts. **e.** Indirect costs do not exceed state limitations.	**Commendable Standards: Two year approval** **a.** Allocation for the GATE coordinator, regardless of funding source, reflects the scope and complexities of the district's size and GATE plan.	**Exemplary Standards: Three year approval** **a.** The district encourages fiscal collaboration between categorical programs in order to make it possible for gifted students to benefit from more than one categorical program.

5.10.34

LEA Name: Western Placer Unified School District 31- 66951
COUNTY CODE DISTRICT CODE

ASSURANCES FOR LOCAL EDUCATIONAL AGENCY GATE PROGRAMS

1. The district's written plan is available for public inspection. (*CCR*, Title 5, 3831[j]) Each LEA designates a person with responsibility for the development and implementation of the local program for gifted and talented pupils. (*EC* 52212[a][3])

2. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. (*CCR*, Title 5, 3831[b]) For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. (*EC* 52206[c]) The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds. (*CCR*, Title 5, 3831[c])

3. The LEA has a procedure to inform parents of a pupil's participation or non-participation in the gifted and talented program. (*CCR*, Title 5, 3831[j][9]) Written consent of a parent, guardian, or other person having actual custody and control of the pupil is on file with the LEA prior to the pupil's participation in the program. (Ibid., [f]) The LEA has a procedure for consideration of the identification placement of a pupil who was identified as gifted or talented in the LEA from which the pupil transferred. (*CCR*, Title 5, 3831[j][3]) The LEA assures that all identified gifted and talented pupils have an opportunity to participate in the GATE program. (*CCR*, Title 5, 3831[i])

4. The LEA programs for gifted and talented pupils are planned and organized as an integrated differentiated learning experience within the regular school day. This program may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as independent study, acceleration, postsecondary education, and enrichment. (*EC* 52206[a])

5. GATE funds are used solely in support of the purposes of the GATE program described in *EC* Section 52200. Funds are used to supplement, not supplant existing state and local efforts. The LEA's indirect cost rate is 3 percent or less. (*CCR*, Title 5, 3870) Each participating LEA shall maintain auditable records. (*EC* 52212[b])

6. Each LEA submits a program assessment with each renewal of its GATE authorization. (*EC* 52212[a][1]) The quality of existing programs for gifted and talented pupils is maintained and/or improved. (*CCR*, Title 5, 3831[d])

ASSURANCES FOR SCHOOL-BASED COORDINATED PROGRAMS

1. The school site council has developed a school plan that includes a description of..."instructional and auxiliary services designed to meet the special needs of...gifted and talented pupils." (*EC* 52853[a]) The school site plans have been approved by the local governing school board and are available to the public and the State Superintendent of Public Instruction. (*EC* 52850)

2. The district governing board determines the portion of the district's grant pursuant to Chapter 8 that will be allocated to schools for inclusion in the school budget. (*EC* 52857 et. seq.) GATE funds are used solely in support of the school site plan. (*EC* 52886[c]) Funds are used to supplement, not supplant existing state and local efforts. (*EC* 52852.5[c])

5.10.35

Attending classes can result in a GATE and/or Differentiation Professional Sequence Certificate—either through Fresno Pacific (paid course credit required) or the Capitol Regional GATE Consortium (no cost or course credit).

GATE* Certification Series and/or DIFFERENTIATION^ Certification Series

If you are a classroom teacher who would like to learn HOW to differentiate instruction for students in your class(es), this is the workshop series for you! The GATE Certificate requires five courses while the Differentiation Certificates requires six courses, with three courses in common. Classes are typically Fridays from 4—7:30 pm; Saturdays from 8 am—3 pm. For 2010—2011, the entire Differentiation Certificate series is offered; the final two classes for GATE Certification may be offered in late spring if there is sufficient interest.

GATE* CERTIFICATE	DIFFERENTIATION^ CERTIFICATE
Differentiation I	**Differentiation I**
Differentiation II	Differentiation II
Teaching the Diverse Gifted Child	Differentiation for Diverse Populations
Nature & Nurture of the Gifted & Talented	Classroom Mgt in a Differentiated Classroom
Program Design & Administration	Using Data & Technology to support Differentiated Instruction
	Elective—May choose from GATE courses

Classes are free to WPUSD teachers; $100/class for non-WPUSD teachers. Space is limited with priority given to WPUSD teachers. Short papers or lesson plan assignments required. Classes count for WPUSD Staff Development Buyback credit.

- Oct 1 -2 (In Rocklin) *^GATE Program Design & Administration; with Barbara Branch
- Nov 5/6 *^Differentiating Instruction I; with Nancy Craig
- Dec 10/11 & Jan 22 *^Differentiating Instruction II; with Nancy Craig
- Jan 7/8 ^Differentiation for Diverse Populations with Marcie Launey
- Feb 4/5 ^Classroom Mgt in a Differentiated Class—Elem; with Stephanie Shaughnessy
- Mar 11—12 ^Using Data & Tech to Support Differentiation; w/ Barbara Branch
- TBD ^Classroom Mgt in a Differentiated Class—Middle/High School; with Nancy Mathews
- TBD *Teaching the Diverse Gifted Child; with Marcie Launey

To register, complete the application form attached and return to Mary Boyle, Western Placer Unified School District Office, 600 6th Street, Suite 400, Lincoln, CA. 95648
For non-WPUSD teachers/administrators, include a check or P.O.
Questions? Call or email Mary ~ mboyle@wpusd.k12.ca.us 916-645-6350

5.10.36

WPUSD GATE/HA PROGRAMS
~ Parent Informational Evening ~

Thursday, April 26, 2012
6:30—7:30 p.m.
First Street School Multi

AGENDA

1. Welcome, Introductions & Overview
   - Mary Boyle, Deputy Superintendent
   - Ruben Ayala, Principal First Street School
   - Shelly Hoover, Principal Glen Edwards Middle School

2. Elementary Academy at First Street School
   - Colleen Gonzalez, Teacher Grades 2/3
   - Anita Moya, Teacher Grades 4/5
   - Parents

3. Honors Academy at Glen Edwards Middle School
   - Wendy Hamasaki, Single Subject English Teacher
   - Derek Hutchinson, Single Subject Math Teacher
   - Charles Langston, Single Subject Science Teacher
   - Phil Otte, Single Subject Social Studies Teacher
   - Parents

4. Q & A

5.10.37

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:
Consent to Concurrent Representation of WPUSD and the City of Lincoln

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
District office

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 6, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

Western Placer Unified School District and the City of Lincoln both contract legal services through different attorneys with the firm of Kronick, Moskovitz, Tiedemann, and Girard. The attached agreement outlines the steps that will be in place to maintain confidentiality for both parties.

RECOMMENDATION:

Approve the agreement.

KRONICK MOSKOVITZ TIEDEMANN & GIRARD
A LAW CORPORATION

Michelle L. Cannon

916.321.4500
mcannon@kmtg.com

October 30, 2012

Scott Leaman, Superintendent
Western Placer Unified School District
600 Sixth Street, Suite 400
Lincoln, CA 95648

Re: Consent to Concurrent Representation of Western Placer Unified School District and City of Lincoln

Dear Scott:

In addition to the representation by Kronick, Moskovitz, Tiedemann & Girard ("KMTG") as District Counsel to the Western Placer Unified School District ("WPUSD"), through different attorneys at the firm, KMTG also serves as City Attorney to the City of Lincoln ("City") and provides legal advice and representation to WPUSD on many facets of its operations. Note also that the law firm of Lozano Smith, who is not affiliated with KMTG, currently represents WPUSD concerning development activity in the District, and the Lozano Smith firm has recently commented on the City's environmental documents related to development projects pending before the City.

Because KMTG represents both WPUSD and the City, albeit through separate attorneys at KMTG, and because WPUSD's and the City's positions concerning development projects or other matters could be adverse to each other, this situation presents a potential conflict of interest under the California Rules of Professional Conduct ("Rules") governing attorneys. Rule 3-310 of those Rules prohibits attorneys within a law firm from representing clients with conflicting or potentially conflicting interests, without obtaining the informed written consent from each client. The purpose of this letter is to provide information regarding the firm's proposed concurrent representation of WPUSD and the City, and to seek WPUSD's informed written consent to the firm's concurrent representation of these entities.

Please be assured that we are obligated to protect WPUSD's confidences (and those of the City) under the provisions of Section 6068, subdivision (e) of the Business and Professions Code. Provided WPUSD and the City consent to this representation, we will implement certain procedures to ensure that confidential information concerning the rights or liabilities of WPUSD or the City are not exchanged within the firm or discussed without WPUSD's and the City's further and specific consents as described below.

In this regard, the firm will set in place certain procedures to accomplish this confidentiality arrangement. These will include the formation of an "ethical wall" between the firm's attorneys who will be working on behalf of WPUSD and those who will be working on behalf of the City. The attorney primarily affected by these procedures will be Michelle Cannon,

and attorneys and associates working under her supervision who will work exclusively for WPUSD, and Jonathan Hobbs and Mona Ebrahimi, and attorneys and associates working under their supervision who will work exclusively for the City. No KMTG attorney will work for both WPUSD and the City on matters in which the entities interact. To prevent any inadvertent disclosure or use of confidential information of either client, a "screen" or "ethical wall" will be established. The elements of the screen include the physical separation of attorneys, protections against inadvertent disclosure or use of confidential information, and procedures preventing access to confidential information and files.

With regard to each of the elements, we provide you with the following information:

1. None of the attorneys on opposite sides of the ethical wall share an office. All of the affected attorneys have single occupancy, private offices with doors, and interior space that can be secured.

2. WPUSD attorneys will scrupulously refrain from any and all discussions about confidential information concerning WPUSD with the KMTG attorneys representing the City. Likewise, the attorneys representing the City will scrupulously refrain from any and all discussions about confidential information concerning the City with the KMTG attorneys representing WPUSD. All paralegals, secretaries, and other staff will be informed of their obligation not to share information in regards to the screened matter.

3. Confidential WPUSD and City-related papers, information, and files pertaining to the matter will not be circulated within the firm or be accessible to any KMTG personnel, except the respective attorneys involved in the matters. Access to those files will only be allowed to authorize KMTG personnel.

4. As legal counsel to WPUSD, I, and other attorneys under my supervision, will deal with the attorneys in the firm who are legal counsel to the City at arm's length, just as would be the case were the City's attorneys outside this firm.

If, after consideration of the contents of this letter, WPUSD consents to the firm's concurrent representation of the City under the circumstances outlined above, please memorialize WPUSD's consent by executing the statement on the following page and returning it to me.

Thank you for your consideration of this matter. If you have any questions or comments concerning this process or this correspondence, please feel free to contact me.

Very truly yours,

Michelle L. Cannon

CONSENT TO REPRESENTATION

On behalf of the Western Placer Unified School District, I acknowledge that I have read, considered, and understood the contents of this letter. By signing this letter, I am acting within my authority to memorialize the District's consent to the representation by Kronick, Moskovitz, Tiedemann & Girard, a Law Corporation, in the matter described herein.

Dated: 10/31/12

Western Placer Unified School District

By: _____

Scott Leaman
Superintendent

5.11.3

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:
Student Discipline
Stipulated Expulsion Student #12-13-G
#12-13-H

AGENDA ITEM AREA:
Consent Session

REQUESTED BY:
Michael Doherty
District Hearing Officer

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 06, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken during Closed Session in regards to the expulsion of Student #12-13-G
#12-13-H

RECOMMENDATION:

The Administration recommends the Board of Trustees disclose any action taken In regards to the above item.

wp/rk/factform

5.12

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

SUBJECT:
STAR MOU

AGENDA ITEM AREA:
Action

REQUESTED BY:
Mary Boyle
Deputy Superintendent Ed Services

ENCLOSURES:
MOU

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
None

MEETING DATE:
November 6, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

The STAR (Science Theater Art Recreation) Program provides fee-based extended day services to students in grades Kindergarten through Grade 5 on several WPUSD campuses. The STAR Program is available at Foskett Ranch, Lincoln Crossing, Twelve Bridges Elementary and Creekside Oaks Elementary Schools. Additionally, the Little STARS program for preschool students is available at Foskett Ranch Elementary School. At that site, two morning and two afternoon spaces are reserved for WPUSD special needs preschoolers for inclusion in regular programming, in exchange for free rent for one STAR Preschool classroom. The STAR Program pays facilities fees for all other space as a non-profit organization. STAR operates on WPUSD campuses through an annually renewable Memorandum of Understanding (MOU).

Information on all WPUSD Extended-Day program services including STAR can be found on our website at:
http://www.wpusd.k12.ca.us/Schools/Support-Services/index.html

RECOMMENDATION:

Approve WPUSD and STAR MOU for the 2012 – 2013 school year.

8.1

MEMORANDUM OF UNDERSTANDING

Between STAR Science Theater Art Recreation and Western Placer Unified School District
2012-13

The following Memorandum of Understanding (MOU) sets forth the terms and conditions for a partnership between Western Placer Unified School District (WPUSD) and Science Theater Art Recreation (STAR) and begins on July 1, 2012 (the first day of STAR programming) and ends on June 30, 2013. This MOU may be extended for one additional year term if so requested by both parties. The goal of this partnership is to improve the academic performance of WPUSD students and meet the diverse needs of WPUSD teachers, students, and their families.

The Students and Families

1) The students in STAR school age program will come from WPUSD only, while WPUSD students will get priority in the Preschool program; enrollment will be opened to all children of preschool age. Enrollment for both programs can include, at the discretion of the Director and/or the School Board, students who will be eventually enrolled by the school.
2) WPUSD and STAR reserve the right to restrict any student from attending the STAR program for behavioral disruptions after reasonable attempts by WPUSD or STAR to provide necessary, positive behavioral supports to that student have failed to curb the behavioral disruptions. WPUSD and STAR may restrict any student from attending the STAR program without reasonable attempts to curb the behavior of the student if the safety of the child or other children is at risk. Neither WPUSD nor STAR have the right to override the decision of the other party to restrict student access to the program.
3) All students who use the program must complete enrollment forms prior to accessing the program. Enrollment forms are available at each STAR site. WPUSD or STAR staff members enrolling dependents must complete enrollment forms as well. WPUSD students will attend based upon the tuition rates listed in STAR enrollment forms.
4) WPUSD students who are unable to afford tuition due to hardship may be eligible for a partial scholarship, if available, as determined by STAR.
5) STAR will maintain emergency contact information for all students and may contact those on the list for the purpose of ensuring the well being of students.

Academic Program

6) WPUSD teachers will inform parents of children that are underperforming academically that the school is partnering with STAR and inform parents that STAR's mission is to help children academically.
7) STAR will consult with WPUSD teachers regarding individual student work, needs and upcoming assignments. WPUSD teachers will be made available at the discretion of the WPUSD site Principal for the purpose of communicating the strengths and needs of students.
8) STAR will align curriculum with California State Standards and/or California Common Core State Standards (CCCSS) for appropriate grade levels. STAR Homework Club will address curriculum and assignments from district teachers.
9) STAR will seek input from WPUSD teachers on program success and possible modifications. WPUSD agrees that its teachers will work with STAR teachers to promote this collaboration.
10) STAR may collect data, if available and if parents have authorized access to academic records and progress, on homework completion and classroom performance of students enrolled in STAR before and after joining the program.
11) STAR PreK will conduct an annual survey of parents to assess satisfaction and report survey results to WPUSD.
12) WPUSD staff and teachers will inform parents of STAR's availability as an option for all students but especially for those students who are in need of additional academic support.
13) WPUSD will assist in STAR's outreach to the WPUSD parent community so as to ensure that families are well educated about the program.

8.1.1

14) STAR will notify the WPUSD site Principal of any incident that requires emergency medical assistance, legal liability, police intervention, or maintenance by the district for safety purposes.
15) STAR and WPUSD will include mutual links on their respective web sites for the purpose of educating families and other educational institutions about each organization and their programs.
16) WPUSD agrees to refer STAR to its families at sites at which there are STAR programs by:
    a. Allowing STAR to include information in folders that are sent out to parents.
    b. Adding information about STAR and related materials periodically to mailings to its families.
    c. Keeping informational material about STAR in a highly visible place near the schools' entrances and in the school office.
    d. In schools where email is a form of communication the school may provide the parent email list to STAR or may provide the means for STAR to communicate with the WPUSD parent community by email for the sole purpose of keeping parents informed and reminded of the STAR program.
        1. Parents will all be given the option to "opt out" of receiving STAR correspondence via email.

Other

17) WPUSD will provide STAR school age and STAR Preschool access to designated STAR classrooms on each school site to facilitate the program from 6:15a.m. – 7:30p.m. to ensure the space is cleaned and re-set for the following day's use. WPUSD will be responsible for routine maintenance of the facility as requested through the WPUSD work order process. STAR will be responsible for any damage to the facility as a result of negligence by STAR employees.
18) STAR agrees to pay facilities fees based on the Board approved fees schedule for preferential long-term users. WPUSD agrees to provide STAR with 90 days' notice for any fee increase. The current fee schedule is available on the WPUSD website. STAR Preschool agrees to reserve two morning and two afternoon enrollment spaces for WPUSD Special Education preschool inclusion, to be shared amongst such children that have general education inclusion in their Individual Education Plans in exchange for free rent for one STAR Preschool classroom. Dates of occupancy for STAR programs during the school year, academic holidays, and summer months, as well as dates of non-occupancy due to cleaning schedules, will be noted on the Facilities Use forms, and will be completed by February 1 of each year for the following July 1 – June 30 school year.
19) Due to California Social Services restrictions, WPUSD will not plan activities in the after-school or preschool designated STAR classrooms on each school site from 6:15a.m. – 7:30p.m. WPUSD will not plan activities in the STAR Nova space during time designated for the STAR NOVA classes without identifying a temporary alternative well in advance of any schedule or location change.
20) STAR will leave classrooms and all site space utilized by STAR in clean and neat condition at the end of each day's program. All STAR supplies and equipment will be safely and properly stored away at the end of each day by STAR staff.
21) STAR agrees to ensure that the classrooms that are allocated for the program are left in the same condition or in better condition than they were left in prior to the beginning of daily programming.
22) A representative of STAR will be given access and keys to the building and building alarm procedures for space used during "off hours" to facilitate any STAR related work that must be completed.
23) All STAR staff are qualified by the requirements of California Social Services regulations for Preschool teachers and school age teachers.
24) STAR and WPUSD agree that neither party will interview or hire teachers or assistants that are currently employed by either STAR or WPUSD without first consulting with the other party.
25) STAR will provide WPUSD with a certificate of insurance with endorsement naming Western Placer Unified School District as an additional insured to cover $1,000,000 of general liability insurance.
26) STAR reserves the exclusive right to determine the investment made in the WPUSD facility for the purpose of after school programming; however, the intention of STAR is to procure materials, furniture, and equipment and to create space for an after-school enrichment area and/or activity and study rooms that meets the needs of the STAR after school program.

8.1.2

27) All STAR employees will be required to undergo background checks to include livescans and tuberculosis tests to ensure that they are eligible to work with the children that will be in their care. This is a function that will be the responsibility of STAR to facilitate and maintain. Records of background checks will be made available to WPUSD administration upon request.
28) STAR will be responsible for all accounting functions associated with this program including determining the FTE of scholarship and non-scholarship students, billing students and collecting fees from students or their parents/guardians.
29) WPUSD teachers and staff will not assist in collecting unpaid fees.
30) During the time that is covered by this agreement, WPUSD agrees not to bring into any school site which currently offers the STAR program another after-school program that would compete with any part of STAR to provide a balanced after school program. District programs that are offered by WPUSD are exempt from this restriction.
31) STAR shall indemnify and hold WPUSD harmless from and against any judgment, loss, damage, liability, cost and expense incurred in connection with or arising from any claim, suit, action or proceeding against STAR and/or WPUSD to the extent the basis of such claim is (i) the willful or negligent act or omission of STAR in connection with this agreement or (ii) that a third party has been or may be injured or damaged in any way by any material breach by STAR of its duties, representations, or warranties under this agreement. WPSUD will be held responsible for any district negligence.
32) This is the entire agreement and any changes to this agreement must be in writing and approved by both STAR and WPUSD.
33) This agreement can be terminated by either party with 90 days' written notice.
34) This agreement shall be construed and enforced pursuant to the laws of the State of California. Any disputes arising out of this Agreement shall be brought in the courts of the State of California.

MEMORANDUM OF UNDERSTANDING

Between WPUSD & STAR

WPUSD	**STAR**
NAME: Mary Boyle	NAME: Sasha Mendenhall
POSITION: Deputy Supt	POSITION: Program Coordinator
SIGNATURE	SIGNATURE
DATE: 10/22/12	DATE: 10/19/12

End

8.1.3

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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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:
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 6, 2012

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 categorical funds at their site. Categorical funds include Title I, 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 – **S**pecific, **M**easurable, **A**chievable, **R**esults-Oriented, **T**imely 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. At Lincoln High School, increasing percentages of students meeting A – G requirements are included in the SMART Goals; at Phoenix High School, increasing graduation rate is also included.

RECOMMENDATION:

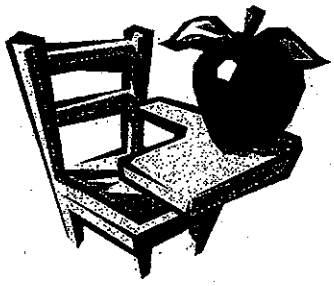
Approve Single Plans for Student Achievement as submitted.

8.2

SINGLE PLAN FOR STUDENT ACHIEVEMENT

at

Carlin C. Coppin Elementary School
#31-66951-6085252
July 2012 – June 2013



This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Terri Dorow
Principal
(916) 645-6390
tdorow@wpusd.k12.ca.us

Carlin C. Coppin Elementary School
150 East 12th Street
Lincoln, CA 95648

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on _____

8.2.1

District/School Vision and Mission

MISSION STATEMENT: Empower student 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 schools as desirable places 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 FACILITIES AND SAFETY

Carlin C. Coppin was built in 1972. The site houses a library, computer lab, administration building, multipurpose room, 16 K-5 classrooms, the Springboard afterschool program and the Headstart/ State Preschool program. A campus-wide communication system with individual telephones in all areas and school-wide "all-call" capabilities enables clear and effective announcements at any time. Security and fire prevention systems enhance the overall security of the campus. Guest and parent volunteer procedures provide further safety. Fingerprinting is a standard procedure for all volunteers. The Lincoln Police Department makes available a liaison officer, on an on-call basis, to respond effectively to school security and safety crisis.

QUALITY OF SCHOOL INSTRUCTION AND LEADERSHIP

Western Placer Unified School District expects the best from our teachers and receives it. Prior to being offered employment, candidates must complete a detailed interview. Each probationary teacher is evaluated three times each year to ensure he/she is receiving all the support necessary to ensure their success. New teacher meetings provide opportunities for new staff members to network, share information, and alert the district as to their collective and individual needs. Administrators attend administrative council meetings, and curriculum and instruction meetings each month.

Site standards are established using the current California State Standards as well as the incoming California Common Core Standards. Student progress is assessed through multiple formative assessments in Language Arts and Math. Curriculum Based Measurement, Math and Writing samples and anecdotal records. The district report card is a standards based system that also reports student progress to the parents.

SCHOOL PRACTICES and PROGRAMS THAT PROMOTE a POSITIVE LEARNING ENVIRONMENT

Our school uses the Positive Behavior Intervention Support program. Through the use of positive incentives via Sparky Tickets and non-tangible rewards, our students practice being safe, responsible, and respectful.

Parents are involved through their work with the Parent Teacher Club (PTC), School Site Council (SSC), English Learners Advisory Committee (ELAC), our Art Docent program, annual family events, and regular volunteering in the classrooms.

The Following Statements Characterize Educational Practices at This School

1. Alignment of curriculum, instruction and materials to content and performance standards:
   - All subject areas, assessments, report cards, and testing are aligned with 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

2. Availability of standards-based instructional materials appropriate to all student groups:
   - Texts available through WPUSD for all K-5 student population
   - Supplemental materials have been and can be supplied by the School Site Council categorical funds as available
   - Language arts: Houghton Mifflin Medallions, has lessons for **all** 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
   - All classes have all proper music materials
   - WPUSD Board of Trustees has annual resolution confirming instructional materials available to students

3. Alignment of staff development to standards, assessed student performance and professional needs:
   - CELDT training in-services held by the WPUSD
   - Houghton-Mifflin and Harcourt in-services held by the WPUSD
   - WPUSD does survey assessing professional needs
   - PCOE standards in-service available and attended by some staff
   - Assessments are STAR reading, Houghton Mifflin reading and writing assessments, and Harcourt weekly tests

4. Services provided by the regular program to enable under-performing students to meet standards:
   - Parent volunteers assisting students in class
   - Team teaching and district paid aide in kindergarten
   - At-risk of retention notices list school staff and parent actions for student progress
   - Intervention provided for all grade levels for intensive, direct-instruction
   - Student teachers utilized at times during the year in specific classes
   - Student Success Team (SST) meetings held, as per need, to assist students/parents with ideas and guidelines for assistance at home and at school
   - Intervention Team meets regularly to discuss students with academic or behavioral needs
   - PBIS team meets regularly to analyze schoolwide behavior
   - Special Education Individualized Educational Plans (IEP) developed for determining educational goals for students in speech, resource (RSP), and our Special Day Classes (SDC).

5. Services provided by categorical funds to enable under-performing students to meet standards:
   - Math Facts program purchased and available to staff and students
   - HSP on-line Math program utilized to provide supplemental support
   - Accelerated Reader program to assess reading comprehension and to motivate students to read
   - Special education funds assist with RSP, Speech, Psychologist personnel
   - SSC funds for staff, after contract hours, to coordinate and run Student Success Team (SST) meeting 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

6. Use of state and local assessments to modify instruction and improve student achievement:
   - Principal annually presents/discusses test results and assessments with K-5 faculty
   - Instructional planning sheets done by each teacher, after grade level communication, regarding specific academic needs shown from previous test/assessment results
   - Teacher developed assessments used to guide planning and instruction
   - Accelerated Reader
   - Math Facts

7. Number and percentage of teachers in academic areas experiencing low student performance:
   - Classes are balanced so that all teachers have students who are low performing
   - Teachers collaborate together to work as a team in reaching and teaching low performing students

8. Family, school, district, and community resources available to assist these students:
   - Springboard After School Program from 2:40 p.m. – 6:00 p.m. for student academic, recreational, and enrichment activities
   - Lighthouse Resource Center services for family, parent, student counseling and guidance services
   - Parent/teacher conferences with Early Release days set for this communication
   - Enrichment field trips
   - Parent volunteers in classrooms
   - Instructional assistants for academics in Special Education
   - Between 170-215 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
   - Child Protective Services assistance as needed
   - Library and Computer time scheduled for all students weekly

9. School, district, and community barriers to improvements in student achievement:
   - Some family environments unstable and inconsistent with children lacking proper overall care by parents/guardian
   - Educational progress not a priority at some homes with a lack of support
   - Some language barriers
   - State of California budget cuts to districts/schools has caused a decrease in services, programs, personnel, and educational materials to assist students and progress in needed areas yet expectations re: student progress remain
   - Categorical budget cuts equal less funds for student programs, services, educational materials (Homework Club, aides, materials and supplies, etc., not as available with no API money for reaching goals)
   - Expenses associated with supplemental materials

10. Limitations of the current program to enable under-performing students to meet standards:
   - Support staff has too many students who are low-performing to serve all student needs and assist regular classroom teacher
   - Summer school is offered to Special-Ed but not general education
   - Funding from State and Federal government limited, not providing enough funds to have adequate staff to thoroughly assist students with educational and other important needs

2011-12 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met
2012 Growth
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, & Accountability Reporting Division
10/11/2012

School: Carlin C. Coppin Elementary
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-6085252
School Type: Elementary

2012 Growth API Links:
- School Chart
- School Demographic Characteristics
- School Content Area Weights
- LEA List of Schools
- County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2011-12 APR		2011-12 State API			2012 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Met Growth Targets
Schoolwide: Yes
All Student Groups: Yes
All Targets: Yes

Groups

	Number of Students Included in 2012 API	Numerically Significant in Both Years	2012 Growth	2011 Base	2011-12 Growth Target	2011-12 Growth	Met Student Groups Growth Target
Schoolwide	248		846	822	A	24	
Black or African American	0	No					
American Indian or Alaska Native	3	No					
Asian	0	No					
Filipino	0	No					
Hispanic or Latino	63	Yes	817	768	5	49	Yes
Native Hawaiian or Pacific Islander	0	No					
White	170	Yes	863	858	A	5	Yes
Two or More Races	12	No	814				
Socioeconomically Disadvantaged	110	Yes	803	768	5	35	Yes
English Learners	32	No	798	738			
Students with Disabilities	50	No	739	706			

Similar Schools Report

Similar Schools | **Median API**

8.25

2012 Growth	2011 Base
854	850

Click on the median value heading to link to the list of 2011 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2011 Base API Report.

Click on the column header to view notes.

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2012 Growth API is posted even if a school or LEA had no 2011 Base API or if a school had significant population changes from 2011 to 2012. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2011 or 2012. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

"A" means the school or Student Groups scored at or above the statewide performance target of 800 in 2012.

"B" means the school did not have a valid 2011 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2012 Growth API of 740 or a one-point increase from the 2011 Base API to 2012 Growth API for a school or LEA.

Missing All Student Data – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

Missing Special Population Student Data – Socioeconomically Disadvantaged and English Learners student groups with missing API data and a "No" under the "Met Student Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2011 Base API to the 2012 Growth API, or the LEA reported a potential data error with one or more these student groups. For that reason API information for that student group is not reported. LEAs that make changes to their data through the testing contractor will have updated API reports released in January 2013.

8.2.6

California Department of Education
Assessment and Accountability Division

Return to Test Results Search

Print Report

2012 STAR Test Results

Coppin (Carlin C.) Elementary School

All Students - California Standards Test Scores

County Name: Placer County
District Name: Western Placer Unified District
School Name: Coppin (Carlin C.) Elementary School
CDS Code: 31-66951-6085252
Total Enrollment on First Day of Testing: 263
Total Number Tested: 263
Total Number Tested in Selected Subgroup: 263

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	61	72	70	60							

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	61	63	63	55							
% of Enrollment	100.0 %	87.5 %	90.0 %	91.7 %							
Students with Scores	61	63	63	55							
Mean Scale Score	363.2	352.8	390.0	375.6							
% Advanced	31 %	22 %	48 %	33 %							
% Proficient	31 %	25 %	37 %	40 %							
% Basic	20 %	37 %	13 %	24 %							
% Below Basic	8 %	8 %	2 %	4 %							
% Far Below Basic	10 %	8 %	2 %	0 %							

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	61	64	65	55							
% of Enrollment	100.0 %	88.9 %	92.9 %	91.7 %							
Students with Scores	61	64	65	55							
Mean Scale Score	369.1	415.4	404.0	375.7							
% Advanced	26 %	48 %	43 %	15 %							
% Proficient	34 %	30 %	37 %	51 %							
% Basic	28 %	14 %	17 %	27 %							
% Below Basic	7 %	6 %	3 %	7 %							
% Far Below Basic	5 %	2 %	0 %	0 %							

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested				55							
% of Enrollment				91.7 %							
Students with Scores				55							
Mean Scale Score				377.7							
% Advanced				31 %							
% Proficient				47 %							
% Basic				20 %							
% Below Basic				0 %							
% Far Below Basic				2 %							

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8.2.7

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Assessment and Accountability Division

Return to Test Results Search

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2012 STAR Test Results

Coppin (Carlin C.) Elementary School

White - California Standards Test Scores

County Name: Placer County
District Name: Western Placer Unified District
School Name: Coppin (Carlin C.) Elementary School
CDS Code: 31-66951-6085252
Total Enrollment on First Day of Testing: 263
Total Number Tested: 263
Total Number Tested in Selected Subgroup: 177

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	61	72	70	60							

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	42	44	41	39							
% of Enrollment	68.9 %	61.1 %	58.6 %	65.0 %							
Students with Scores	42	44	41	39							
Mean Scale Score	366.3	354.9	395.0	381.7							
% Proficient and Above	67 %	50 %	83 %	79 %							

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	42	44	42	39							
% of Enrollment	68.9 %	61.1 %	60.0 %	65.0 %							
Students with Scores	42	44	42	39							
Mean Scale Score	375.8	423.7	408.5	381.9							
% Proficient and Above	64 %	77 %	79 %	69 %							

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested				39							
% of Enrollment				65.0 %							
Students with Scores				39							
Mean Scale Score				383.9							
% Proficient and Above				79 %							

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8.28

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Assessment and Accountability Division

Return to Test Results Search

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2012 STAR Test Results

Coppin (Carlin C.) Elementary School

Hispanic or Latino - California Standards Test Scores

County Name: Placer County

District Name: Western Placer Unified District

School Name: Coppin (Carlin C.) Elementary School

CDS Code: 31-66951-6085252

Total Enrollment on First Day of Testing: 263

Total Number Tested: 263

Total Number Tested in Selected Subgroup: 68

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	61	72	70	60							

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	12	15	20	14							
% of Enrollment	19.7 %	20.8 %	28.6 %	23.3 %							
Students with Scores	12	15	20	14							
Mean Scale Score	339.5	346.3	377.9	349.5							
% Proficient and Above	42 %	33 %	85 %	50 %							

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	12	16	21	14							
% of Enrollment	19.7 %	22.2 %	30.0 %	23.3 %							
Students with Scores	12	16	21	14							
Mean Scale Score	341.7	394.4	395.1	351.4							
% Proficient and Above	50 %	81 %	81 %	50 %							

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested				14							
% of Enrollment				23.3 %							
Students with Scores				14							
Mean Scale Score				357.6							
% Proficient and Above				71 %							

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8.29

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2012 STAR Test Results

Coppin (Carlin C.) Elementary School

Economically Disadvantaged - California Standards Test Scores

County Name: Placer County
District Name: Western Placer Unified District
School Name: Coppin (Carlin C.) Elementary School
CDS Code: 31-66951-6085252
Total Enrollment on First Day of Testing: 263
Total Number Tested: 263
Total Number Tested in Selected Subgroup: 114

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	61	72	70	60							

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	24	24	28	24							
% of Enrollment	39.3 %	33.3 %	40.0 %	40.0 %							
Students with Scores	24	24	28	24							
Mean Scale Score	340.9	331.1	378.3	359.3							
% Proficient and Above	42 %	21 %	79 %	63 %							

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	24	24	29	24							
% of Enrollment	39.3 %	33.3 %	41.4 %	40.0 %							
Students with Scores	24	24	29	24							
Mean Scale Score	348.5	379.3	381.4	358.6							
% Proficient and Above	42 %	75 %	66 %	50 %							

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested				24							
% of Enrollment				40.0 %							
Students with Scores				24							
Mean Scale Score				362.5							
% Proficient and Above				63 %							

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8.2.10

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2012 STAR Test Results

Coppin (Carlin C.) Elementary School

Students with Disability - California Standards Test Scores

County Name: Placer County
District Name: Western Placer Unified District
School Name: Coppin (Carlin C.) Elementary School
CDS Code: 31-66951-6085252
Total Enrollment on First Day of Testing: 263
Total Number Tested: 263
Total Number Tested in Selected Subgroup: 44

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	61	72	70	60							

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	7	3	10	4							
% of Enrollment	11.5 %	4.2 %	14.3 %	6.7 %							
Students with Scores	7	3	10	4							
Mean Scale Score	*	*	*	*							
% Proficient and Above	*	*	*	*							

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	7	4	12	4							
% of Enrollment	11.5 %	5.6 %	17.1 %	6.7 %							
Students with Scores	7	4	12	4							
Mean Scale Score	*	*	392.1	*							
% Proficient and Above	*	*	75 %	*							

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested				4							
% of Enrollment				6.7 %							
Students with Scores				4							
Mean Scale Score				*							
% Proficient and Above				*							

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8.2.11

STUDENT PERFORMANCE DATA SUMMARY *(continued)*

School Demographic Characteristics

Data listed below are from the October CBEDS data collection and the STAR.

Ethnic/Racial (CBEDS)	Parent Education Level –Highest level (CBEDS)
African American not Hispanic: 2% American Indian or Alaska Native: 1% Asian: 1% Filipino: 2% Hispanic or Latino: 30% Pacific Islander: 1% White not Hispanic: 63% Participants in Free or Reduced Price Lunch: 38% English Language Learners 11% Multi-track year-round school? (CBEDS) – No School Mobility (STAR) NA	Not high school graduate 6% High school graduate 34% Some college 34% College graduate 27% Graduate school 7% Declined to State 9% Average Parent Education Level – Some College Average Class Size (CBEDS) K-3 = 27 4-5-32 Enrollment in grades 2-11 on first day of testing - (STAR) 263 Number of Students Excused from Testing – 0 Number of Students Tested – (STAR) 263

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
Hispanic	2nd – 5th	In English/Language Arts, 52.5% of our Hispanic students scored proficient or above on the CST. In mathematics 65.5% scored proficient or above.
White	2nd – 5th	In English/Language Arts, 69.75% of our White students scored proficient or above on the CST. In mathematics 72.25 % scored proficient or above.
Economically Disadvantaged	2nd – 5th	In English/Language Arts, 51.25 % of our economically disadvantaged students scored proficient or above on the CST. In mathematics, the numbers were 58.25 for economically disadvantaged.
Students with Disabilities	2nd – 5th	While a significant subgroup did not take the CST's, we continue to monitor progress in both Language Arts and Mathematics. IEP goals are consistently being met.
All Students	2nd – 5th	66.5% of all students scored proficient or above in English/Language Arts and 71.4% scored at the same level in math.

8.2.12

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Language Arts

By June, **2013** all significant subgroups will meet AYP proficiency rates for STAR testing on ELA:

- School wide – Current **66.5%** - Target 69.85% (Safe Harbor)
- Hispanic/Latino – Current 52.5% - Target 57.25% (Safe Harbor)
- White – Current 69.8% - Target 72.82% (Safe Harbor)
- SED – Current 51.3% - Target 56.17% (Safe Harbor)
- SWD – Current 43.5% - Target 49.15% (Safe Harbor)

Description of Specific Action to Improve Student Performance	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source
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.	All Staff 2012/2013 School Year	*Instructional aide to assist English Learners and their Families *Printing Costs	**$17,544** **$ 7,000**	**EIA** **SLIG**
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	All Staff 2012/2013 School Year	*Conference, sub fees *Library materials *Renaissance Learning *Supplementary materials as needed Program Implementation	**$ 1.500** **$ 2,000** **$ 3,500** **$ 2,000**	**SLIG** **SLIG** **SLIG** **SLIG**

8.22.12

Extended Learning Time: * Students participate in intervention or enrichment programs	All staff 2012/2013 School Year	* Additional support personnel * Supplementary materials as needed	**$ 196.00** **$ 500**	**GATE** **SLIG**
Staff Development: * Staff will participate in monthly professional development meetings * Staff will attend workshops and professional development opportunities as available	All Staff 2012/2013 School Year	* Conference and sub fees	**See above**	**SLIG**
Involvement of Parents/Community: * Website maintenance * Communication via PTC, SSC, ELAC * Special events involving school community	All Staff 2012/2013 School Year	* Trainings, supplies for Parent volunteers	**$100**	**SLIG**
Monitoring Program Implementation: * Frequent and ongoing assessments * Use of OARS as assessment tools * Anecdotal observations * Use of ESCI assessment in Kindergarten * Use of SWIS as a data collection tool	All Staff 2012/2013 School Year	* Renaissance Learning * Supplementary material as needed	**$3,500** **$ 825**	**SLIG** **SLIG**

11.2.14

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE: Math

By June, 2012 all significant subgroups will meet AYP proficiency rates for STAR testing on ELA:

- School wide – Current **71.4**% - Target 74.26 % (Safe Harbor)
- Hispanic/Latino – Current 65.5% - Target 68.95 % (Safe Harbor)
- White – Current 72.25% - Target 75.025 % (Safe Harbor)
- SED – Current 58.25% - Target 62.425 %(Safe Harbor)
- SWD – Current 40.4% - Target 46.36 %(Safe Harbor)

Description of Specific Action to Improve Student Performance	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source
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. * Math program is followed with fidelity.	All Staff 2012/2013 School Year	*Instructional aide to Assist English Learners and their Families *Printing Costs	**See above (LA)**	**EIA** **SLIG**
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	All Staff 2012/2013 School Year	*Conference, sub fees *Library materials	**See above (LA)**	**SLIG**

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Extended Learning Time: * Students participate in intervention or enrichment programs, as applicable	All staff 2012/2013 School Year	* Additional support personnel * Supplementary materials as needed	**See above (LA)** **See above**	**GATE** **SLIG**
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	All Staff 2012/2013 School Year	* Conference and sub fees	**See above (LA)**	**SLIG**
Involvement of Parents/Community: * Website maintenance * Communication via PTC, SSC, ELAC * Special events involving school community	All Staff 2012/2013 School Year	* Trainings, supplies for Parent volunteers	**See above (LA)**	**SLIG**
Monitoring Program Implementation: * Frequent and ongoing assessments * Use of OARS as assessment tools * Anecdotal observations * Use of ESCI assessment in Kindergarten * Use of SWIS as a data collection tool	All Staff 2012/2013 School Year	* Renaissance Learning * Supplementary material as needed	**See above (LA)**	**SLIG**

9.2.16

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE: By June of 2013, Carlin C. Coppin School's attendance rate will increase to 97.17%. Our current baseline is *95.34%.*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: N/A				
Improvement of instructional strategies and materials: N/A				
Extended Learning Time: • Perfect attendance recognition • Home visits to encourage reluctant students to attend school	12/13 Principal Principal			
Staff development and professional collaboration: • Attend training offered by the county or district related to improving student attendance when available	12/13 Principal and appropriate staff			
Involvement of staff, parents and community: • 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	12/13 Clerk Clerk Principal All staff			
Monitoring Program Implementation: • Administration and staff will review monthly ADA percentages provided by the district to identify focus areas	Staff			

11'28

CENTRALIZED SERVICES EXPENDITURES

he following services in support of this plan are to be provided by district staff from categorical funds allocated to the chool through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated pplication programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost	Funding Source
• .3 ELD Program Specialist	Total $2,016	EIA
	Total $2,016	

8.2.18

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

State Programs

Economic Impact Aid/ English Learner Program (Res 7091) **Amount: $20,104**
Purpose: Develop fluency in English and academic proficiency of English learners
* EIA carryover **$ 5,125**

Gifted and Talented Education (GATE) (Res 0140) **Amount: $ 0**
Purpose: To enhance the education of GATE identified Students
* GATE carryover **$ 196.00**

School Library Improvement Grant (Res 0395) **Amount: $6,684**
Purpose: Improve school response to educational, personal and career needs of all students.
* SLIG carryover **$20,401**

Art & Music Grant (Res 0760) **Amount: $ 0**
* Art/Music carryover **$ 1,748**
Purpose: To promote the arts and music.

Federal Programs

Elementary and Secondary Education Act:

Title V: Innovative Programs **Amount: $0.00**
Purpose: Support educational improvement, library, media, and at-risk students.

Other Federal Funds (list and describe): **Amount: $0.00**

Title III: EL (Res 4201 or 4203) **Amount: $0.00**

Total amount of state and federal categorical funds allocated to this school: **$ 54.258**

8.2.19

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Terri Dorow	X				
Toni Rusinek				X	
Jamie Buys				X	
Jennifer VanSant				X	
Tiffany McGuire				X	
Rosanne Johnson				X	
Erin Hermle		X			
Rene McGrath		X			
Jennifer Clark		X			
Jennifer Bowden			X		
Numbers of members of each category	1	3	1	5	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

8.2.20

RECOMMENDATIONS AND ASSURANCES

he school site council recommends this school plan and its related expenditures to the district governing board for pproval, and assures the board of the following:

. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan.

_x_ English Learner Advisory Committee

_0_ Community Advisory Committee for Special Education Programs

_0_ Gifted and Talented Education Program Advisory Committee

_0_ Other *(list)*

. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

. This school plan is based upon 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.

. This school plan was adopted by the school site council on:

ttested:

Terri Dorow — Typed name of school principal
Terri Dorow — Signature of school principal — Date 10/19/12

Rosanne Johnson — Typed name of SSC chairperson
Rosanne Johnson — Signature of SSC chairperson — Date 10/19/12

8.2.21

SINGLE PLAN FOR STUDENT ACHIEVEMENT

6098610
(CDS Code)

Creekside Oaks Elementary School



School Years
2012-2013
2013-2014
Date of this revision: 10/23/12

This is a plan of action to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Scott Pickett
Position:	Principal
Telephone Number:	(916) 645-6380
Address:	2030 First Street, Lincoln, CA 95648
E-mail address:	spickett@wpusd.k12.ca.us

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on _____.

8.2.22

SCHOOL DESCRIPTION AND MISSION STATEMENT

Creekside Oaks Elementary School serves approximately 560 students in kindergarten through fifth grade. The diverse composition of the student body is 40% Hispanic, 47% Caucasian, and 13% other designations. English, Spanish, and Portuguese are the primary languages spoken in the community.

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 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 nine 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 aligned to the California Content Standards to assure effective instructional materials 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, one Title I Intervention Support Providers, a science teacher, and a Music teacher. Collaboration between the school district and the Psychology Department of California State University-Sacramento provides individual and small group counseling services to at-risk students with parent permission. In addition, there is a Lighthouse counseling intern who works with students one day a week helping them problem solve in small groups and learn cooperative social skills that enable them to interact with peers in a positive manner.

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 responsiblity, respect, and safety. The training will clarify student behavior expectations and create a positive approach to helping students make good behavior choices. It will also create consistency on the part of the staff and how to deal with students that do not follow expectations.

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.

8.2.23

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. **Alignment of curriculum, instruction and materials to content and performance standards:**
   - 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.

2. **Availability of standards-based instructional materials appropriate to all student groups:**
   - 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.

3. **Alignment of staff development to standards, assessed student performance and professional needs:**
   - CELDT training in-services held by the Western Placer Unified School District
   - New language arts (Medallions) series in-services are held by the Western Placer Unified School District.
   - Standardized testing in-services held by the Western Placer Unified School District
   - Houghton Mifflin Harcourt Math in-services held by the Western Placer Unified School District
   - Western Placer Unified School District provides a survey to assess professional needs
   - CTAP aligned to teaching standards
   - All classroom teachers will be trained in the professional learning community process.

4. **Services provided by the regular program to enable under-performing students to meet standards:**
   - Grade level (Professional Learning Communities) meetings are held twice a month so teachers can evaluate underperforming student progress and determine proper interventions to provide additional support.
   - All English Learner students from beginning to early intermediate levels receive ELD instruction for 30 minutes daily from a credentialed teacher.
   - Supplemental materials and strategies are shared among staff to assist lower performing students
   - Student Success Team (SST) meetings are held, as per need, to assist students/parents with ideas and guidelines for assistance at home and at school.
   - Computer lab is scheduled for all students weekly.
   - Special Education Individualized Educational Plans (IEP) are developed for determining educational goals for students in speech, resource (RSP), and special day classes (SDC).

5. **Services provided by categorical funds to enable under-performing students to meet standards:**
   - Accelerated Reader
   - Title I staff (Teachers and Intervention Support Provider) provide reading intervention support.
   - Some supplemental materials are used to enhance student learning.
   - Special education funds assist with RSP, SDC, Speech, and Psychologist personnel
   - Assistance with paper supplies and copier costs to assist staff/students with extra materials needed.

6. **Use of state and local assessments to modify instruction and improve student achievement:**
   - Professional Learning Communities work together as grade levels to analyze state, district, and grade level student assessment data and provide intervention to those students that need additional support.
   - Principal presents annual CST results to faculty to determine areas of need.
   - OARS – Online Assessment Reporting System provides teachers a way to look at item analysis for intervention.
   - STAR reading tests through Renaissance Place measure student reading comprehension levels.
   - CBM is used to measure progress in reading skills of English Learner students and determine areas of need.

7. **Number and percentage of teachers in academic areas experiencing low student performance:**

8.2.24

- All teachers, 100%, have students that are low performing
- Various assessments show varying percentages of students who are low performing and are in all classes
- Science teachers experience low performing students in each class they teach.

8. **Family, school, district, and community resources available to assist these students:**
   - 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 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
   - Character trait development assemblies
   - Enrichment/educational assemblies
   - Enrichment field trips
   - Office clerk time available to assist students' physical needs
   - Teacher notes/emails/communication systems are used to keep parents informed of student progress and address concerns.
   - Parent volunteers in classrooms
   - Instructional assistants for academics in Title I, SDC, and RSP as funds available
   - First through third grade teachers are to have at least 170 minutes weekly for preparation. Fourth and fifth grade teachers are to have 215 minutes weekly for preparation. This planning time is used to assist students in various ways, communicate/report to parents, and plan specifics re: academic needs
   - 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.

9. **School, district, and community barrier to improvements in student achievement:**
   - There is significant tardy and absenteeism with some students, as well as truancy.
   - Some family environments are unstable and inconsistent with children lacking proper overall care by parents/guardian (nutrition, sleep, help with schoolwork, behavioral guidelines, discipline, expectations)
   - Sometimes language is a barrier.
   - There is a significant percentage of lower income students.
   - State of California budget cuts to districts/schools could equal less services, programs, personnel, and educational materials to assist students and progress in needed areas, yet expectations for student progress remain
   - Categorical budget cuts equal less funds for student programs, services, and educational materials (tutor program, aides, materials and supplies, etc.)
   - Expenses associated with copying support materials for curriculum and supplemental materials needed to improve student progress in academic areas (cursive writing, math exercises, daily languages, CRLP . . .)
   - Students of a low socio-economic status have had less positive educational/environmental experiences to develop background knowledge, understanding and vocabulary.

10. **Limitations of the current program to enable under-performing students to meet standards:**
    - There are limited intervention/support services for students who didn't meet the standards in reading and math.
    - Parenting classes/education may be needed for parents of low-performing students to address behavioral and academic needs
    - There is limited counseling services available to students on campus

9.2.25

Student Performance Data Summary

2011-12

Academic Performance Index (API) School Report

STAR 2011 Percent Tested	Number Included in the 2012 API	2011 API (Base)	2011 Statewide Rank	2011 Similar Schools Rank	2012 Growth Target	2012 API Growth	2012 API Growth Points
100	388	792	5	1	5	817	25

Student Groups	Number of Pupils Included in 2011 API	Numerically Significant	2012 Subgroup API Base	2011 Growth Target	2011 API Growth	2012 API Growth Points
African American, not Hispanic	5	No				
American Indian or Alaska Native	5	No				
Asian	10	No				
Filipino	11	No				
Hispanic or Latino	154	Yes	784	5	731	53
Pacific Islander	5	No				
White not Hispanic	185	Yes	844	A	831	13
Economically Disadvantaged	226	Yes	777	5	756	21
English Learners	91	Yes	753	5	697	56
Students With Disabilities	66	No				
Two or More Races	13	No				

2011-12

Standardized Testing and Reporting (STAR)

English Language Arts **Math**

Scores are stated as a percent of students scoring at proficient	2012 Pro/Adv	2013 Target Pro/Adv Safe Harbor	2012 Pro/Adv	2013 Target Prof/Adv Safe Harbor
All Students	60.1%	64.1%	64.2%	67.8%
Hispanic/Latino	53.2%	57.9%	58.4%	62.6%
English Learners	39.6%	45.7%	57.1%	61.4%
White not Hispanic	64.3%	67.9%	69.2%	72.3%
Socioeconomically Disadvantaged	50.0%	55.0%	58.0%	62.2%
Students With Disabilities	50.0%	55.0%	57.6%	61.9%

8.2.26

Percent of students scoring proficient and advanced for 2011-2012 in grade level subgroups:

English Language Arts

	2nd Grade	3rd Grade	4th Grade	5th Grade
White not of Hispanic Origin	75	48	73	64
Hispanic/Latino	64	26	72	53
English Learner	45	9	50	40
Socioeconomically Disadvantaged	53	33	64	54
Students with Disabilities	44	50	42	0

Math

	2nd Grade	3rd Grade	4th Grade	5th Grade
White not of Hispanic Origin	72	67	79	58
Hispanic/Latino	64	42	72	50
English Learner	55	50	56	40
Socioeconomically Disadvantaged	60	51	65	50
Students with Disabilities	55	40	45	0

California Standards Test (CST) Test Data Over Years

Percent of Students Scoring Proficient or Advanced-English Language Arts

	Grade 2	Grade 3	Grade 4	Grade 5
07/08	48	26	51	52
08/09	50	33	54	38
09/10	58	37	46	48
10/11	50	53	65	51
11/12	71	41	70	60

Percent of Students Scoring Proficient or Advanced-Math

	Grade 2	Grade 3	Grade 4	Grade 5
07/08	57	49	60	70
08/09	59	49	57	57
09/10	73	67	53	39
10/11	61	61	65	39
11/12	70	56	72	54

2011-12

School Demographic Characteristics

Ethnic/Racial (STAR) African American not Hispanic: 1% American Indian or Alaska Native: 1% Asian: 2% Filipino: 3% Hispanic or Latino: 40% Pacific Islander: 1% White not Hispanic: 47% Participants in Free or Reduced Price Lunch: 57% English Language Learners (STAR): 23% Multi-track year-round school? (CBEDS) – No Continuous Enrollment (STAR): 95%	Parent Education Level (STAR) Not high school graduate: 10% High school graduate: 23% Some college: 37% College graduate: 24% Graduate school: 6% Average Parent Education Level (STAR): 2.95 Average Class Size (CBEDS) K-3: 24 4-6: 30 Enrollment in grades 2-5 on first day of testing - 413 Number of Students Excused from Testing – 0 Number of Students Tested – 411

8.2.27

CELDT Test Data Over Years

Percent of students meeting CELDT Criteria

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
08/09	14	40	20	20	28	27
09/10	0	41	23	9	21	53
10/11	0	29	14	32	37	59

Student Attendance Data

Year	ADA
08-09	94.32%
09-10	94.51%
10-11	94.89%
11-12	95.35%

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
Hispanic	Especially grade 3 (ELA) and grade 3 (Math)	Data comparing this group to all students and with other subgroups at school
English Learner	All grades for ELA and Math, especially grades 2, 3 & 5 (ELA) & 5 (Math)	Data comparing this group to all students at school
Socioeconomically Disadvantaged	All Grades for ELA and Math, Especially grades 2, 3 & 5 (ELA)	Data comparing this group to all students at school
Students with Disabilities	All Grades, especially Grade 5 (ELA & Math)	Data comparing this group to all students at school

Conclusions from Student Performance Data, Parents, Teachers, and Students:

- English Language Arts continues to be an area of concern Especially with Hispanic, English Learner, the Socioeconomically Disadvantaged, and Students with Disabilities.
- Rigorous reading intervention for students in these subgroups continues to be greatly needed from all teachers and intervention staff.
- The percent of students that score proficient or advanced continues to fluctuate from year to year even when comparing the same student groups from one year to the next.
- Math scores continue to be a little ahead of English Language Arts.

8.2.28

School Goals for Improving Student Achievement

Goal #1: By June 2013 and June of 2014, all significant student subgroups will meet AYP proficiency rates for STAR testing in English Language Arts.

Goal #2: By June 2013 and June of 2014, all significant student subgroups will meet AYP proficiency rates for STAR testing in Math.

Goal #3: The Average Daily Attendance for the 2012-2013 school year at Creekside Oaks will be 95.75.

8.2.29

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:
By June 2013 and June 2014, all significant student subgroups will meet AYP proficiency rates for STAR testing on English Language Arts.

	Current	Safe Harbor Target
Schoolwide	**60.1%**	**64.1%**
Hispanic/Latino	**53.2%**	**57.9%**
White	**64.3%**	**67.9%**
SED	**50.0%**	**55.0%**
EL	**39.6%**	**45.7%**
SWD	**50.0%**	**55.0%**

Description of Specific Action to Improve Student Performance	Implementers Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: • Teachers collaborate in PLC meetings to insure effective and appropriately aligned instruction • Materials are analyzed by the staff for alignment to the standards	Teachers/Principal	None		
Improvement of Instructional 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	Principal Coordinator Librarian	Subscription fee Prizes Materials / Books Cost of materials	$3,200 $750 $1000 $500	SLIG SLIG, Site Donation Gen Fund
Extended Learning Time: • Computer Lab • Grade level PLC intervention	Classroom Teachers Teachers	Upkeep and materials for the lab Additional Reading Materials	$500 $2,000	Site Site, Title 1
Staff Development: • Workshops/in-services in target areas in English Language Arts. • Site, District, and County in-services on CCSS (Common Core Standards) and Depth of Knowledge	Faculty All year 2012-2014	Workshop substitutes	$1,000-$2,000	Title I, Site
Involvement of staff, Parents and Community: • SST Coordinator • Intervention Services Providers (4 @ 3 hrs / day) • Title I Reading Specialist (1st-5th) • ELAC / Title I parent meetings and communications • SCHOOLS and Parent Volunteers • Adult English Class	 Title I Teacher / Principal District Office	 Stipend Salary Salary Materials District Funds	 $2,400 $38,400 $87,618 $100	 Site Title 1, EIA Title I, EIA Title I
Monitoring Program Implementation: • PLC Meetings	Faculty		N/A	N/A

• Utilize OARS to monitor student achievement • ESGI Assessment Data • CBM Assessment Data	All year Kindergarten Principal/Teachers	N/A Yearly subscription Staff for doing assessments	$750 $1500	Site SLIG

8.2.31

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:

By June 2013 and June 2014, all significant student subgroups will meet AYP proficiency rates for STAR testing in Math.

	Current	Safe Harbor Target
Schoolwide	**64.2%**	**67.8%**
Hispanic/Latino	**58.4%**	**62.6%**
White	**69.2%**	**72.3%**
SED	**58%**	**62.2%**
EL	**57.1%**	**61.4%**
SWD	**57.6%**	**61.9%**

Description of Specific Action to Improve Student Performance	Implementers Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: • Teachers collaborate in grade level PLC meetings to assure that instruction is aligned with standards	All year			
Improvement of Instructional Strategies/Materials: • Enrichment materials for High Achievers or GATE Students	Principal, Teachers/all year	Cost of the materials	$1,000	Title 1, EIA, Site
Extended Learning Time: • Computer Lab	Classroom Teacher			
Staff Development: • Workshops/in-services in target areas such as OARS, HSP math, Professional Learning Communities, GATE etc. • Site, District, and County in-services on CCSS (Common Core Standards) and Depth of Knowledge	Faculty All year 2012-2014	Sub Costs Sub Costs	$1,000 $1,000	Title I/Site Title 1, EIA, Site
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	Materials Stipend District Funds	$250 $2,500	Title I Site
Monitoring Program Implementation: • PLC Meetings • Utilize OARS to monitor student achievement	Faculty All year	N/A	N/A	N/A

2.23.8

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL #3 FOR IMPROVING STUDENT ATTENDANCE:
The Average Daily Attendance for the 2012-2013 school year at Creekside Oaks will be 95.75%.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards:	N/A			
Improvement of instructional strategies and materials:	N/A			
Increased educational opportunity:	N/A			
Staff development and professional collaboration: • Discussion in staff meetings regarding new district attendance procedures.	Teachers/Principal	None		
Involvement of staff, parents and community: ▪ Monthly newsletter for parent education ▪ Attendance telephone line ▪ Title I/ELAC parent meeting ▪ Attendance Letters sent home according to district timelines ▪ Rewards from local businesses for good or perfect attendance	Principal Principal Parents/Staff Principal/Attendance Clerk Principal	Paper costs, ink Sticker costs Materials	$100 $300 $50	Site Site Site
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 our program. ▪ Awards / incentives to encourage better attendance	Principal/ Teachers August Attendance	paper costs, postage Certificates and prizes	$100 $500	Site Site
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	Principal/Attendance Clerk Principal and SSC Principal	None None		

CE.2.8

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy:

State Programs

Economic Impact Aid/ State Compensatory Education and English Learner Program — **Amount: $36,916**

Purpose: Help educationally disadvantaged students succeed in the regular program. Develop fluency in English and academic proficiency of English learners.

Purpose: Develop fluency in English and academic proficiency of English learners.

School and Library Improvement Grant — **Amount: $9,916**

Purpose: Improve school response to educational, personal and career needs of all students.

Federal Programs

Elementary and Secondary Education Act:

Title I: Targeted Assistance Program — **Amount: $98,000**

Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Total amount of state and federal categorical funds allocated to this school: **Amount: $144,832**

8.2.34

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Scott Pickett	X				
Kim Kimsey				X	
Michelle Dworak				X	
Joy Forrey				X	
Tracy Hofstetter				X	
Stephanie Cassidy		X			
Kellie Rafferty				X	
Isabelle Keeling		X			
April Rennie		X			
Karen Anderson			X		
Numbers of members of each category	1	3	1	5	

8.2.35

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

- _X_ English Learner Advisory Committee
- _0_ Community Advisory Committee for Special Education Programs
- _0_ Gifted and Talented Education Program Advisory Committee
- _0_ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based upon 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 school plan was adopted by the school site council on: October 24, 2012

Attested:

Scott Pickett Typed name of School Principal	 Signature of School Principal	10/24/12 Date
Isabelle Keeling Typed name of SSC Chairperson	Isabelle M Keeling Signature of SSC Chairperson	10/24/12 Date

8.2.36

SINGLE PLAN FOR STUDENT ACHIEVEMENT/SCHOOLWIDE PLAN

AT

FIRST STREET SCHOOL

31 66951 6117493
(CDS Code)



This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. **This plan covers two academic years, 2012/2013 and 2013/2014.** For additional information on school programs and how you may become involved, please contact the following person:

Ruben Ayala
Principal
(916) 645-6330
rayala@wpusd.k12.ca.us

First Street School
1400 First Street
Lincoln, CA 95648

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on _____ 2012

8.2.37

School Vision and Mission

MISSION STATEMENT

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 Accountability Report Card

SCHOOL DESCRIPTION AND 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 464 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, and a Title I reading intervention program for our first through fifth grade students. In addition, an innovative collaboration between the district and California State University, Sacramento provides individual and small group counseling services to at-risk 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.

DISCIPLINE & LEARNING CLIMATE

A student handbook was developed and dispersed to students and family members. Within the handbook is the discipline plan. The entire staff and SBLT worked to develop a discipline plan which is in concert with District Discipline Plan. The plan includes the following: school rules, parent notification, expected student behavior guidelines, violation of rules/behavior, student response, comments, action taken and parent signature/response section. The entire staff of First Street School takes classroom and playground discipline seriously. The school also offers a variety of incentive programs such as Student of the Month assemblies, Accelerated Reader store and movie, and other classroom incentives that promote student learning.

SCHOOL LEADERSHIP

First Street School's principal, Mr. Ruben Ayala, holds a Professional Clear Administrative Services Credential in addition to a Specialist Credential in Bilingual Education, a Multiple Subject credential, a Single Subject credential and a Masters Degree in Education. He has served as principal of First Street School since the 2000-2001 school year. The school's leadership also includes the Site Based Leadership Team (SBLT) which includes administration, certificated staff, classified staff and parent members. Members of the SBLT are elected to the committee by their peer group.

8.2.38

EARLY RELEASE DAYS

Early Release Days (ERD) are scheduled by the district scheduling committee with input from the different sites. In November, five days are utilized for parent/teacher conferences. In addition, ERD's are used for teacher collaboration in an effort to increase student achievement and for staff development purposes.

INSTRUCTIONAL MINUTES

Kindergarten classes meet 36,000 minutes per year. All other classes exceed the state mandated daily and yearly minutes requirements. The state requires 36,000 instructional minutes for kindergarten, 50,400 for grades 1-3, and 54,000 for grades 4-8.

SCHOOL FACILITIES AND SAFETY

In August of 2000, First Street School opened at its new site on 1400 First Street. The school houses a library, an administration building and twenty-six relocatable classrooms. There was extensive landscaping and renovation done to the site which had previously served as the District Office.

The campus is clean and secure. A campus-wide communication system with individual telephones in all areas and school-wide "all call" capabilities enables clear, effective announcements at any time. State-of-the-art security and fire prevention systems, including video surveillance, enhance the overall security of the campus. Consistent guest registration procedures provide further safety.

District maintenance staff regularly mows the lawns and maintains the overall exterior environment. All staff and students assist to pick up and dispose of litter from the grounds regularly. Students, teachers and all staff take great pride in the campus grounds and classrooms.

Trained crossing guards are employed to assist students in crossing the busy intersections of First and O Street and First Street and Hollingsworth Drive.

SAFE SCHOOL PLAN

Western Placer Unified School District has a full and comprehensive Safe School Plan for all district sites and facilities. A well planned and trained Crisis Response Support Team has been identified to respond to a full array of potential emergencies. Periodic drills are planned and carried out annually. A new district-wide communication system for emergency use only has been recently installed. A copy of the complete plan is on file at each site.

A safety plan was also developed for First Street School. A committee composed of administration, certificated and classified personnel, parents, and law enforcement reviews the plan annually and revises it as deemed necessary.

SCHOOL PROGRAMS AND PRACTICES THAT PROMOTE A POSITIVE LEARNING ENVIRONMENT

First Street School houses a number of programs unique to this site. The Structured English Immersion program (SEI) serves the English learners with the main focus of the program being the implementation of a successful immersion model that meets the specific needs of our English learner student population. First Street School also serves as the home to the district's Elementary Academy for students in second through fifth grade.

First Street School is also committed to integrating technology into everyday instruction. In addition to a newly installed 34 station computer lab, each classroom at First Street School has a mini computer lab with four to five student-use computers that are Internet compatible. The teaching staff has received extensive training on the implementation of technology in the classroom and is encouraged to integrate computer use by the students as a daily activity.

8.2.39

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. **Alignment of curriculum, instruction and materials to content and performance standards:**
   All core subject area curriculum is aligned to California Content Standards as well as district adopted 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. The newly adopted math program, Harcourt HSP, was also selected by a district committee based on its close alignment to state standards.

   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.

2. **Availability of standards-based instructional materials appropriate to all student groups:**
   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.

3. **Alignment of staff development to standards, assessed student performance and professional needs:**
   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 address the California Content Standards more effectively in the classroom, 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.

4. **Services provided by the regular program to enable Underperforming students to meet standards:**
   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.

5. **Services provided by categorical funds to enable Underperforming students to meet standards:**
   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.

6. **Use of state and local assessments to modify instruction and improve student achievement:**
   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

8.2.40

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.

7. **Number and percentage of teachers in academic areas experiencing low student performance:**
   By analyzing our student achievement data we have been able to identify the areas in which we have done well and the areas where we need to grow. Over the past two years, we have grown significantly in all areas, especially in mathematics as measured by standardized testing. We hope to see a similar growth pattern in Language Arts now that our curriculum is closely aligned to state standards and also due to the tireless efforts of our staff in providing our students with additional help and services.

   Our teachers have also met regularly this year to develop action plans that address areas of need in respect to the state standards. In addition to the mandated monthly grade level meetings, the staff has engaged in collaboration time to be able to accomplish our goal of improving student achievement.

8. **Family, school, district and community resources available to assist these students:**
   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

9. **School, district and community barriers to improvements in student achievement:**
   There are several key issues that impair student achievement at First Street School. There is a strong correlation between student achievement and school attendance patterns. Many of our underperforming students have a high rate of absenteeism. Also noted as a barrier was the inability of many of our Spanish speaking parents to help their children with schoolwork in English. Many of our English learners and economically disadvantaged students lack access to books and appropriate print material at home.

10. **Limitations of the current program to enable Underperforming students to meet standards:**
    The First Street School staff feels there is a need for continued Project GLAD and Focused Approach to Houghton/Mifflin training due to the number of English learners we serve at our school. There is also a need for a structured program specially designed to meet the needs of our underperforming students; in particular those identified as English learners. The staff also expressed the need to continue to focus on aligning curriculum and instruction to the California standards. Enhanced communication between the school, district and community was also viewed as an area of need.

STUDENT PERFORMANCE DATA SUMMARY *(continued)*

School Demographic Characteristics

Data listed below are from the October CBEDS data collection and the STAR Apportionment Information Report.

Ethnic/Racial (STAR)	Percent
African American not Hispanic	0
American Indian or Alaska Native	0
Asian	2
Filipino	2
Hispanic or Latino	69
Pacific Islander	1
White not Hispanic	24
Participants in Free or Reduced Price Lunch	76
English Language Learners (STAR)	43
Multi-track year-round school? (CBEDS)	No
School Mobility (CALPADS)	95

Parent Education Level (STAR)	Percent
Percent with a response	98
Of those with a response:	
Not a high school graduate	42
High school graduate	18
Some college	22
College graduate	15
Graduate school	3
Enrollment in grades 2-11 on first day of test	298
Students exempted from STAR testing	0

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
English learners	2nd – 5th	In English/Language Arts, 56.2% of our students scored proficient or above on the CST compared to 49.7% of English learners. In mathematics the numbers were 61.1% for the school and 47.9% for English learners.
Title I and SCE participants	2nd – 5th	The most needy below the 25%ile receive services through the Title I reading intervention program and after school tutoring groups.
Economically Disadvantaged	2nd – 5th	In English/Language Arts, 46.3 % of our economically disadvantaged students scored proficient or above on the CST compared with 56.2% of overall student population. In mathematics, the numbers were 53.3% for economically disadvantaged and 61.1% all students.
Special Education participants	2nd – 5th	60% of our special education students are at proficient or above on the CST Eng./LA and 62.5% in mathematics compared to the numbers already shared for the general student population.
Other student groups: All Students	2nd – 5th	17.75% of all students scored below/far below basic in English/Language Arts and 13.5% scored at the same level in math.

8.2.42

Conclusions from Student Performance Data:

- More students are struggling in language arts than in mathematics. Our CST scores are higher in math at every grade level tested and have dramatically improved over the last couple of years.
- Our third graders (currently in fourth grade) scored lower than the other grade levels in the CST English/Language Arts while our current fifth graders scored higher than the other grades in this area. In mathematics, our current third graders scored lower than the other grades while our promoted fifth graders scored slightly better than our current fifth graders.
- Our English learners and economically disadvantaged subgroups were not able to meet their AYP targets for the 2011/2012 STAR testing cycle in English /Language Arts or math.
- Our current fifth graders had the highest percentage of students scoring at proficient or advanced in English/Language Arts while our promoted fifth graders had the highest percentage in the math portion of the California Standards Test.

Conclusions from Parent, Teacher and Student Input:

- Student absences negatively affect achievement.
- Parents of English learners have expressed an inability to help their children with work in English.
- Our after school tutoring groups have had a positive impact on student achievement.
- There is a need for continued staff development in the areas of writing, early literacy, and ELD/SDAIE.
- Our early intervention programs (Title I) have been very effective in helping underperforming students achieve at a higher level.

School Goals for Improving Student Achievement:

Goal #1: By June 2013, all significant subgroups will meet AYP proficiency rates for STAR testing in Mathematics.

Goal #2: By June 2013, all significant subgroups will meet AYP proficiency rates for STAR testing in English/Language Arts.

Goal #3: By June 2013, First Street School's attendance rate will increase to 96.58%.

8.2.43

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: By June of 2013, all significant subgroups will meet AYP proficiency rates for STAR testing in mathematics:

- Overall – Current 61.1% Target 64.99% (Safe Harbor)
- Hispanic/Latino – Current 53.3% Target 57.97% (Safe Harbor)
- White – Current 78.1% Target 80.29% (Safe Harbor)
- SED – Current 53.3% Target 57.97% (Safe Harbor)
- EL – Current 47.9% Target 53.11% (Safe Harbor)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content 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 consistent assessment and monitoring system for the mathematics program with particular focus given to the subgroups that failed to meet AYP targets	12-13 Teachers *Teaching staff* Teaching staff and principal	Teachers will use Early Release Days		
Improvement of instructional strategies and materials: • Support the implementation of the newly adopted math curriculum				

• Continue the use of Renaissance's Accelerated Math program • Implementation of the California standards-based Study Island computer program	Teaching staff	Cost associated with renewal of Study Island and Renaissance Place computer-based programs	$3,103 RP $2,800 SI	Title I
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	12-13 Teachers Principal Teachers Fall & Spring	Cost of additional manipulatives not included in the Harcourt HSP Math program Cost of materials (paper, ink cartridges) associated with running the program Certificated Supervisor	$1,500 $2,000 $5,000	Title I Title I Title I
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 • 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)	12-13 Teachers on an on-going basis Principal Teachers Certificated staff Certificated staff	 Cost of workshops or training Cost of training	 $2,000 $2,500	 SLIBG, Staff Dev. Title I Title I
Involvement of staff, parents and community: • Identify, through SST's, grade level meetings and multi-grade articulation meetings, those students in	Certificated staff	Cost of SST coordinator	$2,000	SLIBG

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 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	Teachers Students will use on a regular basis School staff Office staff Administration Title I staff School staff	Cost of folders and agendas The cost associated with the printing of documents and reports The cost associated with "visitor stickers"	$600 $2,000	SLIBG SLIBG
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 • Certificated staff and administration will review STAR testing program information to identify focus areas	12/13 Teachers and administration Administration	Cost associated with the renewal of the AM program		Title I

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE: By June of 2013, all significant student subgroups will meet AYP proficiency rates for STAR testing on ELA:

- Overall – Current 56.2% Target 60.58% (Safe Harbor)
- Hispanic/Latino – Current 46.7% Target 52.03% (Safe Harbor)
- White – Current 76.6% Target 78.94% (Safe Harbor)
- SED – Current 46.3% Target 51.67% (Safe Harbor)
- EL – Current 39.7% Target 45.73% (Safe Harbor)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: • Curriculum mapping and calibration at each grade level that aligns instruction to California Standards • 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 model, the school will develop a consistent assessment and monitoring system for the English/Language Arts program with particular focus given to the subgroups that failed to meet AYP targets	12-13 Teachers Teachers	Teachers are able to meet in grade level teams during Early Release Days and Collaboration Tuesdays. Cost associated with providing intervention for underperforming subgroups	$2,000	Title I
Improvement of instructional strategies and materials: • Use of Renaissance's Accelerated Reader (AR) program in grades 1-5 • Implementation of the California standards-based Study Island computer program	12-13 Teachers, principal Teachers	The cost of purchasing additional licensing from Renaissance and the purchase of books Cost of Study Island Program	$7,500 $2,500	Title I Title I

4'12

• Continue to add AR leveled books to our library • Introduce magazines as reading material in the classrooms and the library • 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)	Librarian Teachers Instructional Aides	The cost of books The cost of magazine subscriptions Cost of 7.75 hours a day of instructional aide time	$1,500 $2,300 $45,000	 SLIBG EIA-LEP
Extended Learning Time: • Title I reading intervention for at-risk students in grades K-2 • We will provide students with supplemental materials to aid in the mastery of grade level standards • Implementation of SRA Reading Mastery and SIPPS as intervention programs for struggling readers • Set aside an additional 30-45 minutes for reading/language arts students participating in the intervention program • Provide extended learning opportunities to our GATE and High Achiever identified students through the District's W-PEP program	12-13 Title I teacher Teachers Teachers Teachers	Cost of Title I teacher Cost of materials Hourly cost for teachers providing enrichment classes	$79,473 $4,200 $4,858	Title I Title I GATE
Staff development and professional collaboration: • Continue to offer district-sponsored training in the areas of reading and writing • Continue to offer staff development opportunities to our certificated staff in the area of language arts • Continue our association with CRLP Results • As part of implementing the Professional Learning Community model, the school will develop a	12-13 District Office Teachers	Cost of presenters and snacks Cost associated with attending staff development opportunities	 $12,698 $4,950	Staff Dev. Title I EIA-LEP

consistent assessment and monitoring system for the reading/language arts program • The district has provided and will continue to provide support to our certificated staff by offering monthly articulation meetings. Our staff will continue to participate in the district articulation effort (CAIPS meetings). • As part of the Professional Learning Community model, the teachers will have increased opportunity to collaborate in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) • Five percent of our Title I allocation will be set aside for staff development	Teachers Teachers Administration	The equivalent of 5% of the total Title I allocation	$7,954	Title I
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 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	12/13 Teachers Teachers Teachers Teachers Students will use on a regular basis Teaching staff Office staff Principal Title I teacher	N/A Possible release time for teachers would require substitutes and compensation for an SST coordinator 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 coffee and snacks provided at meetings The cost of coffee and snacks for the workshops, stipends for the teachers and the cost of materials The cost of field trips and/or other activities for those students with	N/A $2,000 $600 $2,000 $250 $500 $500	N/A SLIBG SLIBG SLIBG EIA Title I SLIBG

and activities regardless of financial hardship		financial need		
Monitoring Program Implementation: • Teachers and administration will monitor student progress on the OARS data management system • Teachers will monitor student progress on our Accelerated Reader 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 • Certificated staff and administration will review STAR testing program information to identify focus areas	12/13 Teachers and Administration Teachers Administration Teachers and Administration			

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE: By June of 2013, First Street School's attendance rate will increase to 96.58%. Our current baseline is 96.08%.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: N/A				
Improvement of instructional strategies and materials: N/A				
Extended Learning Time: • Weekly perfect attendance recognition • Monthly perfect attendance recognition • Home visits to encourage reluctant students to attend school	12-13 Principal Principal			
Staff development and professional collaboration: • Attend training offered by the county or district related to improving student attendance	12-13 Principal and appropriate staff			

8,250

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			

8.2.15

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost	Funding Source
	Total: $0	School Library Improvement Grant
• Serve as a liaison between District and Schools. • Prepare and submit various reports (CalWORKS, Title I Data, R-30 Language Census, etc.). • Advise and assist school with program requirements. • Coordinate staff development. • ELD Program Specialist to provide direct services through in-class support and staff development.	Total: $4,624	EIA-LEP
	Total: $0	Title I Part A
	Total: $0	Title III

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

State Programs

Economic Impact Aid/ State Compensatory Education — **Amount: $0**
Purpose: Help educationally disadvantaged students succeed in the regular program.

Economic Impact Aid/ English Learner Program — **Amount: $46,098**
Purpose: Develop fluency in English and academic proficiency of English learners.

English Language Acquisition Program (ELAP) — **Amount: $0**
Purpose: To help English learners in grades 4 through 8 improve their English proficiency.

Gifted and Talented Education (GATE) — **Amount: $0**
Purpose: To enhance the education of GATE identified students.

School Library Improvement Block Grant (Res 3010) — **Amount: $7,283**
Purpose: Improve school response to educational, personal and career needs of all students.

Arts & Music Block Grant — **Amount: $0**
Purpose: To promote the arts and music.

Other State or Local funds (list and describe) — **Amount: $0**

Federal Programs

Elementary and Secondary Education Act:

Title I: Schoolwide Program — **Amount: $101,243**
Purpose: Upgrade the entire educational program of the school.

Title I: Targeted Assistance Program — **Amount: $0**
Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Title V: Innovative Programs — **Amount: $0**
Purpose: Support educational improvement, library, media, and at-risk students.

Other Federal Funds (list and describe):

Title III: EL (Res 4201 or 4203) — **Amount: $0**

Total amount of state and federal categorical funds allocated to this school: **$154,624**

8.2.53

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Ruben Ayala	X				
Virginia Cosh, Chairperson				X	
Misty Compaan				X	
Terri Leedy				X	
Connie Scheiber				X	
Vickie Vineyard				X	
Mark Bryant		X			
Molly Swesey		X			
Sue Wagner		X			
María DeSantiago			X		
Numbers of members of each category	1	3	1	5	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

8.2.54

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan.

- ___ School Advisory Committee for State Compensatory Education Programs
- __✓ English Learner Advisory Committee
- ___ Community Advisory Committee for Special Education Programs
- ___ Gifted and Talented Education Program Advisory Committee
- ___ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based upon 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 school plan was adopted by the school site council on: October 29, 2012

Attested:

Ruben Ayala Typed name of school principal	_____ Signature of school principal	10/29/12 Date
Virginia Cosh Typed name of SSC chairperson	_____ Signature of SSC chairperson	10/29/12 Date

8.2.55

SINGLE PLAN FOR STUDENT ACHIEVEMENT

FOSKETT RANCH ELEMENTARY SCHOOL

November 6, 2012

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Kelly Castillo
Principal
(916) 434-5255

Foskett Ranch Elementary School
1561 Joiner Parkway, Lincoln, CA 95648
kcastillo@wpusd.k12.ca.us

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on 11/6/2012.

8.2.56

VISION STATEMENT
At Foskett Ranch Elementary, our vision is to promote and foster academic, personal and social achievement for all students.

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, a first/second combination class, two second grade classes, a second/third combination class, two third grade classes, a three/four combination class, two fourth grade classes, a fourth/fifth combination and two fifth grade class serving our students. Families can enroll in a private, fee-based before and after school program that is 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 and the Lighthouse Resource Center provide a small amount of group social skills training.

Parents are involved through assisting with the 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.

STUDENT ACHIEVEMENT
Foskett Ranch maintains high expectations for student achievement. Yearly, students are administered state required standardized tests measuring individual academic progress. A high priority has been set by both the school and district to raise individual performance and test scores. Students may also be tested with parent permission to determine special needs, either with learning handicaps or advanced ability. Such testing is completed by qualified and trained district staff who discusses the results with parents.

DISCIPLINE AND CLIMATE FOR LEARNING
A student handbook is provided to students and family members. Within the handbook is the discipline plan. Staff worked to develop a discipline plan which is in concert with the District Discipline Plan. The plan includes the following: school behavior guidelines, procedures and policies, parent notification, violation of rules/behavior, student response, comments, action taken with parent signature/response section, and a positive behavior plan.

The Foskett Ranch staff takes classroom and playground discipline seriously so teachers can teach, students can learn, and a safe environment exists for all. Procedures, expectations and guidelines are regularly reviewed and reinforced with the students.

INSTRUCTION
Students at Foskett Ranch receive quality instruction in the core areas – language arts, mathematics, science, social studies, music, art and physical education. Teachers differentiate core instruction to meet the needs of the English Language Learners, students needing extra support and students that need a more challenging curriculum. In addition to the core curriculum, teachers are implementing Positive Action, a character development program. Students that are identified as Gifted and Talented (GATE) work towards meeting their Individual Learning Plans designed to help them achieve at their potential. Students not meeting grade level standards participate in extra support lessons during the school day and may be enrolled in after school tutoring programs. Identified special education students receive support through the Resource Specialist Program (RSP) according to their Individual Education Plans (IEP).

COUNSELING AND SUPPORT SERVICES
WPUSD has a Director of Special Education, a Program Specialist, district psychologists, two full-time nurses, devoted to identifying and serving the special needs of our students.

The Student Study Team process is in place for instances where students with academic or behavior difficulties are referred. Administrators, regular and special education staff, parents, and students meet to discuss the nature of the concern and brainstorm strategies to address specific concerns. After modifications to the existing educational program are tried, and additional data is gathered regarding student progress, a student may be referred for further services or a behavior plan written.

8.2.57 2

The Lighthouse Community Resource Center exists to assist parents, children, and their families. Children and families in Lincoln can receive counseling on a walk-in and school referral basis. The Lighthouse Center also houses many community based support services that serve the Lincoln area. About 10% of all students in our district receive support the Lighthouse Center.

SCHOOL FACILITIES AND SAFETY

Foskett Ranch was completed in the summer of 2005. The new site houses a library, a computer lab, administration building, multi-purpose room with an area for music instruction, an art room, a science room, and 30 classrooms. The gated campus is clean and secure. A campus-wide communication system with individual telephones in all areas and school-wide "all call" capabilities enables clear, effective announcements at any time. State-of-the-art security and fire prevention systems enhance the overall security of the campus. Consistent guest registration procedures provide further safety.

District maintenance and custodial staff regularly mow the lawns and maintain the overall exterior environment. All staff and students assist to pick up and dispose of litter from the grounds regularly. Students, teachers, and all staff take great pride in the campus grounds and classrooms. There are supervisors in the cafeteria and on the playground during lunch. Teachers are supervisors during AM/PM recesses. The principal and classified staff supervise students upon dismissal.

WPUSD and Foskett Ranch have developed a full and comprehensive Safe School Plan. A well-planned and trained Crisis Response Support Team has been identified to respond to a full array of potential emergencies. Periodic drills are planned and carried out annually. A new district-wide communication system for emergency use has recently been installed. The School Safety Plan covers the topics of personal characteristics of students and staff, the school's physical environment, a map of all facility locations, the social environment, and school culture. Procedures for evacuation, shelter in place and lock down drills are in place.

SCHOOL LEADERSHIP

The Principal, Kelly Castillo, has served in education for twenty-eight years, nineteen years in school administration. Mrs. Castillo holds an Administrative Services Credential, a Multiple Subjects Teaching Credential and an MA in Education Administration.

The School Site Council (SSC) is a committee of teachers, parents, classified staff and/or community members that works closely to develop the Single Plan for Student Achievement which includes analyzing school data, creating goals and action plans based on the data analysis and develops the categorical budget.

The Parent Teacher Organization (PTO) is a group of parents and teachers that promote enrichment on campus.

SCHOOL INSTRUCTION

Foskett Ranch staff work together with the WPUSD administration to determine various assessments and test results of students to set goals for improvement. This is done through faculty, district, and grade level meetings. Students are served in Special Education programs as determined through the IEP process re: SDC, RSP and/or Speech services. Students in GATE are served either through a district GATE/High Achievers program at First Street School or through an individualized learning plan in the regular classrooms. English Learners (in grades 6 – 12) that are new to the country are enrolled in a specialized program to learn English. Younger English Learners receive English Language Development at their schools of attendance. Core curriculum is adopted by WPUSD to be used relative to statewide mandates. Parent/ teacher conferences, report cards at each trimester, and At Risk/Retention notices are used as per district guidelines. Regular communication from the district and staff to parents takes place regarding expectations and student progress.

SCHOOL PROGRAMS AND PRACTICES THAT PROMOTE A POSITIVE LEARNING ENVIRONMENT

Our school's discipline policy is in the Student Handbook and is presented to all parents and students through the handbook, assemblies, and in classes. For all students, assemblies are held related to character building and doing their best relative to behavior and choices. Awards assemblies are held each trimester to recognize students for attendance, citizenship and achievement/effort. Students participate in various school educational enrichment assemblies and class field trips. After school clubs such as the garden club, chess club, choir, drama and art club enhance the learning environment. Lighthouse counseling services are available to families and students. School communication takes place through regular school newsletters, a computerized phone calling system that reaches all households that provide phone numbers for the staff, teacher communication letters/calls, and our school marquee. We hold Student Success Team (SST) meetings with staff and parents to assist student success. All staff members are encouraged to act in a positive, productive, professional, and personable manner.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

1. Alignment of curriculum, instruction and materials to content and performance standards:
   - All subject areas, report cards, and testing are aligned with state content standards
   - Assessments are aligned to state standards
   - District adopted curriculum, aligned to state standards, 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

2. Availability of standards-based instructional materials appropriate to all student groups:
   - 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

3. Alignment of staff development to standards, assessed student performance and professional needs:
   - CELDT training in-services held by the WPUSD
   - Language Arts and Math in-services held by the WPUSD
   - Standardized testing in-services held by the WPUSD
   - Standards based subject areas of math, language arts, and the arts attended by various staff of the WPUSD
   - Placer County Office of Education workshops are available and attended by some staff
   - CTAP is aligned to teaching standards
   - Staff are well informed of standards through handouts/meetings
   - Assessments include but no limited to SST, STAR reading, district English Language Arts and Math assessments.

4. Services provided by the regular program to enable under-performing students to meet standards:
   - 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
   - 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.

8.2.59

5. Services provided by categorical funds to enable under-performing students to meet standards:
   - 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 Program) to acquire necessary skills to be successful in the mainstream classroom.
   - 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.
   - Intervention Support Personnel provide small group instruction in the area of phonics, phonemic awareness and phonetic principles.

6. Use of state and local assessments to modify instruction and improve student achievement:
   - Assistant Superintendent for Curriculum and Instruction annually presents/discusses test results and assessments with all district staff during the district inservice day as funds allow
   - Grade levels meet to review student data, plan and pace instruction, identify individuals and/or groups of students for strategic intervention to improve student achievement.
   - District-wide, grade level assessments allow staff to monitor ongoing student progress in Language Arts and math
   - Teacher developed assessments used to guide planning and instruction
   - Teachers use Renaissance Learning diagnostic assessment (STAR Reading Assessment) to determine independent reading levels for their students.
   - Staff use Accelerated and Fluent Reader to assist the students with daily reading motivation and practice
   - State test results in specific areas, by grade level and subject, to determine instructional needs
   - Music teacher can administer assessments when available
   - Assessments available in each subject area text to be used by faculty

7. Number and percentage of teachers in academic areas experiencing low student performance:
   - All teachers have students that are low performing
   - Various assessments show varying percentages of students who are low performing and are in all classes

8. Family, school, district, and community resources available to assist these students:
   - STAR Before and After School Program is a private, fee-based company that contracts with WPUSD and is open from 6:30 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 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 mild/moderate disabilities
   - After-School tutoring
   - From 175 to 215 minutes of prep time for each teacher (depending on grade level) 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

9. School, district, and community barriers to improvements in student achievement:
   - District-wide assessments are works in progress and are currently being finalized at the sites.
   - Budget cuts have limited or stopped various programs to help students close achievement gaps.
   - Chronic tardies and absenteeism with some students, as well as truancy, who need consistency within the classroom to obtain instruction and progress academically and socially
   - Some family environments unstable and inconsistent with children lacking proper overall care by parents/guardian (nutrition, sleep, help with schoolwork, behavioral guidelines, discipline, expectations)
   - Some language barriers
   - Limited categorical programs
   - Expenses associated with copying support materials for curriculum and supplemental materials needed to improve student progress in academic areas (cursive writing, math exercises, daily languages, CRLP . . .)
   - Students need review and practice in math to retain skills.
   - Curriculum alignment at certain grade levels presents a challenge when addressing California State content standards.

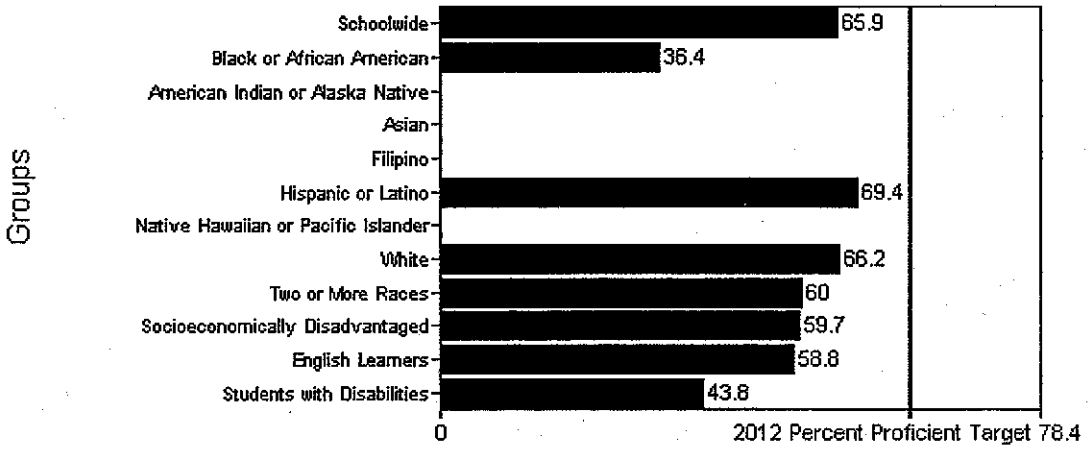
10. Limitations of the current program to enable under-performing students to meet standards:
   - Not enough interventions/support/staff for all academic areas
   - Not enough support staff for behavior concerns.
   - Additional support materials are needed to meet the needs of under-performing students
   - Additional training in differentiated instruction, universal access, English Language Development and tiered intervention is needed to meet the needs of under-performing students
   - A lack of summer school intervention prevents remediation.
   - Class sizes continue to increase.
   - Funding from State and Federal government limited, not providing enough funds to have adequate staff to thoroughly assist students with educational and other important needs

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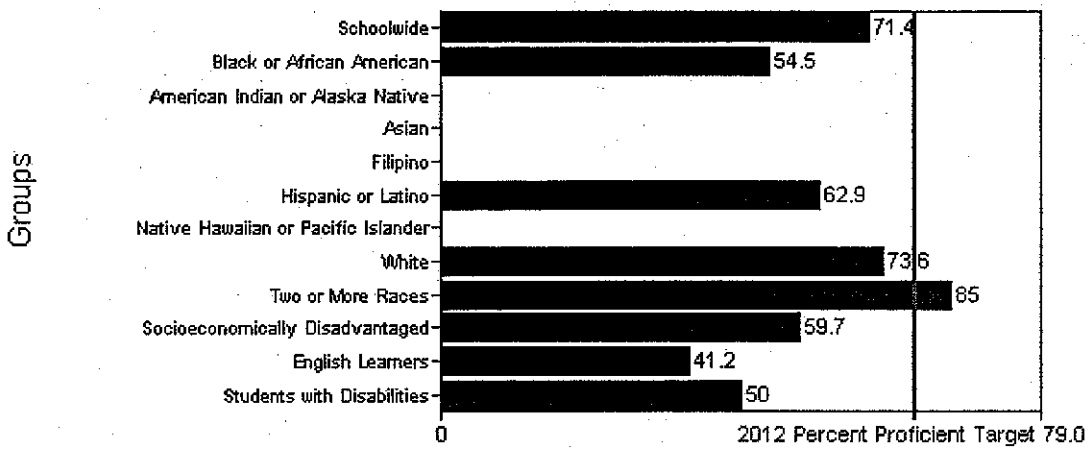
STUDENT PERFORMANCE DATA SUMMARY

State Testing and Accountability Reporting (STAR)

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



Significant subgroups (50+ students in a group or 15% of total population) for Foskett Ranch include School-wide, Hispanic, Socio-Economically Disadvantaged and White subgroups. In math, the school-wide, Hispanic and White sub groups met the 2011 federal target. The School-wide and White subgroups met the 2011 target for English/Language Arts.

State Accountability: Academic Performance Index (API)

2011 Base API	2012 Growth API	Growth in API from 2011 - 2012
870	860	-10

8.2.62 7

Grade Level Report - % Proficient/Advanced English/Language Arts

Grade Level	English Language Arts			
	09	10	11	12
2nd	61.1	70.4	78.7	73
3rd	48.3	49.2	50	58
4th	79.2	59.2	75.6	68
5th	67.2	73.6	62.7	67

Grade Level Report -% Proficient/Advanced Math

Grade Level	Math				Science (5th Only)			
	09	10	11	12	09	10	11	12
2nd	76.4	76.5	79.8	72				
3rd	71.4	65.8	71.8	72				
4th	83.4	67.1	71.8	64				
5th	90.4	79.2	69.3	76	82.5	73.2	72.7	78

8.2.63 8

2010 – 2011 Discipline Distribution Report

	Total	Kinder	1st	2nd	3rd	4th	5th
Cause/Attempt Injury	4				3		1
Battery							
Dangerous Object/Weapon	1				1		
Attempt/Damage Property							
Attempt/Steal Property							
Possess/Use Tobacco							
Obscene Act/Vulgarity/Profanity							
Disrupt Activity Defy Personnel	6		1	1	4		
Received Stolen Property							
Imitation Fire Arm							
Harass/Threaten/Intimidate							
Brandish a Knife							
Sexual Harrassment							
Hate Violence							
Create Hostile Environment							
Non Suspendable	52		12	7	10	11	10
Totals	64		13	8	18	11	11

2011 – 2012 Discipline Distribution Report

	Total	Kinder	1st	2nd	3rd	4th	5th
Cause/Attempt Injury	2					1	1
Battery							
Dangerous Object/Weapon							
Attempt/Damage Property							
Attempt/Steal Property							
Possess/Use Tobacco							
Obscene Act/Vulgarity/Profanity	1			1			
Disrupt Activity Defy Personnel	1				1		
Received Stolen Property							
Imitation Fire Arm							
Harass/Threaten/Intimidate							
Brandish a Knife							
Sexual Harrassment							
Hate Violence							
Create Hostile Environment							
Non Suspendable	89		9	24	13	26	17
Totals	93		9	25	14	27	18

8.2.64 9

School Demographic Characteristics

Data listed below are from the October CBEDS data collection and the 2012 Standardized Testing and Reporting Program student answer document.

Ethnic/Racial %'s		Parent Education Level	
African American not Hispanic	2.6	Not high school graduate	2
American Indian or Alaska Native	0.9	High school graduate	13
Asian	2.8	Some college	37
Filipino	1.8	College graduate	36
Hispanic or Latino	16.7	Graduate school	11
Pacific Islander	1.3	Average Parent Education Level	3.41
White not Hispanic	67.9	**% Enrollment for STAR**	
Two or More Races	3.1	Grade 2	28
Participants in Free or Reduced Price Lunch	119	Grades 3 – 5	72
Participants in GATE	6		
Number of English Language Learners	10		
Reclassified Fluent English Proficient	1	**Enrollment in grades 2-5 on first day of testing**	368
Students with Disabilities	10	**Number of Students Excused from Testing**	0
Multi-track year-round school? (CBEDS)	No	**Number of Students Tested**	337
School Mobility	96		

Conclusions from Student Performance Data:

- **English Language Arts** - State tests show relative gaps with the following sub groups as compared to the school-wide achievement – Black or African American and Students with Disabilities. A gap continues to exist between reading and math but is narrowing. The following subgroups met the SSC goal for 2011 – 2012: Hispanic/Latino (Safe Harbor); Socioeconomically Disadvantaged (Safe Harbor); and English Language Learners. The following subgroups did not meet the SSC goals for 2011 – 2012: Schoolwide, White, Students with Disabilities. Grade level performance shows that English Language Arts scores increased in grades 3 and 5. Grade 4 scores decreased 11 points from 2009 – 2012. Although 2nd grade scores decreased 5.7 points from 2011 – 2012, 2nd grade increased 11.9 points from 2009. According to federal Adequate Yearly Progress (AYP), the following significant subgroups met the federal 2012 target: Hispanic/Latino and Socioeconomically Disadvantaged. The schoolwide and white significant subgroups did not meet the federal 2012 target.

- **Math** – State tests show relative gaps with the following sub groups: Students with Disabilities, English Language Learners, Black/African American, and Socioeconomically Disadvantaged. Our school scored better in Math than in English Language Arts on the state assessment. Grade level performance

indicates a decrease from the 2009 – 2010 math CST scores in grades 2, 4 and 5. None of the significant subgroups met the federal Adequate Yearly Progress 2012 targets for math.

Conclusions from Parent, Teacher and Student Input:

- English Language Learners and the Socioeconomically Disadvantaged did not meet SPSA goal in English Language Arts and Math. The Students with Disabilities did meet the SPSA goals.
- School-wide math and English Language Arts scores increased.
- Differentiation continues to be a need.
- The 2012 parent survey indicates: teachers promote academic excellence; parents indicate a need for technology; parents indicate a need for PE equipment; students enjoy school; students receive consistent homework that aligns with class work; parents want to know about behavior procedures for school; parents comment that discipline is inconsistent; parents with students performing above grade level comment that the curriculum may not be as challenging as with prior curriculum.
- There is a need to develop students' social/emotional awareness/skills (ie: bullying, community).
- Discipline referrals to the office increased approximately 31% from 2010 – 2011 to 2011 – 2012.
- A concern exists that students may not be retaining basic math fact skills and may need review strategies.
- Twenty-two percent of the student population were considered socioeconomically disadvantaged (free/reduced lunch counts) during 2011 – 2012.
- There is a decrease in formal/informal suspensions from 10/11 to 11/12 and an increase in office citations.
- Fifth grade science scores remain consistent and are higher than the district and state average.
- Although the school API is higher than district and state averages, the API decreased by 10 points from the 2011 base to the 2012 growth report.

School Goals for Improving Student Achievement:

Goal #1: By June 2013, 69.31% of the 2nd – 5th grade students school-wide will score proficient/advanced in English/Language Arts on the California Standards Test (CST) to achieve Safe Harbor.

Goal #2: By June 2013, 74.26% of the 2nd – 5th grade students school-wide will score proficient/advanced in math on the California Standards Test (CST) to achieve Safe Harbor.

Goal #3: By June 2013, student referrals to the office will decrease 5% from 93 to 88 as measured by documented referrals to the office.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Site Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

GOAL # 1 for Improving Student Achievement: By June 2013, 69.31% (Safe Harbor) of the 2nd – 5th grade students school-wide will score proficient/advanced in English/Language Arts on the California Standards Test (CST).

Student groups participating in this goal: All Kindergarten through fifth grade students, English Language Learners (ELL), Students with Disabilities.
Performance gains expected for these students: By June 2013, each sub group will make the following increases in % proficient/advanced on the English Language Arts portion of the CST: Hispanic/Latino – from 69.4 to 72.46% (Safe Harbor), White – from 66.2 to 70% (Safe Harbor), Socioeconomic Disadvantaged – 59.7 to 63.73% (Safe Harbor), English Learners – 58.8 to 63% (Safe Harbor), Students with Disabilities – 43.8 to 49.42% (Safe Harbor).
Means of evaluating progress toward this goal: CA State Assessments, District Assessments, Grade Level Formative Assessments, Classroom Assessments and samples.
Group data needed to measure academic gains: Whole group and significant subgroup data (such as ELL and Students with Disabilities)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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.	Staff/Admin – Fall '12 ongoing	None		
B. Grade levels create SMART goals that will include grade level wide and sub group goals to contribute to the school improvement plan goals.	Staff/Admin – September/ October '12	None		
C. Walkthrough observations monitor instruction aligned to content standards and strategies to address needs of subgroup populations.	Admin – 12/13 ongoing	None		
D. Science lab lessons include targeted opportunities to enhance reading/writing across the curriculum and to address the needs of sub groups.	Staff – 12/13 ongoing	Cost of instructional materials.	$500	SLIG
E. Music and Art are paced to ensure instruction is matched to standards at each grade level.	Staff/Admin 12/13 ongoing	Cost of instructional materials.		

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F. Teachers/students set Accelerated Reader goals each trimester and regularly monitor progress towards those goals.	Staff - 12/13			
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.	IEP Team 12/13 ongoing	None		
H. English Language Learners are assessed and monitored to ensure student progress towards EL and state standards.	Staff/Admin 12/13 ongoing	Paper/Copy Costs	$20	EIA
I. Individual Learning plans are developed for GATE identified students to meet their needs.	Staff/Admin 12/13 ongoing	None		
Improvement of instructional strategies and materials: J. Professional Learning Communities analyze student assessment data to monitor progress and develop action plans to meet students' needs.	Staff/Admin – 12/13 ongoing	None		
K. Student Success Team (SST) and grade levels meet regularly to develop action plans to address students' needs.	Admin – 12/13 ongoing	None		
L. Accelerated Reader allows students daily independent reading practice and allows staff to conference with students to monitor progress.	Staff/Admin - 12/13 ongoing	Accelerated Reader subscription	$3400	SLIG
M. Library resources address various needs by allowing students to select materials at their reading levels.	School library tech/staff – 12/13 ongoing	Cost to increase library circulation, incentives, supplies	$3,500 $1,500	SLIG Kiwanis
N. Supplemental materials and supplies help to differentiate instruction to address the differentiated needs of the learners.	Staff- 12/13 ongoing	Paper, copy costs.	$6,000 (copies)	SLIG

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O. Students use technology resources for solving problems and making informed decisions in technology infused mathematics, science, social studies, language arts.	Staff/Admin- 12/13 ongoing	Programs/Materials/Software/ Technology Cost to update computers, printers, and LCD projector materials.	$2,000 $1,000 $1852	PTO SLIG EIA
Extended Learning Time:				
P. Homework club allows identified students the opportunity to receive additional assistance in the content areas.	Staff – Nov 12– April 13	Hourly rate of certificated staff 2 days per week, 45 mins each session at $35 per hour.	$600	SLIG
Q. After school tutoring allows targeted students the opportunity to participate in additional, direct instruction in language arts.	Staff – Nov 12 through April 13	Hourly rate of certificated staff Materials, copy costs	$600	SLIG
R. After school activities allow students to participate in after school enrichment programs.	Staff 12/13 ongoing	Hourly rate of certificated staff, materials and supplies	$212 $138	GATE Art/Music PTO
S. After school choir extends the core curriculum presented during music instruction.	Staff 12/13 ongoing	Hourly rate of certificated staff, materials and supplies	$1,000	PTO
Increased educational opportunity:				
T. Grade level differentiation blocks allow teams of teachers/staff to address the needs of students below, at and above grade level standards.	Staff 12/13 ongoing			
U. Accelerated Reader provides daily reading practice at students' ZPD (Zone of Proximal Development).	Grade levels – 12/13 ongoing	Accelerated Reader subscription fees, ink, paper (see pg 13, 1. L)		
V. The computer lab supports instruction in the content areas.	Staff – 12/13 ongoing	Cost for site license fees, software, hardware, antivirus	$600	SLIG

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W. 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. X. Adopted Language Arts curriculum includes components to address needs of sub group populations.	Special Education & General Education Staff August 12 Staff 12/13 ongoing	Substitute costs for collaboration meetings between special ed, regular ed staff and admin at the beginning of the year to understand the IEP components. No additional costs	$100	Medi-Cal Collab grant
Staff Development and Professional Collaboration: Y. Staff members participate in district workshops.	Staff – 12/13 ongoing	Buy-back units to staff		District
Z. Professional Learning Communities collaborate to further develop strategies to differentiate instruction and to understand targeted populations.	Staff – 12/13 ongoing		None	None
AA. Grade level teams meet with the principal to review math curriculum and alignment to essential standards and CST Blueprints and to examine Common Core Standards to prepare for implementation in 2014/2015.	Staff/Admin – 12/13 ongoing	Three, ½ day meetings w/principal per grade level.	$3,450	SLIG
Involvement of Staff, Parents and Community: BB. Principal reports at PTO meetings focus on school activities and student achievement.	Admin – ongoing		None	
CC. Standards and grading format are presented to parents.	Staff/Admin - Nov 11	None		
DD. School Site Council (SSC) reviews school achievement data to monitor school program success.	SSC – Sept/Oct 12/ Mar-Apr 13/May 13	(See pg 13, 1. V)		

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EE. 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.	Staff/parents – Nov 12	Copy costs, paper, ink	$50	SLIG
FF. Parents receive reports associated with Accelerated Reader that update them regarding student progress.	Staff/Admin – 12/13 ongoing	Copy costs, paper, ink, cost of subscription for online parent conference scheduler	$290	SLIG
GG. Student Success Team meetings include the parents' input in development of individual learning plans.	Staff/Admin – 12/13 ongoing	Copy costs, ink, paper (see pg 12, 1. G)		
HH. Staff meet with parents of GATE students to develop learning plans to ensure academic needs are addressed.	Staff Nov 12			
II. SSC's data review includes analyzing progress of sub group populations to monitor school program success.	Staff/Admin 12/13 ongoing			
Auxiliary services for students and parents:				
JJ. Kindergarten orientation is held prior to the beginning of a new school year.	Kindergarten staff – Aug 12	Hourly rate for teachers for 2 hours (2 for student orientation)	$35 per hour x 3 teachers = $210	SLIG
KK. Parents are a vital part of the Student Study Team (SST).				
LL. Back to School and November conferences provide opportunities for parents and teachers to communicate.				

Monitoring program implementation and results:				
MM. Teachers meet during staff and grade level meetings to review student assessment data to determine program effectiveness.	Staff/Admin – 12/13 ongoing	None		
NN. SSC reviews student progress to monitor program effectiveness.	SSC – Sept/Oct 12/ Mar-Apr 13/May 13	None		
OO. Staff and students utilize the STAR Released Questions to understand the state test, to practice test-taking strategies.	2nd – 5th grade 12/13 ongoing	Cost to copy the STAR Released Questions	$500	SLIG
		Total Categorical Expenditures for Goal #1	**$ 22,922**	

GOAL # 2 for Improving Student Achievement: By June 2013, 74.26% (Safe Harbor) of the 2nd – 5th graders school-wide will score proficient/advanced in math on the California Standards Test (CST).

Student groups participating in this goal: All Kindergarten through fifth grade students, high achievers/GATE, English Learners, students not meeting standards, students with disabilities.
Performance gains expected for these students: By June 2013, each sub group will make the following increases in math on the CST: Hispanic/Latino – from 62.9 to 66.61% (Safe Harbor), White – from 73.6 to 76.24% (Safe Harbor), Socioeconomic Disadvantaged – from 59.7 to 63.73% (Safe Harbor), English Learners – from 41.2 to 47.08% (Safe Harbor), Students with Disabilities – from 50 to 55% (Safe Harbor).
Means of evaluating progress toward this goal: CA State Assessments, District Assessments, Grade Level Formative Assessments, Classroom Assessments and Samples.
Group data needed to measure academic gains: Whole group and significant subgroup data (such as ELL and Students with Disabilities)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:				
A. Supplemental materials and supplies help to differentiate instruction to address the differentiated needs of the learners.	Staff- 12/13 ongoing	See Goal # 1 BB regarding grade level meetings w/principal.	See 1.BB	
B. Grade levels review math progress, compare math curriculum with essential standards, CST Blueprints and District pacing guides.	Staff/Admin – 12/13 ongoing	Substitutes for grade level meetings	See 1.BB	
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.	IEP Team – 12/13 ongoing	None		
D. Individual Learning plans are developed for GATE identified students to meet their needs in the area of math.	Teachers/Admin – Fall 12	None		
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.	Staff/Admin 12/13 ongoing	Materials/Supplies for students		

2.7.8

F. Supplemental technology software/hardware, materials and supplies help to differentiate math instruction to meet the needs of the sub group populations.	Staff/Admin 12/13 ongoing	Supplemental technology software/hardware, materials and supplies for students.	$1,508 $1,853	SLIG EIA
Extended Learning Time: G. After-school intervention programs/tutoring provide additional academic support as funds allow. H. After school activities allow students to participate in after school enrichment programs.	Staff – Nov 12 through May 13 Staff-Nov 12 through May 12	Hourly rate of certificated staff (see pg 12, 1. K)	$600	SLIG PTO
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.	Staff 12/13 ongoing	Included in base program		District
Staff Development and Professional Collaboration: K. Staff participate in district workshops	Staff/Admin – 12/13 ongoing	Buy-back units		District
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	Staff – Nov 12/ Feb 13/May 13 SSC – Sept 11/ Mar 12/May/12 IEP Team –	Costs for translators Copy costs (see pg 14, 2. Y)	$300	EIA

(IEP) development. O. Parents provide input during Student Study Team (SST) meetings.	12/13 ongoing SST – 12/13 ongoing			
Auxiliary services for students and parents: P. Transition meetings are held for special education students entering Kindergarten.	Special & Regular Education Staff – May/June 13	Substitutes to release teachers to attend IEP meetings.	$500	EIA
Monitoring program implementation and results: Q. SSC monitors program effectiveness as it relates to sub group populations. R. Administration works with staff to monitor students identified under the district's Promotion/Retention policy. S. Administration works with the English Learner Site Assessment Coordinator to monitor student progress according to assessment data.	SSC – Oct 12/ Mar 13/ May 13 Staff/Admin – 12/13 ongoing Site Assessment Coord/Admin – 12/13 ongoing	None None Cost of assessment coordinator	Centralized Service	
		Total Categorical Expenditures for Goal #2	**$ 4,761**	Approx.

SL 2.8

GOAL # 3 By June 2010, there will be a 5% decrease in discipline referrals to the office from to as measured by the Aeries discipline documentation system.

Student groups participating in this goal: All Kindergarten through fifth grade students

Performance gains expected for these students: Increase the average attendance of our school by 0.5%
Increase academic performance on district assessments
Decrease percentage of office referrals.

Means of evaluating progress toward this goal: Monthly attendance reports as well as CST results.

Group data needed to measure academic gains: Aeries discipline data

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards:				
Improvement of instructional strategies and materials:				
A. A school-wide behavior plan, including rewards and consequences, promotes consistent enforcement of school discipline.	Staff/Admin 12/13 ongoing	Copy costs, incentives	$200	Site Funds
B. Assemblies/presentations that focus on social skills, self-esteem and appropriate choices reinforce the school-wide behavior plan.	Staff/Admin 12/13 ongoing	Cost of assemblies	$2000	Parent Teacher Org.
C. Positive Action, a character education curriculum, focuses on positive reinforcement and preventative intervention	Staff/Admin 12/13 ongoing			
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.	Certificated/ Classified Staff/ Admin 12/13 ongoing	Copy costs, incentives	$300	SLIG
E. Trimester awards highlight students for efforts and achievement in citizenship, effort, academics, attendance.	Staff/Admin Nov 12/March & May 13	Certificate costs, copy costs, ink	$300	SLIG
Extended learning time:				
F. A school psychologist field worker works with small groups of students (referred by their teachers or parents) to reinforce social skills.	Staff/Admin/Field Worker	None		
G. An intern from the Lighthouse Counseling Center works 1:1 with students to develop pro-social skills, skills to cope with school situations.	Staff/Admin/Intern	None		

H. Families have the opportunity to connect with the school community through family nights.	Staff/Admin 12/13	Materials/Supplies	$500	PTO/Site Funds
Increased educational opportunity: I. After school programs in music, drama, art, etc. enhance the learning environment.	Staff/Admin	Materials/Hourly teacher wage	$5000	PTO
Staff development and professional collaboration: J. Staff participate in district workshops relating to behavior intervention. K. Staff participate in outside workshops relating to behavior intervention and discipline as funds allow.	Admin/Staff Staff/Admin	Buy-back units to staff Workshop fees, substitutes		District
Involvement of staff, parents and community: L. Weekly newsletter sent home from the principal highlighting school events as well as student and teacher accomplishments M. Parent/teacher/student conferences during first trimester of school to review assessment results and develop plans to address students' academic and social needs. N. Staff send reports to parents to keep them abreast of students' progress. O. Volunteers participate in the W.A.T.C.H. DOGS (Dads of Great Students) to contribute to a positive school climate.	Principal Teachers /Student AdminTeachers Admin/Staff 12/13 ongoing	Paper costs, copy cost, Postage for Back to School Newsletter mailing in August. Ink, paper (see pg 19, 3. K) Copy and supply costs	$400 $325	SLIG PTO
Auxiliary services for students and parents: P. Parent information at Back to School Night to share assessment data, school goals, vision, etc.	Principal/Teachers	None		

Q. Kindergarten Orientation Day to be held prior to the beginning of school to help orient kindergarteners as well as their parents with our program	Teachers	Hourly rate for teachers (see pg 14, 1. CC)		
Monitoring program implementation and results:				
R. Administration monitors attendance and notifies parents of students considered truant.	Admin	None		
S. Administration monitors citations and works with staff and parents to develop plans to address behavior concerns.	Admin	None		
T. Staff/administration monitors effectiveness of school behavior plan and Positive Action program to modify as necessary.	Admin/Staff	None		
		Total Categorical Expenditures for Goal #3	**$ 1000**	Approx.

8:21:18

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost	Funding Source
• A district English Language Development support specialist provides direct services to students and teachers.	$274	EIA

8.2.79

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL 2012-2013

The following state and federal categorical funds have been allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

State Programs

School & Library Improvement Block Grant
Purpose: Improve school response to educational, personal and career needs of all students.

Amount: $8,765
Carryover: $15,043

EIA
Purpose: To increase achievement of English Language Learners and struggling students

Amount: $1,920
Carryover: $2,605

Art and Music Grant
Purpose: To enhance the Art and Music Program

Amount:
Carryover: $138

GATE
Purpose: To increase the achievement of students in the Gifted and Talented program

Amount:
Carryover: $212

Total amount of state and federal categorical funds allocated to this school: **Amount: $ 10,685**

Carryover: $17,998

8.2.80

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the School Site Council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Classified Staff Member	Parent or Community Member	Secondary Student
Kelly Castillo	X				
Vicki Grever		X			
Kendra Colflesh		X			
Debra Azar		X			
Julie Miller			X		
Lucy Benson				X	
Becky Schmich				X	
Anysia Drumheller				X	
Yvonne Cornog				X	
Ann Gaffuri				X	
Numbers of members of each category	1	3	1	5	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The School Site Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan:

- ___ Community Advisory Committee for Special Education Programs
- ___ Gifted and Talented Education Program Advisory Committee
- _X_ Other *(list)*: Grade Level Teams

4. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based upon 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 school plan revision was adopted by the School Site Council on: 10/22/2012.

Attested:

Kelly Castillo		
Typed name of school principal	Signature of school principal	Date
Typed name of SSC chairperson	Signature of SSC chairperson	Date

8.2.82

SINGLE PLAN FOR STUDENT ACHIEVEMENT

LINCOLN CROSSING ELEMENTARY SCHOOL

31-66951-0113068

2012/2013 School Year

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Kevin Kurtz
Principal
(916) 434-5292

Lincoln Crossing Elementary School
635 Groveland Lane, Lincoln, CA 95648
kkurtz@wpusd.k12.ca.us

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on _____, 2012.

8.2.83

School Description and Mission Statement

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 schools mission statement is as follows: At Lincoln Crossing Elementary School everyone works together to create a positive atmosphere where students are becoming independent learners.

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.

School Facilities

Lincoln Crossing opened it's doors in August of 2007 built around a farm theme. There are 2 kindergarten classrooms with an adjoining kindergarten playground, 6 classroom wings with a total of 21 classrooms, library, computer lab, Science room, Art room, RSP and Speech rooms, music classroom (located on the multipurpose room stage), and a multipurpose room.

School Leadership

There is 1 principal who leads the School Site Council consisting of community members and staff members. The School Site Council meets throughout the year to review school goals and monitor the school improvement program. In addition, staff meet in Professional Learning teams each month to evaluate student performance and develop strategic plans to address the academic and social needs of their students.

School Instruction

School Climate & Learning Environment

The district places a strong emphasis on maintaining the grounds and facilities of the campus insuring a positive environment that builds pride among the students, staff, and school community. The entire school community recognizes the relationship between a strong self-concept, personal responsibility and academic success. Students are taught in a safe and comfortable environment that provides a variety of experiences, which fosters personal growth and pride in one's self, one's school, and one's community. It is evident that adults have a genuine care and concern for all students.

Experiences available to students include:

- "Good Habits in Action" Tickets
- Monthly Character Recognition Program
- Assemblies on a variety of topics and curricular themes
- Character Education activities and incentives focused on the 7 Habits of Highly Effective People

8.284

Parent Involvement/Community Support
Classroom teachers, site administration and the PTC (Parent Teacher Club) all actively seek out parents to volunteer to support the classroom and school activities. The PTC, school and classroom newsletters, school webpage, the student handbook, Schools Connect phone calling system, and parent meetings are all utilized to encourage parents to participate in their child's school. We encourage volunteering at the school at every level.

Many specific opportunities for parent involvement include:

- Volunteering in the classroom
- Assisting the classroom teacher by completing home projects
- PTC Board and PTC Membership Meetings
- PTC Activity Events
- WatchDOG (Dads of Great Students) Program
- Art Docent Program
- School Site Council Membership
- English Learner Advisory Committee
- Serving on district committees

Keeping parents informed of student performance is a high priority of the staff. Parents are kept informed of student performance through regular parent teacher contact that includes parent teacher conferences, progress reports, report cards, Student Study Team meetings, IEP meetings, retention forms, and conferences.

The following programs currently are in operation at Lincoln Crossing School:

English Language Learners Program
The ELL Program serves students who are Limited English Proficient (LEP) by providing services to support students in learning to read, write and speak English within the general education classroom.

Currently 99% of Lincoln Crossing teachers hold credentials appropriate to teach ELL students. Students who are limited English proficient, as defined on the state mandated assessment, are placed with teachers who are credentialed appropriately. .

Resource Room/Speech and Language Services
The school has a variety of programs in order to specifically meet the individual needs of the disabled students. Students who qualify for special education and have a current Individual Educational Program (IEP) may receive additional academic support through a Resource Specialist Program (RSP), a Full Inclusion Program, and/or the Speech Therapy Program.

All students receiving special education, regardless of the program he/she is assigned to (except Speech/Language students), receive their pull-out or push-in academic support through the Resource Room. The Resource Room provides small group instruction specific to identified IEP goals, thus providing access to the core curriculum. Core curriculum is also accessible to special education students by utilizing modified district-adopted materials.

Parent education is recognized as an important piece assuring that every student meets standards. Therefore, parents are kept informed of their child's progress and are considered an integral piece of our intervention plans for at-risk students.

School Improvement Program
School Improvement funds are provided by the State Legislature to provide supplemental services and materials to support the academic success of all students. These funds supplement, not supplant, district resources. Expenditures, approved annually by the School Site Council, are reasonable and appropriate to the school plan.

8-2-05

Analysis of Current Educational Practice

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

2. Availability of standards-based instructional materials appropriate to all student groups:
   - 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

3. Alignment of staff development to standards, assessed student performance and professional needs:
   - Art and music in-services are held by the WPUSD
   - CELDT training in-services held by the WPUSD
   - Houghton-Mifflin and HSP Math in-services held by the WPUSD
   - Standardized testing in-services held by the WPUSD
   - Standards based subject areas of math, language arts, and the arts attended by various staff of the WPUSD
   - WPUSD does survey assessing professional needs
   - PCOE standards in-service available and attended by some staff
   - CTAP aligned to teaching standards
   - Staff are well informed of standards through handouts/meetings
   - Assessments are CMA, CAT 6, STAR reading and math, writing assessments,

4. Services provided by the regular program to enable under-performing students to meet standards:
   - 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
   - Before and after school tutoring, has been offered, as funds are available, to assist students with academic work
   - 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).

5. Services provided by categorical funds to enable under-performing students to meet standards:
   - Math Facts program purchased and available to staff and students.
   - 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
   - Special education funds assist with RSP, Speech, Psychologist personnel

8.2.86

- 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

6. Use of state and local assessments to modify instruction and improve student achievement:
   - Assistant Superintendent for Curriculum and Instruction annually presents/discusses test results and assessments with K-5 faculty
   - Instructional planning sheets done by each teacher, after grade level communication, regarding specific academic needs shown from previous test/assessment results
   - Teacher developed assessments used to guide planning and instruction
   - Accelerated Reader
   - Math Facts
   - State test results in specific areas, by grade level and subject, to determine instructional needs
   - Music teacher can administer assessments when available
   - Assessments available in each subject area text to be used by faculty

7. Number and percentage of teachers in academic areas experiencing low student performance:
   - All teachers have students that are low performing
   - Various assessments show varying percentages of students who are low performing and are in all classes

8. Family, school, district, and community resources available to assist these students:
   - 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

9. School, district, and community barrier to improvements in student achievement:
   - High tardy and absenteeism with some students, as well as truancy, who need consistency within the classroom to obtain instruction and progress academically and socially
   - Some family environments unstable and inconsistent with children lacking proper overall care by parents/guardian (nutrition, sleep, help with schoolwork, behavioral guidelines, discipline, expectations . . .)
   - Educational progress not a priority at some homes with a lack of support evidenced by parental responses about academic progress, discipline and/or reward consistency, or staff support and assistance
   - Some language barriers
   - State of California budget cuts to districts/schools could equal less services, programs, personnel, and educational materials to assist students and progress in needed areas yet expectations re: student progress remain

8.2.87

- Categorical budget cuts equal less funds for student programs, services, and educational materials (Homework Club, Saturday School, aides, materials and supplies, etc., not as available with no API money for reaching goals)
- Expenses associated with copying support materials for curriculum and supplemental materials needed to improve student progress in academic areas (cursive writing, math exercises, daily languages, CRLP).

10. Limitations of the current program to enable under-performing students to meet standards:
    - Support staff has too many students who are low-performing to serve all student needs and assist regular classroom teacher
    - Summer school can only do so much to assist low-performing students with more remediation needed
    - Funding from State and Federal government limited, not providing enough funds to have adequate staff to thoroughly assist students with educational and other important needs

8.2.88

STUDENT PERFORMANCE DATA SUMMARY

Academic Performance Indicator (API):

	School-wide	White	Socioeconomic Disadvantaged	Hispanic	Disabilities
2011/2012	853	860	829	821	732
2010/2011	843	846	789	825	732
2009/2010	829	852	758	792	724
2008/2009	831	832	777	--	--
2007/2008	825	829	793	--	--

CST Data: Following are the percentage of students falling into each of the performance bands on the California Standards Test. The data is

	Second Grade					Third Grade					Fourth Grade					Fifth Grade				
	A	P	B	BB	FBB	A	P	B	BB	FBB	A	P	B	BB	FBB	A	P	B	BB	FBB
ELA	35	36	2	6	2	19	39	30	9	43	42	30	23	5	1	27	39	27	6	2
MA	35	29	26	7	3	49	33	13	4	2	43	28	18	9	2	20	43	26	10	1
SCI																21	47	24	4	4

The following growth report reflects the percentage of students scoring advanced and proficient between the 08/09 and 09/10 school years:

	Second Grade					Third Grade					Fourth Grade						Fifth Grade			
	07/08	08/09	09/10	10/11	11/12	07/08	08/09	09/10	10/11	11/12	07/08	08/09	09/10	10/11	11/12	07/08	08/09	09/10	10/11	11/12
ELA	63	58	67	78	70	46	46	49	54	58	68	71	66	78	72	86	65	72	55	66
MA	68	57	65	69	64	74	68	77	71	82	68	78	73	80	71	66	69	58	55	63
SCI																38	38	43	68	68

Disaggregated CST/AYP Performance Score Summaries (Percentage of Students Meeting Standards): Following are the percentage of students' proficient disaggregated by group:

	Language Arts (78.4%)					Mathematics (79.0%)			
	# At/Above Proficient	Percentage	Met AYP	12/13 Growth Target (89.2%)		# At/Above Proficient	Percentage	Met AYP	12/13 Target (89.5%)
Schoolwide	268	65.8	No			282	69.3	No	
Black	--		--	--		--	--	--	--
Am\ Indian	--		--	--		--	--	--	--
Asian	23	74.2	--	--		27	87.1	--	--
Filipino	11	55.0	--	--		15	75.0	--	--
Hispanic	42	60.9	Yes (SH)			47	68.1	Yes (SH)	
P Islander	--	--	--	--		--	--	--	--
White	170	67.5	No			171	67.9	No	
Two/More	12	63.2	--	--		13	68.4	--	--
SED	46	61.3	Yes (SH)			52	69.3	Yes (SH)	
ELL	15	42.9	--	--		19	54.3	--	--
Disabilities	21	39.6	--	--		30	56.6	--	--

SH: Safe Harbor

Strands: Following is a list of the average percentage of correct responses for the consecutive past four years of testing in the content standard areas by grade level.

	Second	Third	Fourth	Fifth
Language Arts				
Word Analysis	74/74/79/76/78	74/76/75/78/80	77/81/77/79/81	73/75/70/73/72
Reading Comprehension	65/65/73/76/70	67/64/72/68/71	61/72/68/64/67	63/69/66/66/73
Literary Response	77/79/84/83/81	72/69/79/82/72	77/74/64/64/59	66/79/73/70/64
Written Conventions	74/70/73/79/73	71/70/66/67/70	71/71/72/71/68	74/74/69/69/74
Writing Strategies	59/60/63/73/73	60/70/63/59/71	59/60/66/56/63	56/72/70/64/68
Math				
Place Value	80/74/79/76/76	81/79/79/81/78		
Multiplication, Division	75/72/80/79/79	79/75/76/78/82		
Algebra Functions	79/78/76/79/79	80/79/79/86/86	80/83/84/85/81	69/71/68/69/71
Measurement, Geometry	74/72/80/80/81	82/75/86/84/84	66/69/62/69/72	63/62/52/58/67
Statistics	79/80/75/79/70	83/86/86/86/90	66/76/73/79/80	78/77/77/77/81
Decimals, Fractions			87/87/85/84/85	75/75/66/70/70
Operations, Factoring			82/86/77/79/80	
Estimation				72/75/65/65/65
Science				
Physical 5				72/80/75/73/
Physical 4				67/84/77/78/
Life 5				59/78/81/73/
Life 4				58/73/76/69/
Earth 5				64/76/72/71
Earth 4				65/67/77/74

2,3,91

CELDT Data

	K	1	2	3	4	5
Advanced		1	1	1		2
		20%	13%	13%		22%
Early Advanced		2	4	1	2	6
		40%	50%	13%	33%	67%
Intermediate		2	2	6	4	1
		40%	25%	75%	67%	11%
Early Intermediate			1			
			13%			
Beginning						
Number Tested		5	8	8	6	9

Conclusions from Student Performance Data:

Language Arts: Increases in the number of students scoring proficient and advanced were noted at grades 3 and 5 with a decrease in grades 2 and 4. The Hispanic and Socioeconomic subgroups met the AYP criteria in this area. Overall school Improvement was noted in the areas of word analysis, comprehension (except for grade 2) and writing strategies.

Mathematics: Increases in the number of students scoring proficient and advanced were noted at grades 3 and 5 with a decrease in grades 2 and 4. The Hispanic and Socioeconomic subgroups met the AYP criteria in this area. Overall school improvement was noted in the areas of area of measurement and geometry and statistics (except for 2).

IMPROVEMENT GOALS & BUDGET

SMART GOAL # 1 By the end of the 12/13 school year, the percentage of students scoring proficient and advanced in the area of English/Language Arts will increase as indicated below:

Schoolwide: Current: 65.8 Target: 69.2 (Safe Harbor)
White: Current: 67.5 Target: 70.8 (Safe Harbor)
Hispanic: Current: 60.9 Target: 64.8 (Safe Harbor)
Socioeconomic: Current: 61.3 Target: 65.2 (Safe Harbor)

Description of Specific Actions to Improve Educational Practice	Timeline	Related Expenditures	Estimated Cost	Funding Source
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 support materials utilized to supplement and enhance the core curriculum. E. Providing organizational supports for student success F. Technology Support for Curriculum	Ongoing	Technology Support Copy Machine/Paper/Supplies Student Planners/Communication Folders Materials/Supplies	$1000 $2000 $450 $503	SLIG SLIG SLIG EIA
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	Ongoing	ESGI Kindergarten Assessment Program Accelerated Reader ELL/Economically Disadvantaged Support	$720 $1550 $1550 $817	SLIG SLIG EIA EIA
Increased Educational Opportunity A. Integration of instructional strategies to provide challenge opportunities for students identified as above standard. B. Providing programs that motivate students to read for pleasure and recognize student achievement	Ongoing	Recognition of Student Achievement Library Collection and Support	$200 $1700	SLIG SLIG
Staff Development and Professional Collaboration B. Utilization of early release Monday's, staff meetings, trainings outside of school to enhance the delivery of instruction.	Ongoing	Staff Workshops/Trainings	$1000	SLIG
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	Ongoing	Parent Newsletter Materials Parent Conference Scheduler	$62 $127	SLIG SLIG

standards.				

SMART GOAL # 2 By the end of the 12/13 school year, the percentage of students scoring proficient and advanced in the area of Math will increase as indicated below:

Schoolwide: Current: 69.3 Target: 72.4 (Safe Harbor)
White: Current: 67.9 Target: 71.1 (Safe Harbor)
Hispanic: Current: 68.1 Target: 71.3 (Safe Harbor)
Socioeconomic: 69.3 Target: 72.4 (Safe Harbor)

Description of Specific Actions to Improve Educational Practice	Timeline	Related Expenditures	Estimated Cost	Funding Source
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 support materials utilized to supplement and enhance the core curriculum. E. Providing organizational supports for student success F. Technology Support for Curriculum	Ongoing	Technology Support Copy Machine/Paper/Supplies Student Planners/Communication Folders Materials/Supplies	$1000 $2000 $450 $450	SLIG SLIG SLIG EIA
Extended Learning Time A. Provide materials/programs/training that support ELL students.	Ongoing	Accelerated Math	$1500 $1500	SLIG EIA
Increased Educational Opportunity A. Integration of instructional strategies to provide challenge opportunities for students identified as above standard.	Ongoing	Recognition of Student Achievement	$200	SLIG
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			
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	Parent Newsletter Materials Parent Conference Scheduler	$63 $127	SLIG SLIG

SMART GOAL # 3 By the end of the 12/13 school year, 90% of all students will understand and have internalized at least one of the 7-Habits and have had an opportunity to utilize at least one data management tool to help evaluate their progress in achieving an identified behavior goal as reported by the classroom teacher and/or an end-of-year student survey.

SMART GOAL #4: By the end of the 12/13 school year, all students will have participated in an extra curricular activity (assembly, club, field trip, etc.).

Description of Specific Actions to Improve Educational Practice	Timeline	Related Expenditures	Estimated Cost	Funding Source
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. E. Monthly/Trimester awards given for positive actions, academic growth, and attendance. F. Provide a safe school environment for student learning.	Ongoing	Leadership Program/Positive Action	$1500	SLIG
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	Physical Education Assemblies	$800 $4000	SLIG SLIG
Staff Development and Professional Collaboration	Ongoing			
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. B. Work with local organizations to enhance our student recognition programs.	Ongoing			

Budget Summary:

	SLIG	EIA	GATE
Goal 1	$9,312	$2,817	
Goal 2	$5,790	$1,500	
Goal 3	$6,300		
TOTAL:	$21,402	$4,317	

96,28

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost	Funding Source
• ELD coordinator/coach to provide direct services to students and teachers	$475	EIA-LEP

6.2.97

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL 2010-2011

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

State Programs

Economic Impact Aide/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	**Amount: $4,317** **Carryover: $0**
School Library Improvement Grant Purpose: Improve school response to educational, personal and career needs of all students.	**Amount: $9,948** **Carryover: $11,454**
GATE Purpose: Improve school response to education, personal and career needs of students identified as Gifted and Talented in grades 2-5.	**Amount: $0** **Carryover: $0**

Federal Programs

Title III	**Amount: $--** **Carryover: $--**

8.298

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Officer	Principal	Classroom Teacher	Classified Staff Member	Parent or Community Member
Kevin Kurtz		X			
Pam Cook			X		
Darren Coleman			X		
Hilma Valtatie			X		
Pam Soha				X	
Lisa Jonutz					X
OPEN					X
OPEN					X
Laura Cox					X
Amy Shaffer					X
Numbers of members of each category		1	3	1	5

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

8.2.99

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

- √ English Learner Advisory Committee
- √ Community Advisory Committee for Special Education Programs
- √ Gifted and Talented Education Program Advisory Committee

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based upon 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.

Attested:

Kevin Kurtz Typed name of school principal	Kevin Kurtz Signature of school principal	10/9/12 Date
Amy Shaffer Typed name of SSC chairperson	Amy Shaffer Signature of SSC chairperson	10/9/12 Date

8.2.100

PARENT SURVEY SUMMARY

See Appendix A for the results of the parent survey administered in May of the 2009/2010 school year.

Following are the questions asked on the survey:

1. My child(ren) is making good progress in learning to read.
2. My child(ren)'s interest in reading has increased this school year.
3. My child(ren) is making good progress in learning math skills.
4. I feel that LCE is a positive environment for my child(ren) to learn.
5. I feel my child(ren) is given opportunities to excel academically.
6. I feel my child(ren) receives the help he/she needs to be a successful learner.

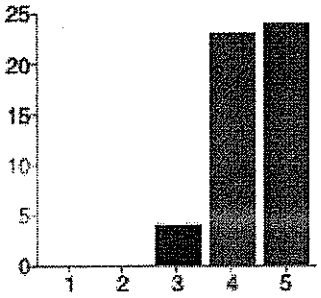
Summary: In general, parents believe their children are making good progress toward learning to read and in becoming more interested in reading. In the area of math, the majority of parents feel their child is making progress. However, relatively speaking, there is more uncertainty in this subject area perhaps due to the unfamiliarity in the new math curriculum. Parents feel the school is a positive environment in which students are given the opportunity to excel and be successful learners.

10.2.08

Appendix A
(2011/2012 Parent Survey Results)
(54 Responses)

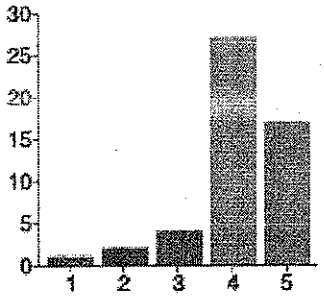
54 responses
Summary See complete responses

1. My child(ren) is making good progress in learning to read.



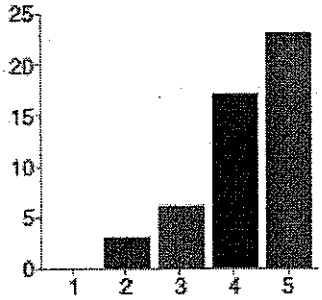
1 - Strongly Disagree	0	0%
2	0	0%
3	4	7%
4	23	43%
5 - Strongly Agree	24	44%

2. My child(ren)'s interest in reading has increased this school year.



1 - Strongly Disagree	1	2%
2	2	4%
3	4	7%
4	27	50%
5 - Strongly Agree	17	31%

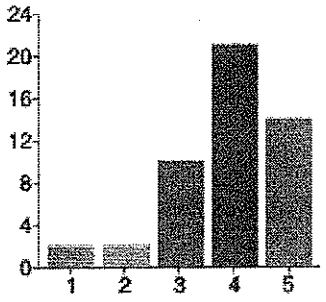
4. My child(ren) is making good progress in learning math skills.



1 - Strongly Disagree	0	0%
2	3	6%
3	6	11%
4	17	31%
5 - Strongly Agree	23	43%

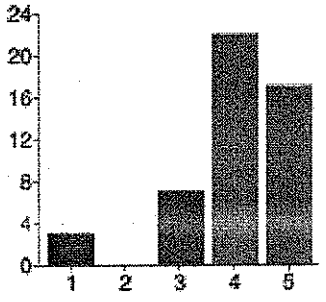
8.2.102

8. I feel my child(ren) is given opportunities to excel academically.



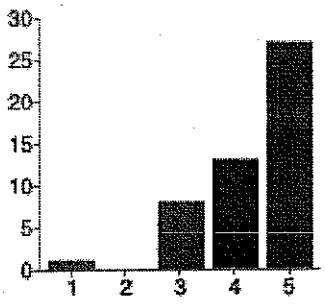
1 - Strongly Disagree	2	4%
2	2	4%
3	10	19%
4	21	39%
5 - Strongly Agree	14	26%

9. I feel my child(ren) receives the help he/she needs to be a successful learner.



1 - Strongly Disagree	3	6%
2	0	0%
3	7	13%
4	22	41%
5 - Strongly Agree	17	31%

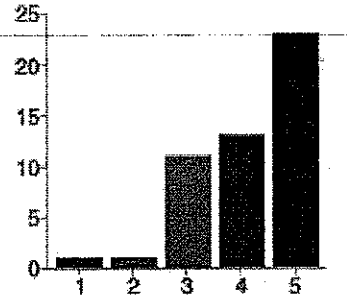
6. I feel that LCES is a positive environment for my child(ren) to learn.



1 - Strongly Disagree	1	2%
2	0	0%
3	8	15%
4	13	24%
5 - Strongly Agree	27	50%

8.2.103

My child had a good understanding for the 7 Habits of Highly Affective People



1	1	2%
2	1	2%
3	11	20%
4	13	24%
5	23	43%

8.2.104

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Sheridan Elementary School

For the 2012-2013 School Year

31669516031363
CDS Code

This is a plan of action to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

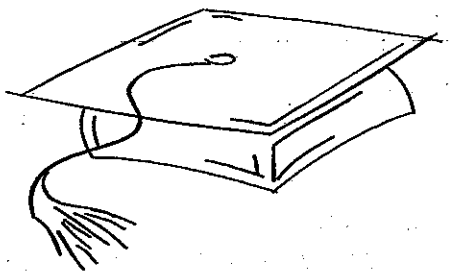
Contact Person : Kris Knutson

Position: Principal

Telephone Number: (530) 633-2591

Address: 4730 H Street, Sheridan, CA 95681

E-mail address: kknutson@wpusd.k12.ca.us



8.2.105

School Vision and Mission

Vision: All students will become productive, contributing members of our society upon graduation.

Mission: To develop a professional learning community which analyzes assessment data to drive all instruction and ensure that all students achieve mastery of the California 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 96 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 First Five grant funded parent participation preschool and a preschool facility on the school site. Both programs are 100% enrolled with waiting lists for each. Efforts are made to ensure that the transition from pre-school to kindergarten is a smooth and enjoyable experience. The Principal is Kris Knutson. 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: Positive Action, 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 61 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.

Grade Level	Instructional Minutes Offered	State Requirement
K	36,000	36,000
1	54,470	50,400
2	54,470	50,400
3	54,470	50,400
4	54,470	54,000
5	54,470	54,000

Sheridan Elementary School has 28 Early Release Days.

Incorporated into the regular program are: peer tutoring, cross-age buddies, agriculture (high school farm), math and reading intervention (first within the classroom using Houghton Mifflin "Focused Approach"), Title I, Fast Forward Math, Reading Mastery and Corrective Reading), parent volunteers, counseling services (on site two days per week with groups established to address such issues as building good peer relationships and transitioning to middle school), and visual and performing arts programs (with an instrumental music program.

School Accountability Report Card

School Leadership

The school principal is Kris Knutson who has nine years of administrative experience. He holds a current California Administrative Credential. The Site Based Leadership Team consists of three community members and three school staff members. The role of the SBLT is to develop site-level planning, budgeting, and monitoring of categorical programs so as to meet the learning needs of all students. The Parent Teacher Club is engaged in year long fundraising activities such as, our annual Spring Festival. Through their efforts, we have been able to fund monthly educational enrichment assemblies, as well as, our agricultural program with the High School Farm.

School Instruction

Sheridan Elementary School maintains high expectations for student achievement. Students are administered, at least annually, the CBM Test (Site), California Standards Test (CST, state) and the STAR/Accelerated Reader (site). In addition to these summative assessments, teachers also administer formative (on-going) end of chapter or theme assessments Our Response to Intervention (RTI) program uses this data on an ongoing basis to ensure that we are always meeting the educational needs of our students. Both the school and the district (WPUSD) hold individual performance and test scores to be a high priority. We use these results to drive our instruction. The scores are reported to administrators and teachers and mailed to parents each year.
After reviewing our data (on a weekly basis), students who have not been successful with the regularly delivered curriculum are provided intensive intervention programs such as Focused Approach, Reading Mastery, Fast Forward Math and Corrective Reading. Students are regularly monitored and when success has been achieved, the intervention is discontinued. We are a Title One school and as such, we receive categorical funds for our struggling students. We also offer after school tutoring, and an after school program. Seventy-six percent (76%) of our Kindergarten through fifth grade students participate in the after school program.

8.2.107

As per school district guidelines, students who qualify for the GATE program have the choice to stay at Sheridan Elementary School or to attend the GATE class at First Street School (also located in the Western Placer Unified School District).

Western Placer Unified School District has a Director of Special Education, three full-time psychologists, and two full-time nurses, devoted to identifying and serving the special needs of our students. In addition, our site receives support from a Western Placer Unified School District special education program specialist in the area of speech pathology.

A Student Study Team is in place at all WPUSD school sites. This is a team which convenes to study and plan for students who have been referred for academic or behavioral challenges. The site administrator, regular and special education teachers, parents, and sometimes students, meet to discuss the nature of the concern and brainstorm strategies to address the concern. After modifications are made to the existing education program, a student may then be referred for special education services.

English language learners are given the California English Language Development Test, CELDT, each October, as well as the ADEPT (twice a year), so a determination can be made for continued services or reclassification. "New-Comers" can be served at First Street School although teachers throughout the district who hold CLAD certificates serve the English Language Learners. All of Sheridan's teachers hold a CLAD certificate.

Parents, students and teachers meet for a conference at least once a year to review student progress. A student's progress is monitored by multiple measures with both formative and summative assessments. Teachers, at each grade level, use assessment tools such as the STAR tests, Accelerated Reader, Curriculum Based Measurement (CBM), 6 + 1 Writing Traits, end of chapter and theme tests to constantly monitor the progress of their students. In addition, all teachers, the afterschool coordinator, and the intervention providers all meet weekly to assess student progress. They collaborate and plan intervention strategies for targeted students.

Positive Learning Environment

The Western Placer Unified School District Board of Trustees has adopted a district-wide discipline plan. In the plan, specific criteria are addressed in terms of zero tolerance for violence, drugs, alcohol, bullying and weapons. Sheridan Elementary School has a detailed discipline plan that is aligned with the district plan. Criteria include the following; school rules, parent notification, expected student behavior guidelines, violation of rules/behavior, student response, referring person and comments, action taken (consequences), and parent signatures.

In addition, all of the WPUSD sites, including Sheridan Elementary, incorporate Positive Action into their daily schedule. Positive Action is a research based character building/ drug prevention program that, when used with fidelity, has been proven to significantly reduce the probability of students becoming involved in making detrimental choices.

Many of our students (76%) participate in the after school program for homework completion, intervention (for struggling students), tutoring, art/crafts, and recreation.

For Counseling, Sheridan Elementary School has contracted with Lighthouse Resource Center In Lincoln to provide counseling services two (2) days per week. The Lighthouse Community Resource Center also has an office in Lincoln. Children in Western Placer Unified School District receive

individual and family counseling on a walk-in and school referral basis free of charge. The Lighthouse also has an office on the Sheridan campus and serves the community on a weekly basis. Parents and students are kept abreast of activities at the school through a monthly newsletter, "News From The Eagle's Nest". The newsletter includes a brief message from the principal, as well as, a calendar of events for the month and interesting parenting tips.

Sheridan students are encouraged to wear school uniforms to school. We feel that the uniform creates a positive atmosphere on campus. Many other positive programs are also in place at Sheridan Elementary School to motivate students to attend school. Examples would be the Accelerated Reader program and the awards that are given to students achieving perfect attendance, positive behavior, and achievements in reading. Last year, our principal challenged us with a very high reading goal. We exceeded the goal and as a result he had to "read a story to his animals students" at our High School Farm.

Many strategies are used to support consistent attendance. Both the School Secretary and the Principal call the families of absent students. Independent study contracts are available for students that are away from school during the year. "Attendance watches" are performed by the secretary and principal for at-risk students. Home visits are also conducted by the secretary, counselor, nurse, and principal. This year we received an $80,000 grant and have transformed our school into a twenty-first century school. Our students use the latest in twenty-first century technology to access their curriculum and interact with it in such a way as to deepen their understanding of California framework standard skills and concepts.

Training and Curriculum Improvement

The Western Placer Board of Trustees has allocated funds to be utilized for the professional development of teachers, administrators, and classified employees. Teachers are encouraged to participate in the Placer County Office of Education series of workshops that are presented each year. As a result, all of our teachers have received their CLAD certification, training in 6+1 writing traits, Handwriting without tears, Response to Intervention (RTI), professional learning communities, data analysis and Harcourt Math.

School sites are also encouraged to offer professional development. Teachers can request topics for workshops and these classes can be arranged through the district office of Curriculum and Instruction. Opportunities for professional development can be accessed through the Western Placer Unified School District web-site.

8.2.1095

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize the educational practice at this school:

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

   The district purchases standards based materials. All teachers at this site use these materials. 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.

2. **Availability of standards-based instructional materials appropriate to all student groups:**

   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 material that is appropriate to his or her level of learning.

3. **Alignment of staff development to standards, assessed student performance and professional needs:**

   Western Placer Unified School District offers staff development classes throughout the school year and the summer. 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.

4. **Services provided by the regular program to enable underperforming students to meet standards:**

   *After School Program
   *Universal Learning Time
   *Parent Volunteers
   *After School Tutoring
   *~~Fast-Forward Math~~
   *Accelerated Reader Program
   *ELD
   *Reading Mastery
   *Corrective Reading
   *Cross-age tutoring

5. **Services provided by categorical funds to enable Underperforming students to meet standards:**

   Title I – reading, math intervention

6. **Use of state and local assessments to modify instruction and improve student achievement:**

   Annually, teachers receive the results of the California State Test (CST) and (STAR). Through Response To Intervention (RTI), teachers then analyze the scores and identify standards where students can improve. The teachers then complete an instructional planning sheet, which identifies the standard, standard benchmark, objective, and the materials needed to perform an evaluation.

8.2.10

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.

7. **Number and percentage of teachers in academic areas experiencing low student performance:**

Each year, individual students may exhibit some degree of low performance. We strive to address the needs of those students through one or more of our intervention strategies or programs. Through our professional learning communities and our analysis of student data, we are able to respond to the student needs with necessary interventions to ensure their success. It is our goal that all students will meet the California State Standards.

8. **Family, school, district and community resources available to assist students:**

*Lighthouse Resource Center – provides individual, family and group counseling. Counselor is here two days a week and Resource/Outreach Coordinator is here one day a week.
*Grant funded after school Program
*Academic supports such as Title I program
*Speech
*Parent Education workshops
*School-wide intervention program

9. **School, district and community barriers to improvements in student achievement:**

*Student absences
*Student mobility
*Single parent families
*Education not a priority in the home
*Lack of necessary parenting skills
*Lack of homework supervision (by parents)

10. **Limitations of the current program to enable Underperforming students to meet standards:**

*Economic issues
*Student absences
*Student mobility
*Home environments
*Parental involvement

8.2.11 7

School Report - API Growth and Targets Met
2012 Growth
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
10/11/2012

2012 Growth API Links:

School: Sheridan
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-6031363
School Type: Small Elementary

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

- 2011-12 APR
- 2011-12 State API
- 2012 Federal AYP and PI
- Summary

8.2.12

Met Growth Targets

Schoolwide: Yes

All Student Groups: Yes

All Targets: Yes

Groups

	Number of Students Included in 2012 API	Numerically Significant in Both Years	2012 Growth	2011 Base	2011-12 Growth Target	2011-12 Growth	Met Student Groups Growth Target
Schoolwide	47		809	809	A	0	
Black or African American	0	No					
American Indian or Alaska Native	1	No					
Asian	0	No					
Filipino	2	No					
Hispanic or Latino	21	No	817	803			
Native Hawaiian or Pacific Islander	0	No					
White	22	No	806	835			
Two or More Races	1	No					
Socioeconomically Disadvantaged	27	No	764	753			
English Learners	12	No	766	761			
Students with Disabilities	7	No					

Similar Schools

Median API	
2012 Growth	2011 Base

Click on the median value heading to link to the list of 2011 Base API similar schools. This list contains schools which were selected

2.8.13

specifically for the reported school for the 2011 Base API Report.

Click on the column header to view notes.

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2012 Growth API is posted even if a school or LEA had no 2011 Base API or if a school had significant population changes from 2011 to 2012. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2011 or 2012. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

"A" means the school or Student Groups scored at or above the statewide performance target of 800 in 2012.

"B" means the school did not have a valid 2011 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2012 Growth API of 740 or a one-point increase from the 2011 Base API to 2012 Growth API for a school or LEA.

Missing All Student Data – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

7-11-13

Missing Special Population Student Data – Socioeconomically Disadvantaged and English Learners student groups with missing API data and a "No" under the "Met Student Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2011 Base API to the 2012 Growth API, or the LEA reported a potential data error with one or more these student groups. For that reason API information for that student group is not reported. LEAs that make changes to their data through the testing contractor will have updated API reports released in January 2013.

S11.2.2

2011 -12 Accountability Progress Reporting (APR)

School Report
2012 Adequate Yearly Progress (AYP) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
10/11/2012

2012 AYP and PI Links:

School: Sheridan
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-6031363
School Type: Elementary

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

No

2.2.16

Made AYP:
Met 3 of 4 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2012 AYP Criteria	Alternative Method
Schoolwide	54	54	100	Yes	ER	54	54	100	Yes	ER
Black or African American	0	0	--	--		0	0	--	--	
American Indian or Alaska Native	1	1	100	--		1	1	100	--	
Asian	0	0	--	--		0	0	--	--	
Filipino	2	2	100	--		2	2	100	--	
Hispanic or Latino	24	24	100	--		24	24	100	--	
Native Hawaiian or Pacific Islander	0	0	--	--		0	0	--	--	
White	24	24	100	--		24	24	100	--	
Two or More Races	1	1	100	--		1	1	100	--	
Socioeconomically Disadvantaged	34	34	100	--		34	34	100	--	
English Learners	14	14	100	--		14	14	100	--	
Students with Disabilities	8	8	100	--		8	8	100	--	

L11.2.2

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 78.4 % Met all percent proficient rate criteria? No					Mathematics Target 79.0 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method
Schoolwide	47	23	48.9	No		47	32	68.1	Yes	CI
Black or African American	0	--	--	--		0	--	--	--	
American Indian or Alaska Native	1	--	--	--		1	--	--	--	
Asian	0	--	--	--		0	--	--	--	
Filipino	2	--	--	--		2	--	--	--	
Hispanic or Latino	21	10	47.6	--		21	15	71.4	--	
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	22	11	50.0	--		22	15	68.2	--	
Two or More Races	1	--	--	--		1	--	--	--	
Socioeconomically Disadvantaged	27	9	33.3	--		27	16	59.3	--	
English Learners	12	5	41.7	--		12	7	58.3	--	
Students with Disabilities	7	--	--	--		7	--	--	--	

Academic Performance Index (API) - Additional Indicator for AYP

2011 Base API	2012 Growth API	2011-12 Growth	Met 2012 API Criteria	Alternative Method
			N/A	

2012 API Criteria for meeting federal AYP: A minimum "2012 Growth API" score of 740 OR "2011-12 Growth" of at least one point.

Graduation Rate Goal: 90 Percent

Graduation Rate data not available.

Current Year: Graduation Rate Results

Graduation Rate data not available.

School Goals for Improving Student Achievement:

Goal #1: By June, 2013 (using safe harbor), all significant student subgroups will meet AYP proficiency rates for STAR testing on ELA:

Schoolwide	June 2012 Target 55%	Current 48.9%	June 2013 Target 53%
Hispanic/Latino	June 2012 Target 46%	Current 47.6%	June 2013 Target 52%
White	June 2012 Target 66%	Current 50%	June 2013 Target 55%
SED	June 2012 Target 42%	Current 33.9%	June 2013 Target 42%
EL	June 2012 Target 31%	Current 41.7%	June 2013 Target 46%
SWD	Current N/A	Target 0%	N/A

Goal #2: By June, 2013, all significant student subgroups will meet AYP proficiency rates for STAR testing on Math:

Schoolwide	June 2012 Target 69.2%	Current 68.1%	June 2013 Target 75%
Hispanic/Latino	June 2012 Target 63%	Current 71.4%	June 2013 Target 76%
White	June 2012 Target 66%	Current 68.2%	June 2013 Target 73%
SED	June 2012 Target 45%	Current 59.3%	June 2013 Target 64%
EL	June 2012 Target 68.5%	Current 58.3%	June 2013 Target 63%
SWD	Current N/A	Target 0%	

Goal #3: By June, 2013, Attendance at Sheridan Elementary School will increase by 1 percent:

2010-2011 ..... 95.63% ..... Current 96.33 ..... June 2013 Target 97.33%

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal #1: By June, 2013 (using safe harbor), all significant student subgroups will meet AYP proficiency rates for STAR testing on ELA:

Schoolwide	Current 48.9%	June 2013 Target 53%
Hispanic/Latino	Current 47.6%	June 2013 Target 52%
White	Current 50%	June 2013 Target 55%
SED	Current 33.9%	June 2013 Target 42%
EL	Current 41.7%	June 2013 Target 46%
SWD	Current N/A	Target 0%

Means of evaluating progress toward this goal: Theme tests, Chapter tests, CBM, CRLP (2nd and 3rd grades), STAR (state testing); accelerated reader assessment; Reading Mastery

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Possible Funding Source
Alignment of instruction with content standards: Student materials are aligned with content standards. Teachers will continue to focus on this objective.	2012-2013	N/A	N/A	N/A

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Possible Funding Source
Increased educational opportunity: The Categorical funds will be used to increase educational opportunities for students to receive small group instruction during school hours. Houghton Mifflin support materials, as well as, SIPPS, Reading Mastery and Accelerated Reader will be able to be provided to At Risk Students for reading. HSP support materials and Fast Forward Math will be provided to At Risk Students for math	2012-2013	One Instructional Aide	$31,086	EIA Title 1 SBLT
Staff development: Sheridan teachers will be attending staff development trainings provided by the WPUSD and PCOE. Trainings will include HSP, Reading, and writing, along with others.	2012-2013	None	None	EIA
Collaboration: All teaching staff, intervention staff and afterschool staff will attend weekly collaboration meetings Mondays from 7:30-8:30 a.m.. Tuesdays during the same time period will be used for universal access time. Principal will provide Positive action, physical education and assemblies during this time.	2012-2013	None	None	PTC
Auxiliary services for students and parents: The Lighthouse Resource Center will be available on site two times a week for individual and group counseling and available for scheduled appointments for more intensive counseling, as well as, family counseling.	2012-2013	None	N/A	Lighthouse Resource Center
Monitoring program implementation and results: The principal will monitor all programs and the collection of data.	2012-2013	2012-2013	N/A	N/A

8.2.120

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal #2: By June, 2013, all significant student subgroups will meet AYP proficiency rates for STAR testing on Math:

Schoolwide	June 2012 Target 69.2%	Current 68.1%	June 2013 Target 75%
Hispanic/Latino	June 2012 Target 63%	Current 71.4%	June 2013 Target 76%
White	June 2012 Target 66%	Current 68.2%	June 2013 Target 73%
SED	June 2012 Target 45%	Current 59.3%	June 2013 Target 64%
EL	June 2012 Target 68.5%	Current 58.3%	June 2013 Target 63%
SWD	Current N/A		Target 0%

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Possible Funding Source
Alignment of instruction with content standards: All curriculum used at this site is adopted by the WPUSD and is aligned with the content standards	2012-2013	N/A	N/A	District
Increased educational opportunity: The Categorical funds will be used to increase educational opportunities for students to receive small group instruction during school hours. HSP support materials and Fast Forward Math will be provided to At Risk Students for math	2012-2013	One Instructional Aide	$31,086	EIA Title 1 SBLT
Collaboration: All teaching staff, intervention staff and afterschool staff will attend weekly collaboration meetings Tuesdays from 7:30-8:30 a.m.. Principal will provide Positive action, physical education and assemblies during this time.	2012-2013	None	None	None

12.12.12

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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%

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Possible Funding Source
Use Aeries to track attendance	2012-2013	N/A	N/A	District
Increased educational opportunity: Increased attendance WILL increase their educational opportunies	2012-2013	N/A Principal will seek donations for incentives	N/A	Donations
Collaboration: Principal will collaborate with parents, staff and District Office to ensure students are adhering to the attendance guidelines set forth by district policy	2012-2013	None	None	None

PLANNED IMPROVEMENTS IN STUDENT CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

State Programs

Economic Impact Aid/ English Learner Program — **Amount: $5,701**
Purpose: Develop fluency in English and academic proficiency of English learners.

EIA contribution toward the .3 ELD Program specialist — **Amount: ($572)**

Total EIA — **Amount: $5,129**

Federal Programs

SBLT — **Amount: $ 1,230**

Title I Program (with the 10% reduction) — **Amount: $15,380**

Total amount of state and federal categorical funds allocated to this school: **$21,739**

8.2.23

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kris Knutson	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	

8.2.24

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan

- ___ English Learner Advisory Committee
- ___ Community Advisory Committee for Special Education Programs
- ___ Gifted and Talented Education Program Advisory Committee
- ___ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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 school plan was adopted by the Site Based Leadership Team on Monday, October 29, 2012

Attested:

Kris Knutson Typed name of school principal	Kris Knutson Signature of school principal	10/29/2012 Date
Kristy Herron Typed name of SSC chairperson	_____ Signature of SSC chairperson	10/29/2012 Date

SE 2.28

SINGLE PLAN FOR STUDENT ACHIEVEMENT

TWELVE BRIDGES ELEMENTARY SCHOOL

2012-2013

31-66951-0106443

Revised October 25, 2012

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Daniela Thompson, Principal
2450 Eastridge Drive
Lincoln, CA 95648
dthompson@wpusd.k12.ca.us

The District Governing Board approved this revision of the School Plan on _____.

8.2.12

School Description

Twelve Bridges Elementary is a special place where students and parents are valued and treated with respect. Our ultimate goal is to collaboratively create an educational atmosphere that is safe and enriching for all students.

Students are provided with a standards-based curriculum, which has been designed to help each student achieve the best results possible. Students are challenged and inspired to reach their potential through meaningful and engaging lessons or activities. Students are given the opportunity to learn through cross-curricular and hands-on activities involving garden plots, outdoor learning centers, and technology.

Some additional opportunities available are:

*Science curriculum taught by a science specialist
*Large greenhouse utilized by students on a regular basis
*Orchard, planted and maintained by students
*School-wide music program taught by a music specialist
*After-school band and choir program for upper grades
*Comprehensive art program taught by teachers and parent volunteers
*Fully stocked Art Room, equipped with a kiln
*Computer Lab and mobile i-pad lab
*Robotics taught during science time for grades 3-5
*Tiger Traits and The Nurtured Heart Approach embedded school-wide; founded on BEST and PBIS (Building Effective Schools Together and Positive Behavior Intervention Supports)
*Physical education opportunities including a circuit training center and rock-climbing walls

Mission Statement

Our mission is to develop lifelong learners by providing a comprehensive education for every student which fosters high academic achievement, positive self-worth, and responsible citizenship in an environment of mutual respect, trust, and cooperation among students, staff, and parents.

School Facilities

Twelve Bridges Elementary School opened its doors in August of 2004. There are two kindergarten classrooms with an adjoining kindergarten playground, three classroom clusters with a total of 23 classrooms (includes Transitional Kindergarten, two Special Day Classes, and Resource), five portable classrooms (includes music), library, computer lab, science room, art room, speech, and a multipurpose room.

LEA 2.18

School Leadership

Daniela Thompson became the second principal at Twelve Bridges Elementary in 2011. Mrs. Thompson holds a Masters of Education degree in Curriculum and Instruction, a Bachelor of Science degree in Arts and Letters with an English Minor, a Clear Multiple Subject Teaching Credential with an English Authorization, and a Preliminary Administrative Credential. Prior to TBE, Mrs. Thompson was the Assistant Principal at Glen Edwards for two years and taught for eleven years at both the elementary and middle school level.

Mrs. Thompson leads:

- School Site Council: Comprised of community members and staff members, which meets monthly to review school goals and monitor the school improvement program and site safety plan.
- Leadership/BEST Team: Comprised of a teacher from each grade level, which meets monthly to address site level assessments, curriculum, climate, and procedures.
- Special Education Professional Learning Community: comprised of the school psychologist, resource specialist, speech therapist, and two special day class teachers, which meets every Friday to address the needs and concerns of special needs students.
- Student Success Team Meetings: Comprised of parent(s), teacher, administration, and other support staff as appropriate, to address academic/social/emotional concerns of students, as needed.

In addition, teachers meet in grade level teams as a Professional Learning Community a minimum of three times a month to evaluate student performance and develop strategic plans based on data to address the academic and social needs of their students, which may include intervention or enrichment. Teachers also choose to be involved in district wide committees such as CAIPS, Technology, Attendance Work Group, and Special Ed/General Ed Work Group. They also participate in professional development opportunities which have focused on: Professional Learning Communities, Common Core Standards, Technology, Writing, GLAD, GATE, and Differentiation.

School Instruction

Students are taught the California Content Standards using state adopted curriculum. In addition, teachers are working to integrating the California Common Core Standards (CCCS) through lesson design and emphasis on higher order thinking skills. In addition to the general education classroom, students also have the opportunity to attend both science and music once or twice a week, which is taught by specialists.

Instruction is differentiated to meet the diverse needs of students. Students are regrouped within the classroom and/or across classes to provide targeted instruction to meet specific needs in both reading and math. Teachers assess students every four to six weeks to measure growth and determine specific skills or strategies of need and adjust lessons accordingly.

In addition to the general curriculum, support services include: Resource, Special Day Classes, Speech and Language, and Occupational Therapy. Academic tutoring is also offered after school for grades 2-5, which is taught by classroom teachers.

Students who qualify for special education and have a current Individual Educational Program (IEP) may receive additional academic support through a Resource Specialist Program (RSP), Speech Therapy, Special Day Class, Occupational Therapy, and/or Adaptive PE. Depending on student need, a blended program may be offered to allow access to general education, resource, and/or special day class, as appropriate and determined by goals.

School Programs and Practices that Promote a Positive Learning Environment

For enrichment opportunities, our school offers clubs before school, during the day, or after school such as: band, choir, robotics, birds, garden, and art. We also host several outside agencies providing enrichment opportunities (Touch of Understanding, Star Struck Showcase, STAR, STAR Nova Art, Boy Scouts, Girl Scouts, etc.).

Teachers recently completed a book study of *The Inner Wealth Initiative: The Nurtured Heart Approach for Educators*, which has become a foundation of interaction with students. This approach focuses on "Qualities of Greatness" and the positive attributes we want our students to exhibit. Last year, the BEST Team developed the Tiger Traits, which is three school rules: Be Respectful, Be Responsible, and Be Safe. This year, the Tiger Traits are being implemented along with PAWS, which is student recognition for demonstrating Qualities of Greatness.

Twelve Bridges has a strong and active volunteer base, which enhances the learning experience. Parents are involved through assisting with the School Site Council (SSC), Parent Teacher Club (PTC), and Dads of Great Students (DOGS). In addition, parents contribute as partners by sharing their expertise or passion for learning in roles such as Art Docent, Garden Docent, or PE Docent. Parents play an essential part in planning annual events, and as regular volunteers within the classroom. Parents support PTC activities such as educational/enrichment assemblies, family nights, and various fundraisers. TBE also has the good fortune to have SCHOOLS Volunteers from Lincoln Hills, which rounds out all of the learning needs on campus.

TBE also partners with Lighthouse Counseling to offer support for students with social or emotional needs. There are small groups offered to assist with the development of social skills, problem solving, or anger management, as needed.

8.2.18

The Following Statements Characterize Educational Practice at This School

1. Alignment of curriculum, instruction and materials to content and performance standards:
   - All subject areas, assessments, report cards, and testing are aligned with California Content Standards
   - District adopted curriculum is used in language arts, math, science, social studies, music, visual arts, PE, and handwriting.

2. Availability of standards-based instructional materials appropriate to all student groups:
   - Houghton Mifflin has lessons for various levels of learning available for language arts and math.
   - WPUSD Board of Trustees has annual resolution confirming instructional materials available to all students
   - Supplemental materials have been and can be supplied by the School Site Council categorical funds

3. Alignment of staff development to standards, assessed student performance and professional needs:
   - Houghton-Mifflin and HSP Math in-services held by the WPUSD
   - Standardized testing in-services held by the WPUSD
   - WPUSD regularly does a staff survey assessing professional development needs
   - CTAP aligned to teaching standards
   - Focus on all staff being trained on the components of a Professional Learning Community
   - GLAD, ELL, and CCCS professional development

4. Services provided by the regular program to enable under-performing students to meet standards:
   - Small group intervention provided by general education teacher
   - District paid aide for one hour each day in kindergarten
   - Cross age tutors – study buddies – with older students helping younger students
   - Student Success Team (SST) meetings held to assist students/parents with ideas and guidelines for assistance

5. Services provided by categorical funds to enable under-performing students to meet standards:
   - Accelerated Reader program to assess reading comprehension and to motivate students to read
   - Individualized Educational Plans (IEP) developed for determining educational goals for students in special education
   - After school tutoring for grades 2-5 in reading or math
   - Intervention for kindergarten and first grade during the school day

6. Use of state and local assessments to modify instruction and improve student achievement:
   - Principal annually presents/discusses STAR results and assessments with K-5 faculty
   - District and teacher-developed assessments to monitor progress and guide instruction
   - STAR Reading through Renaissance Place to gauge reading comprehension abilities
   - Use of OARS database to easily organize data for review
   - Teachers meet regularly to review assessment data and determine appropriate intervention strategies

7. Number and percentage of teachers in academic areas experiencing low student performance:
   - Classes are balanced so that all teachers have students that are low performing
   - Teachers collaborate together to work as a team in reaching and teaching low-performing students

08.2.130

8. Family, school, district, and community resources available to assist these students:
   - STAR Before and After School Program for student academic, recreational, and enrichment activities
   - Lighthouse Resource Center services for family, parent, student counseling and guidance services
   - Student Success Team meetings to assess and assist student needs with faculty/parent input
   - Parent/teacher conferences with minimum days set for this communication
   - Library time scheduled for all students weekly

9. School, district, and community barriers to improvements in student achievement:
   - Some family environments are unstable and inconsistent. Children may lack proper overall care by parents/guardian educational progress not a priority at some homes with a lack of support from parents.
   - Some language barriers
   - State of California budget cuts to districts/schools could equal less services, programs, personnel, and educational materials to assist students and progress in needed areas yet expectations re: student progress remain
   - Categorical budget cuts equal less funds for student programs, services, and educational materials (Homework Club, aides, materials and supplies, etc., not as available with no API money for reaching goals)
   - Expenses associated with supplemental materials

10. Limitations of the current program to enable under-performing students to meet standards:
   - Large number of students who are low-performing require great deal of time, resources, and organization
   - Funding from State and Federal government limited, not providing enough funds to have adequate staff to thoroughly assist students with educational and other important needs

8-2.13

STUDENT PERFORMANCE DATA SUMMARY

Student performance data summaries for schools and districts are available online at the California Department of Education web site at http://www.cde.ca.gov.

Academic Performance Index (API) School Report

The API is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR). The ranking includes ten deciles, decile one being the lowest.

No. Included in the 2012 API	2011 API Base	2012 Growth	2012 Growth Target	2012 API Target	2012 Statewide Rank
452	863	882 (+19)	Met	Met	TBA

Student Groups 2011-2012	No. of Pupils Included in 2012 API	Numerically Significant	2011 Subgroup API Base	2012 Growth	2012 API Target
African American, not Hispanic	10	No	732	N/A	
American Indian or Alaska Native	5	No	N/A	N/A	
Asian	30	No	892	906 (+14)	
Filipino	14	No	888	922 (+34)	
Hispanic or Latino	60	No	794	829 (+35)	
Pacific Islander	1	No	N/A	N/A	
White not Hispanic	327	Yes	875	895 (+20)	Met
Socio-economically Disadvantaged	37	No	739	780 (+41)	
English Learners	22	No	771	794 (+23)	
Students with Disabilities	62	No	692	709 (+17)	

School Demographic Characteristics

Ethnic/Racial		Parent Education Level	
African American not Hispanic	2%	Not high school graduate	0%
American Indian or Alaska Native	1%	High school graduate	6%
Asian	7%	Some college	31%
Filipino	3%	College graduate	48%
Hispanic or Latino	13%	Graduate school	14%
Pacific Islander	0%	**Average Parent Education Level**	Some College
White not Hispanic	73%	**Average Class Size (Primary)**	24
Participants in Free or Reduced Price Lunch	8%	**Average Class Size (Upper)**	28
English Language Learners (STAR)	4%	**Enrollment in grades 2-11 on first day of testing**	465
Multi-track year-round school	No	**Number of Students Excused from Testing**	0
School Mobility (STAR)	97%	**Number of Students Tested**	465

Data listed is from the October CBEDS data collection and the STAR Apportionment Information Report.

Student Testing and Reporting (STAR) - California Standards Test

*Scores are Percentages of Students Enrolled

English – Language Arts:

	%Far Below Basic				%Below Basic				%Basic				%Proficient				%Advanced			
Grade	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12
2nd	5	7	5	1	9	10	4	9	20	20	28	20	38	35	33	28	28	29	29	43
3rd	3	0	5	2	9	2	9	7	26	29	28	30	37	40	36	40	25	29	21	20
4th	0	0	0	0	2	2	0	7	17	13	7	12	31	25	34	26	50	60	59	55
5th	3	1	1	1	3	0	6	1	19	18	15	9	33	42	35	36	42	39	44	53

Combined Proficient & Advanced in Language Arts:

Grade	2008	2009	2010	2011	2012
2nd	61	66	64	62	71
3rd	60	62	69	57	60
4th	69	81	85	93	81
5th	59	75	81	79	89

Mathematics:

	Far Below Basic				Below Basic				Basic				Proficient				Advanced			
Grade	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12
2nd	13	11	5	1	13	11	13	9	21	17	26	20	37	30	27	41	27	35	30	29
3rd	3	6	4	1	3	6	5	6	21	22	22	23	28	26	31	28	44	46	38	42
4th	2	1	0	1	2	1	0	7	16	9	3	7	26	27	25	27	56	62	72	58
5th	6	2	1	1	6	2	6	4	13	12	14	2	33	41	32	26	48	44	46	67

Combined Proficient & Advanced in Math:

Grade	2008	2009	2010	2011	2012
2nd	66	64	65	57	70
3rd	80	72	72	69	70
4th	86	82	89	97	85
5th	73	81	85	78	93

Combined Proficient & Advanced in Science:

Grade	2008	2009	2010	2011	2012
5th	49	64	73	77	74

8.2.13

Monthly School-Wide Attendance (Percentage of students present)

Month	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
August	98.2	97.8	97.8	98.07	98.29	N/A
September	97.4	97.2	97.1	95.44	97.49	97.82 (Incl. 2 days in August)
October	96.7	97.2	96.7	95.96	97.37	97.02
November	95.9	96.7	96.7	95.79	95.95	96.79
December	95.4	95.0	96.2	94.49	96.68	96.59
January	94.1	95.1	96.5	96.32	96.14	96.47
February	93.7	95.0	93.8	94.73	94.02	96.76
March	95.9	95.2	96.4	95.20	95.85	95.88
April	95.6	95.1	95.8	95.61	95.66	96.85
May	96.8	96.2	95.7	96.28	96.33	98.11

Conclusions from Student Performance Data:

- In both language arts and math, there has been steady growth over the years with last year showing significant gains in all grades and groups. Staff attributes this to the routine of meeting as a PLC at least twice a month, which has enhanced communication and collaboration with the focus on student performance. They are focusing on data and assessments, in turn supplementing areas of relative weakness as needed.
- In math, teachers have made the adjustment to the new adoption over the last few years and can see how students are learning concepts.
- In science, there has been increased collaboration between the general ed teachers and the science teachers, which has created more consistency with the teaching of concepts. The science teachers are also more purposeful when teaching vocabulary and math concepts as it relates to science. They are also trying to incorporate more writing in their content area as well. There is also a district-wide emphasis on science, which has enhanced the science program.
- Teachers are also willing to be creative with their teaching by using outside the box methods, which increases student motivation and participation. The focus is on standards with the adopted curriculum as a foundation. However, teachers are encouraged to supplement and enhance lessons as they deem appropriate.
- Special Education and English Language Learners will continue to be an area of focus. The core instruction time in general education for language arts and math has been protected, so that students are present (not pulled from class) during whole group instruction. Again, best practices for instruction, high expectations, and appropriate intervention/support will help to increase scores.
- Some students in lower grades may perform lower due to age and development. We have several kindergarten students who are only four years old when they begin school. This will change as the enrollment criteria will change in the years to come as determined by the California Department of Education.
- The Attendance Rate improved significantly during the 2011-2012 school year. This is attributed to the district-wide focus and goal to increase the attendance rate at each school. At TBE, students have multiple opportunities to be recognized for Perfect Attendance (present entire day) at the end of each month, trimester, and year. The increase in frequency allows more students to be recognized in shorter intervals. In addition, families are notified with attendance letters on a regular basis, if poor attendance becomes a concern.

2.1.3d

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index, and include local measures of pupil achievement. The School Site Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures:

8.2.13

SMART GOAL #1 English Language Arts Achievement: 75% of 2nd-5th grade students will score proficient or advanced on the 2013 CST.

- Kindergarten: 70% of students will have mastery of blending, segmenting, and reading 10 selected CVC words as measured by the ESGI Assessments.
- First Grade: 85% of all students will read grade level appropriate text with 95% accuracy.
- Second Grade: Increase Word Analysis and Vocabulary Development from 77.9% to 80%.
- Third Grade: 75% of third grade students will score proficient or above on the 2012 CST.
- Fourth and Fifth Grade: 80% of students will earn a score of 3 (90-100%) in writing applications on icon-based single-paragraph responses twice a trimester.

Description of Specific Actions to Improve Educational Practice	Implementer/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Improvement of instructional strategies and materials:				
• Educational Software for Guiding Instruction (ESGI)	TK and Kinder Teachers/On-going	Software Cost/Site License (TK and Kinder)	$875	SLIG
• Language Arts Supplemental Materials (Quick Words Handbook)	Teachers/Fall	Materials (Grades 1-3)	$150	SLIG
• RenLearn (STAR Reading, Accelerated Reader, Math Facts in a Flash)	Teachers/On-going	Software Cost/Site License (K-5)	$4,815	SLIG
Increased educational opportunity/Extended learning time:				
• After school reading tutoring for grades 2-5	Teachers/On-going	Teacher pay at $35/hour not to exceed two hours per week; two teachers.	$1625	EIA
Staff development and professional collaboration:				
• Staff trainings and workshops to increase knowledge base related to Common Core Standards, Differentiating Instruction, Effective First Instruction, and/or Writing	Teachers/As Appropriate	Registration and Sub Costs	$1,000	SLIG
Involvement of staff, parents, and community:				
• Canyon Creek (On-line conference scheduler)	Teachers/End of Trimester	Website Fee	$275	SLIG
• Homework Folders	Teachers/Fall	Cost of folders	$250	SLIG
• Student Planners	Teachers/Fall	Cost of planners (Grades 4 and 5)	$200	SLIG
Monitoring program implementation and results:				
• Use of OARS and ESGI as assessment tools	Teachers and Principal/On-going	No cost associated.	N/A	N/A
• Use of Collaboration Time for teachers to share data and plan				

Total Expenditures for Goal #1: $1,625 (EIA) and $7,565 (SLIG)

8.23.13

SMART GOAL #2 Mathematics Achievement: 80% of 2nd-5th grade students will score proficient or advanced on the 2013 CST.

- Kindergarten: 70% of students will be able to write numbers 1-30 with two or less reversals.
- First Grade: 87% of all students will score 85% or above on chapter/unit assessments on number sense standards by June, 2013.
- Second Grade: Increase multiplication, division, and fractions from 75.4% to 77%.
- Third Grade: 75% of third grade students will score proficient or advanced on the 2013 CST.
- Fourth and Fifth Grade: 85% of students will earn a score of 3 (90-100%) on the planned two Performance Assessments at the end of each unit per month.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Improvement of instructional strategies and materials: • BrainPop	Teachers/On-going	Software Cost (Grades 4 and 5)	$820	SLIG
Increased Educational Opportunity/Extended learning time: • After school math tutoring for selected students (grades 2-5)	Teachers/On-going	Teacher pay at $35/hr. not to exceed 2 hours per week; one teacher.	$821/$446	EIA/SLIG
• Enrichment for students (GATE)	Teacher/On-going	Materials (robotics, legos, etc.)	$500	SLIG
Staff development and professional collaboration: • Staff trainings and workshops to increase knowledge base related to Common Core Standards, Differentiating Instruction, Effective First Instruction, Science, and/or Technology	Teachers/As Appropriate	Registration and Sub Costs	$1,000	SLIG
Monitoring program implementation and results: • Use of OARS and ESGI as assessment tools • Use of Collaboration Time for teachers to share data and plan accordingly	Teachers and Principal/On-going	No cost associated	N/A	N/A

Total Expenditures for Goal #2: $821 (EIA) and $2,766 (SLIG)

8.2.137

SMART GOAL #3 School-Wide Attendance: Increase average monthly attendance rate from 97.01% to 97.25% for the 2012-2013 school year.				
Description of Specific Actions to Improve Educational Practice	**Implementers/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
• Monthly recognition for students with Perfect Attendance (certificate) • Trimester Recognition for Perfect Attendance (certificate and pin) • Yearly Recognition for Perfect Attendance (certificate and medal)	Attendance Clerk/ Principal	Certificates, Pins, and Medals	$500	SLIG

Total Expenditures for Goal #3: $500 (SLIG)

8.23.12

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost	Funding Source
N/A	Total: $0	School Based Coordinated Plan
• Serve as a liaison between District and Schools. • Prepare and submit various reports (CalWORKS, Title I Data, R-30 Language Census, etc.). • Advise and assist school with program requirements. • Coordinate staff development. • ELD Program Specialist to provide direct services through in-class support and staff development.	Total: $243	EIA

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

State Programs

Economic Impact Aid (EIA) **$2,446**
Purpose: Help educationally disadvantaged students succeed in the regular program.

School Library Improvement Grant (SLIG) **$10, 831**
Purpose: Improve school response to educational, personal and career needs of all students.

Total amount of state and federal categorical funds allocated to this school: **$13,277**

L3i.28

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the School Site Council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Classified Staff Member	Parent /Community Member
Daniela Thompson	X			
Shavaun Davies		X		
Bev Berkley		X		
Cheryl Wall		X		
Kim Brodie				X
Melissa McClure				X
Kelli Parker				X
Andrea Shultz				X
	1	**3**	**0**	**4**

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. This school plan is based upon 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.
5. This school plan was adopted by the school site council on: October 25, 2012

Attested:

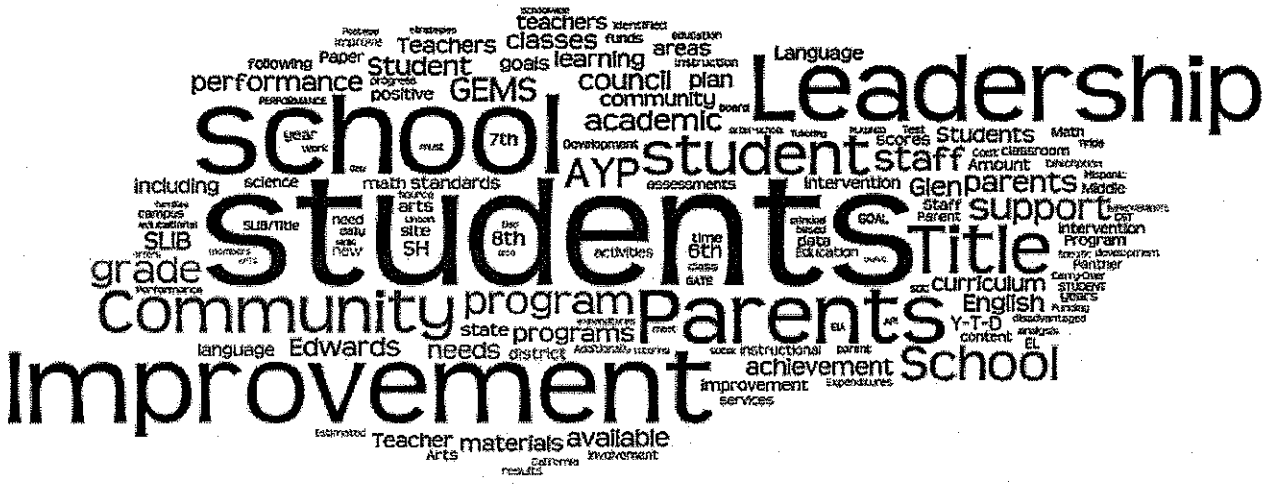
Daniela Thompson		
Typed name of school principal	Signature of school principal	Date

SINGLE PLAN FOR STUDENT ACHIEVEMENT / SCHOOLWIDE PLAN

Glen Edwards Middle School

#31-66951-6108351

2012/13 – 2013/14



This is a plan of actions to be taken to raise academic performance
of students and improve the school's educational program.
For additional information on school programs and how you may become involved contact:

Shelly A. Hoover, Ed.D.
Principal
(916) 645-6370
shoover@wpusd.k12.ca.us

Glen Edwards Middle School
204 L Street
Lincoln, CA 95648

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on _____.

8.2.141

School Description and Mission Statement

Glen Edwards Middle School (GEMS) is one of two middle schools within the Western Placer Unified School District boundaries, serving approximately 685 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, AVID, and Better To Best, 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, enrichment classes, 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 Facilities

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 – 4:00 p.m.) and the Homework Club (from 3:00 – 6:00 p.m.) is a three hour program in which students complete homework in the first hour, technology or crafts and recreation in the two additional hours. All activities are supervised by credentialed teachers, instructional aides and/or campus supervisors.

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 Shelly Hoover, Ed.D. was new to Glen Edwards Middle School last year and comes to GEMS with five years of school administration experience. Assistant Principal Rey Cubias was also new to Glen Edwards last year. He brings 17 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 Wednesday 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.

School Instruction

All core instruction is based on the California Standards and all textbooks are standards-based. Students with special needs are served through a variety of programs including GATE, EL, RSP, and SDC classes.

The EL (English Learner) program offers assistance to students who are at various levels of proficiency in the English language based on their annual CELDT scores and academic testing. Newcomer students who have little or no English language skills are enrolled in an intensive district-run newcomers program with an EL instructor.

The RSP (Resource Specialist Program) and SDC (Special Day Class) programs offer service to students on Individual Education Plans (IEP's). The RSP program typically offers language arts and/or math classes to identified students requiring a modified curriculum and specialized services to meet their learning needs. The SDC program offers a learning environment to students who need more than 50% of their day in a specialized program, and generally offers math, language arts, social science and science classes.

The Homework Club and Panther Pride after school programs offer tutoring to students in need of additional assistance or one hour at the end of the school day and the latter offers an additional two hours of technology and recreation. Algebra-specific support is available from 2:30-3:30 Tuesday through Thursday.

School Programs and Practices that Promote a Positive Learning Environment

Glen Edwards Middle School promotes a positive learning environment through maintaining a safe campus, offering a variety of school activities and parent involvement. School-to-parent communication or vice versa can occur daily, weekly or as needed; through on-line services, grade book, attendance, web-calendars, e-mails, and phone communication. Our staff of seasoned veterans and bright new teachers is highly competent, committed and compassionate educators. They are dedicated to providing an excellent education for all our students. All of our academic programs are rigorous and follow state standards.

Our school-wide discipline plan includes the positive aspect of allowing qualifying students to participate in athletics, field trips, dances and other activities as well as a system of warnings, after-school detentions and administrative referrals designed to help students gain and maintain control of their own behavior. Our school-wide positive behavior support plan, named PAWsitive Pride includes systematic reinforcement that explicitly teaches and rewards positive behaviors on campus.

Our Leadership class plans regular spirit activities, decorates the campus for special occasions, plans for Red Ribbon Week, rallies, dances and assists in the WEB (Welcome Every Body) orientation program for incoming sixth grade students. In addition they develop leadership skills by organizing our quarterly dances, Student of the Month parties and the Honors Barbecues. Their spirit, energy and commitment contribute to the positive atmosphere at GEMS. After-school activities include athletics (flag football, boys and girls volleyball and basketball, girls' softball, track and wrestling), Panther Pride tutoring and recreation.

Parents are encouraged to get involved. Students are more motivated to participate in school, when their parents are in close communication their teachers. Parents can get involved by daily checking their child's homework, their agendas, and by going on-line to view their teacher's calendar and grades in every class. Parental support and encouragement is vital to their student's success. Also, Glen Edwards has many exciting opportunities for parent involvement through-out the school year. GEMS has many needs, parents can either volunteer in the classroom, supervise yard duty at lunch, chaperone dances, assist in the planning and organizing of events, participate in fundraising or serve-on governance committees. There are parent groups that need your help and participation such as our School Site Council (SSC), English Learners Advisory Committee (ELAC), and Association of Parents Teachers and Students (APTS) committees. Eyes on Campus Watch D.O.G.S. (Dad's Of Great Students) are new to GEMS this year. Watch D.O.G.S. is a nationally recognized program that schedules dads and other positive male role models to be on campus every day. D.O.G.S. work in classrooms and improve campus safety by being an extra set of eyes.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. **Alignment of curriculum, instruction and materials to content and performance standards:**
   All State of California approved curriculum, textbooks, and support materials in language arts, mathematics, social science, and science classes are aligned to state standards.

2. **Availability of standards-based instructional materials appropriate to all student groups:**
   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.

3. **Alignment of staff development to standards, assessed student performance and professional needs:**
   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.

4. **Services provided by the regular program to enable underperforming students to meet standards:**
   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 classes.

5. **Services provided by categorical funds to enable underperforming students to meet standards:**
We provide RSP classes, SDC classes, EL classes and Title I Reading/Math Enrichment elective courses through categorical funds to support our underperforming students. With our addition of the Accelerated Reader & Math programs on campus, our library has been adding book titles at reading levels below grade level, supported through categorical monies.

6. **Use of state and local assessments to modify instruction and improve student achievement:**
Each fall, Glen Edwards' CST Testing results are analyzed by administration and faculty to determine areas of needed growth. Additionally, Glen Edwards has begun utilizing spring math and language arts testing to determine curriculum needs of students for the following fall. Daily and weekly formative assessments provide further feedback to teachers to modify instruction, re-teach and intervention support to improve student achievement. Also, we use STAR Reading & Math testing to determine student skill levels and to align the curriculum to individual student needs. We utilize the STAR Reading and iLearn math assessments four times through-out the school year to track student progress in those basic skills. The Star program provides a good benchmark for monitoring monthly student progress along with continuing to develop common assessments through-out the District.

7. **Number and percentage of teachers in academic areas experiencing low student performance:**
In analyzing our student achievement data, approximately six teachers or 20% of the staff are experiencing low student performance.

8. **Family, school, district and community resources available to assist these students:**
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.

9. **School, district and community barriers to improvements in student achievement:**
We have identified several issues that impair student achievement at GEMS: (1) poor attendance, lack of preparedness and attitude on the part of low-achieving students; (2) families lack the ability to assist their students at home; (3) a communication disconnect between school and home; and (4) lack of parental involvement and support. Finally, low achieving students and families have limited access to technology in the home.

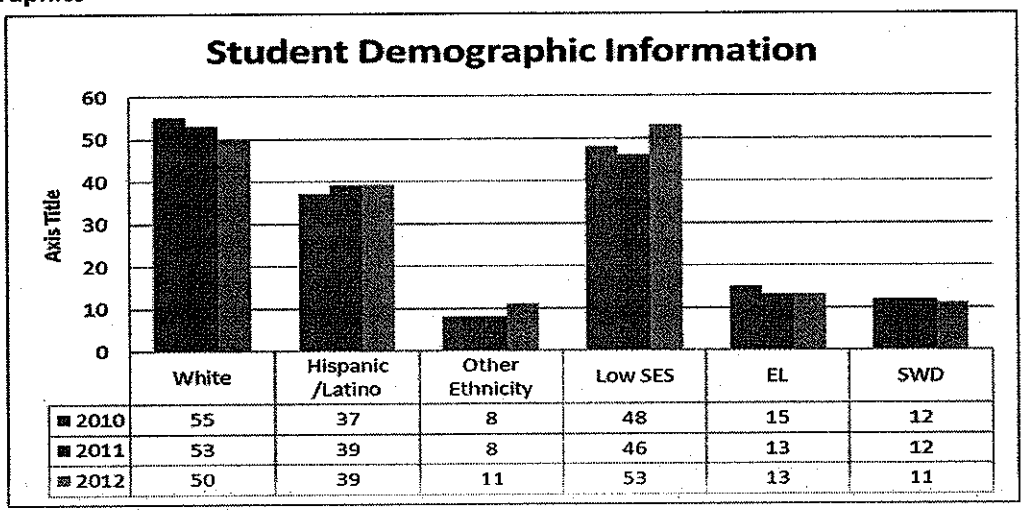
10. **Limitations of the current program to enable underperforming students to meet standards:**
Teachers have identified a need for continuing in-service in the areas of: meeting the needs low-achieving students and their families; research-based instructional methods that foster high achievement; the nature/psyche of the middle school child; targeting students in subgroups for specific academic improvement (Hispanic and economically disadvantaged). Additionally, staff has identified the need for ongoing Spanish translation services on site; the need for a math education class for parents of low-achieving math students.

Glen Edwards Middle School

2010-2012 Data

Source: California Department of Education website http://api.cde.ca.gov.

Demographics

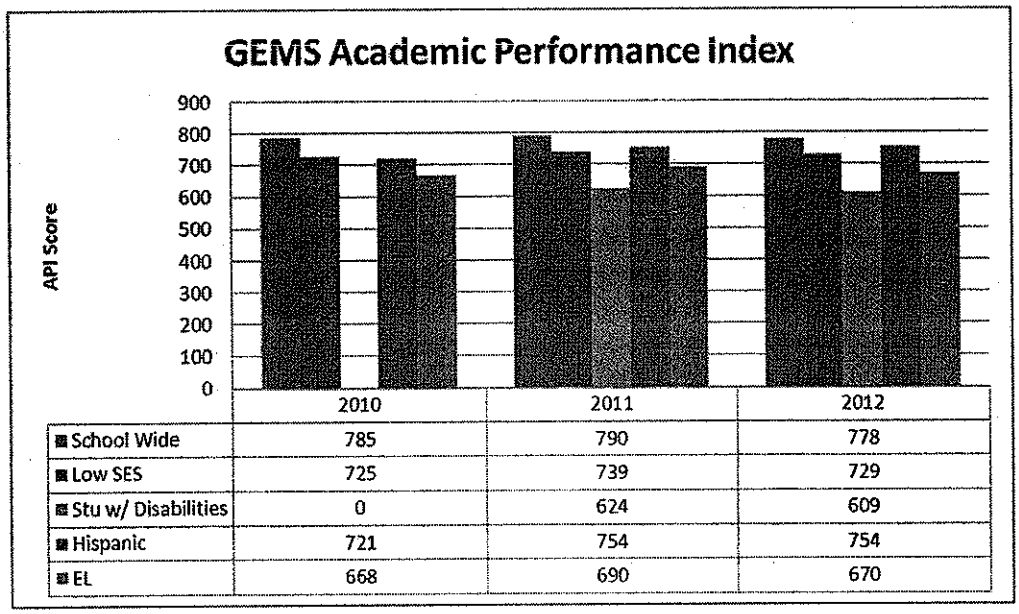


	White	Hispanic /Latino	Other Ethnicity	Low SES	EL	SWD
2010	55	37	8	48	15	12
2011	53	39	8	46	13	12
2012	50	39	11	53	13	11

The data show that the numbers of white students, EL students, and students with disabilities have decreased. The numbers of Hispanic/Latino students, students of other ethnicities, and students with a low socio-economic status have increased.

Academic Performance Index (API)

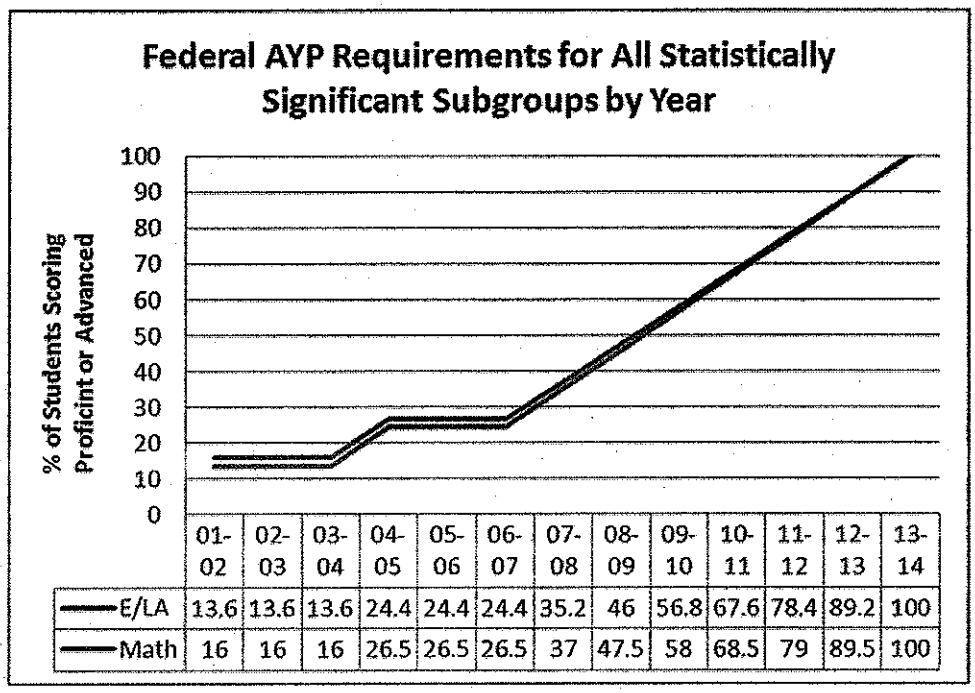
API is the state measure of STAR test results are reported as a percentage of students scoring advanced, proficient, and basic, below basic, or far below basic. The API is primarily based on the number of students scoring proficient or advanced on the annual content-standard assessments among other measures. The state API goal for all schools is 800.



	2010	2011	2012
School Wide	785	790	778
Low SES	725	739	729
Stu w/ Disabilities	0	624	609
Hispanic	721	754	754
EL	668	690	670

Adequate Yearly Progress (AYP)

AYP is a federal measure of the number of students participating and scoring proficient or advanced on Content Standards Tests (CSTs). The overall school population must make AYP school wide as well as each statistically significant subgroup. Each year the number of students required to make AYP scoring proficient or advanced increases by approximately 10% a year until 2014 when all students will be required to score proficient or advanced. In 2012, GEMS students met 11 of 21 AYP criteria.



	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
E/LA	13.6	13.6	13.6	24.4	24.4	24.4	35.2	46	56.8	67.6	78.4	89.2	100
Math	16	16	16	26.5	26.5	26.5	37	47.5	58	68.5	79	89.5	100

Participation Rate

All GEMS subgroups met the AYP participation rate with 100% participation.

Percent Proficient – Annual Measureable Objectives (AMO)

GEMS student data are viewed in total and in subgroups. The statistically significant subgroups at GEMS are White, Hispanic/Latino, low socio-economic status (SES), and English Learners (EL).

English-Language Arts - % of Students

	Proficient or Advanced		
Grade	2010	2011	2012
6 All	55	54	52
7 All	58	56	55
8 All	49	58	58
6 Hispanic	42	42	39
7 Hispanic	50	45	40
8 Hispanic	23	43	48
6 EL>12 Months	9	8	8
7 EL>12 Months	19	12	0
8 EL>12 Months	10	10	4
6 Low SES	45	41	
7 Low SES	47	43	
8 Low SES	29	46	

Math - % of Students

	Proficient or Advanced		
Grade	2010	2011	2012
6 All	53	43	35
7 All	44	44	37
7 Algebra All	71	78	81
8 General Math All	32	55	56
8 Algebra All	54	75	97
8 Geometry All	41	74	85
6 Hispanic	39	31	18
7 Hispanic	40	34	23
8 General Math Hispanic	29	56	48
8 Algebra Hispanic	33	86	93
6 EL>12 Months	15	4	0
7 EL>12 Months	20	14	0
8 General Math EL>12 Mo	18	26	29
8 Algebra EL >12	17	67	N/A
6 Low SES	39	25	
7 Low SES	39	34	
8 General Math Low SES	32	50	
8 Algebra Low SES	35	83	

Conclusions from Student Performance Data and from Parent, Teacher and Student Input

Academic Data

- Language Arts proficiency levels have remained fairly consistent, although the number of students meeting proficiency needs to increase.
- Math scores in 6th and 7th grade are down.
- Algebra and geometry scores in 7th and 8th grade have increased.
- GEMS needs to employ a universal screening device for math and language arts to identify students for targeted intervention. (This is part of our Response to Intervention, RtI plan).
- Increased communication with Spanish speaking families

Behavior Data

As part of the newly implemented school-wide positive behavior intervention and support plan (PBIS), the 6th and 7th grade students were surveyed about school climate and rules in the spring of 2012. Data showed that:

- 87% of students feel safe at school
- 99% of students report that their teachers expect them to behave well
- 78% of students report that they enjoy school

WPUSD Goals with Supporting
GEMS Overarching Goals for Improving Student Achievement

WPUSD Mission Statement: Empower students with the skills, knowledge, and attitudes for success in an ever changing world.

District Goal #1: Develop and continually upgrade a well-articulated K-12 academic program that challenges all students to achieve their highest potential, with special emphasis on students. Corresponding GEMS Goals: #1.

District Goal #2: Foster a safe, caring environment where individual differences are valued and respected. Corresponding GEMS Goal: #2.

District Goal #3: Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness, and attractiveness.

District Goal #4: Promote the involvement of the community, parents, local governments, business, service, organizations, etc. as partners in the education of the students. Corresponding GEMS Goal: #3.

District Goal #5: Promote student health and nutrition in order to enhance readiness for learning.

GEMS Mission Statement: To create a respectful, success-oriented cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

Goal #1: Improve student academic performance.

Goal #2: Create a safe, positive school climate promoting student attendance.

Goal #3: Increase parent and community involvement and participation in school activities, with emphasis on the Latino community.

SMART GOAL # 1 Improving Student Achievement:

Increase the number of students scoring proficient or advanced on the E/LA CST in each subgroup not meeting AYP by five percentage points.

All students -- 6th grade 12 goal = 59%, 13 goal = 64%; 7th grade 12 goal = 61%, 13 goal = 66%; 8th grade 12 goal = 63%, 13 goal = 69%;
Hispanic -- 6th grade 12 goal = 47%, 13 goal = 52%; 7th grade 12 goal = 45%, 13 goal = 50%; 8th grade 12 goal = 48%, 13 goal = 53%;
EL>12 Mo. -- 6th grade 12 goal = 13%, 13 goal = 18%; 7th grade 12 goal = 17%, 13 goal = 22%; 8th grade 12 goal = 15%, 13 goal = 20%;
Low SES -- 6th grade 12 goal = 46%, 13 goal = 51%; 7th grade 12 goal = 48%, 13 goal = 53%; 8th grade 12 goal = 51%, 13 goal = 56%.

Increase the number of students scoring proficient or advanced on the math CST in each subgroup not meeting AYP by five percentage points.

All students -- 6th 12 goal = 48%, 13 goal = 53%; 7th 12 goal = 49%, 13 goal = 51%; 7th Alg. 12 goal = 83%, 13 goal 88%;
8th Gen Math 12 goal = 60%, 13 goal = 65%; 8th Alg 12 goal = 75%, 13 goal = 80%;
Hispanic -- 6th 12 goal = 36%, 13 goal = 41%; 7th 12 goal = 39%, 13 goal = 44%; 8th Gen Math 12 goal = 61%, 13 goal = 66%;
EL>12 Mo. -- 6th 12 goal = 9%, 13 goal = 14%; 7th 12 goal = 19%, 13 goal = 24%; 8th Gen Math 12 goal = 31%, 13 goal = 36%; 8th Alg. 12 goal = 72%, 13 goal 77%;
Low SES -- 6th 12 goal = 30%, 13 goal = 35%; 7th 12 goal = 39%, 13 goal = 44%; 8th Gen Math 12 goal = 55%, 13 goal = 60%.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline 2011-13	Related Expenditures	Estimated Cost	Funding Source
10% of Title I monies for staff development (PI mandated)	All teachers with emphasis on core	Class registration & trainer fees Guest teachers	$14,088	Title I
Alignment of Instruction with key content standards • Pacing guides • Common assessments • Data tracking	All teachers with emphasis on core	Curriculum lead teacher stipends	$5,500	Title I
Instructional support and Interventions • Instructional aid • Intervention teacher • After School tutoring • Curriculum and supplies • Classroom technology and equipment • Library additions, subscriptions, and dues	Teachers Staff	Title I Instructional Aides (2) Intervention Teacher Tutors Instructional materials, supplies and copies Computers, projectors, software Library materials and fees	$34,000 $55,000 $14,400 $35,000 $30,000 $1,000	Title I & EIA Title I & EIA Title I SLIB, EIA, Title I & Gen Fund SLIB, EIA, Title I & Gen Fund Donation & SLIB

SMART GOAL # 2 for Improving Student Achievement

Create a safe, positive school climate increasing the student average daily attendance rate from 94.51% to 95.01%.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline 2011-13	Related Expenditures	Estimated Cost	Funding Source
School Safety & Climate • Campus Monitor • Pedestrian Safety Signs • Assemblies	Staff	Campus Monitor Signage Rachel's Challenge Assembly	$17,000 $500 $3,500	Safety & Gen Fund Safety Safety & APTS
Parent & Student Accountability • School Attendance Review Board (SARB) intervention • Use of student agendas • Friday or Saturday school • At-Risk notifications and conferences • Report cards, progress monitoring and reporting	Admin Teachers Staff	Student agendas Reproduction and mailing costs Detention, Saturday school supervision	$3,000 $5,000 $2,000	SLIB SLIB, Title I, EIA, Gen Fund Safety & Title I
Parent & Student Engagement • School wide Positive Behavior Support (PBS) • GATE Enrichment Opportunities • AVID and B2B Fieldtrips	Admin Teachers Staff	Staff Development Guest Teachers Student rewards and certificates Odyssey of the Mind Robotics Field trip transportation	$2,500 $500 $2,000 $500 $2,000 $3,000	Title I Title I EIA, Gen Fund, & Donations GATE GATE EIA & GATE

2.1.2

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL #3 FOR Improving Student Performance:

Increase parent and community involvement and participation in school activities, with emphasis on the Latino community by:

1) Have two representatives on the SSC representing the Latino community.
2) Sponsor or host two educational or community building events for the Latino community.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline 2011-13	Related Expenditures	Estimated Cost	Funding Source
Parent and community involvement • Site council elections/meetings • Community events	Admin Community members SSC members	Supplies and reproduction costs Postage Translation Operating expense	$2,000	SLIB Title I EIA Gen Fund

2-21-13

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost	Funding Source
• New Comers Teacher & ELD Program Specialist – services & staff development	Total: $7600	EIA

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

STATE PROGRAMS

Economic Impact Aid (Res7091)
Purpose: Help educationally disadvantaged students succeed in the regular program.
Amount: $ 83,127

School Library Improvement Block Grant (Res 0395)
Purpose: Improve school response to educational, personal and career needs of all students.
Amount: $ 19,921

Art, Music Block Grant (0760)
Amount: $ 999

GATE
Amount: $ 4,463

FEDERAL PROGRAMS

Elementary and Secondary Education Act:
Title I: Targeted Assistance Program (Res 3010)
Purpose: Help educationally disadvantaged students achieve grade level proficiency
Amount: $ 140,877

School Safety (0405)
Amount: $ 6,088

Total amount of state and federal categorical funds allocated to this school: $ 255,475

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Chairperson:					
Vice Chairperson:					
Secretary:					
Shelly Hoover	X				
Diane Smith			X		
Joe Uptain-Villa		X			
Wendy Hamasaki		X			
Bill Trueman		X			
Karen Hernandez				X	
Jamie Buys				X	
Ginger Cosh				X	
Sandy McFarland				X	
Alejandra Medina				X	
Number in each category	**1**	**3**	**1**	**5**	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

8.2.156

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan.

   a. ✓ English Learners Staff

   b. ✓ Special Education Curriculum Lead

   c. ✓ Gifted and Talented Education Site Coordinator

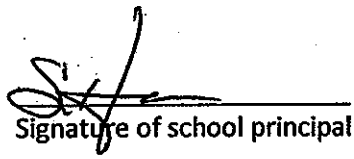
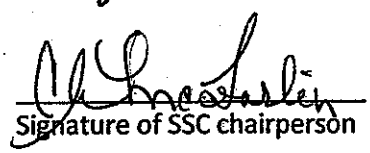
   d. ✓ Western Placer Teachers Association Site Reps

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based upon 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 school plan was adopted by the school site council on January 18, 2012.

Attested:

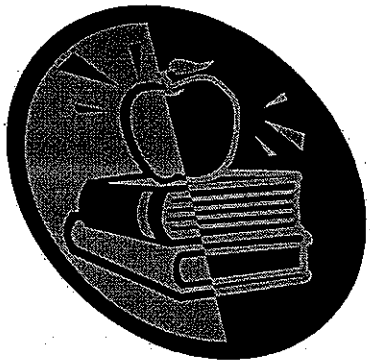
Shelly Hoover, Ed.D. Name of school principal	 Signature of school principal	10/31/12 Date
Sandy McFarlin Name of SSC chairperson	 Signature of SSC chairperson	10/31/12 Date

8.2.157

SINGLE PLAN FOR STUDENT ACHIEVEMENT

at

Twelve Bridges Middle School
#31-66951- 0111385
2012 - 2013



This is a plan of actions to be taken to raise academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Stacey Brown
Principal
(916) 434-5270

Twelve Bridges Middle School
770 Westview Drive
Lincoln, CA 95648
sbrown@wpusd.k12.ca.us

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on_____, 2012.

8.2.158

School Description and Mission Statement

Twelve Bridges Middle School **(TBMS)** is one of two middle schools in Western Placer Unified School District, serving 870 sixth through eighth grade students in and near the town of Lincoln. TBMS serves students from three of the four WPUSD quadrants, representing two new major suburban developments as well as a historically rural area. Our student body and families, therefore, are rich in diversity, representing both farming and non-farming families: 20% Hispanic, 61% Caucasian, 4% Asian, 5% Filipino and 8% other ethnic heritage.

Twelve Bridges Middle School. We borrowed our Vision Statement from Glen Edwards Middle School, written in Spring 2005, with unanimous endorsement on the part of that staff. The Vision is: To create a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence. We will revisit the Vision Statement as necessary.

Twelve Bridges educational environment is built around the concept of teams in the sixth grade, teachers are generally organized into two-teacher teams: one teacher specializing in math/science and the second in language arts/social science. In the seventh and eighth grades a period schedule is used taking advantage of teacher specialization in each of the four core subject areas. In addition to their core academic classes each student takes one Enrichment course and P.E.

The middle school years are a time of transition for children and families. Middle school serves as a bridge between a more sheltered elementary experience and the more independent high school years. Students at **Twelve Bridges** have the support of their grade-level team or teacher and a counseling and administrative staff that understand their needs. Students are exploring a more challenging academic environment at the same time that they are experiencing rapid personal, physical and emotional growth. It is our intention to challenge students academically, in a safe environment while providing them with appropriate support, and to be available to families with concerns, questions or needs during this transitional phase of their students.

School Facilities

Twelve Bridges Middle School opened in Fall, 2006, after several years of planning and one and one half years of construction. The school was designed specifically for middle school students. The campus is laid out in a "spiral" format, with the common areas of administration, library, drop-in computer lab and multipurpose room in the front. There is a central quad area which radiates out to three succinct and separate courtyards: one for each of grades six, seven and eight. Each of the courtyards is flanked by two classroom buildings, with several classrooms paired for shared student computer space between them. At the ends of the seventh and eighth grade courtyards is a science lab building, complete with student laboratory stations, space for lecture and demonstration, safety equipment and teacher preparation and storage areas. Separate grade-level student bathrooms are available in each quad area. An elective building and a gymnasium are near the multipurpose room. The elective building has a fully equipped art room with an art courtyard, a computer technology instructional classroom. The gymnasium includes boys' and girls' locker rooms, plenty of storage and a full gym area with bleachers for sports. The multipurpose room houses a full kitchen, an Associated Student Body (ASB) area, a small community kitchen, a large floor space with retractable cafeteria tables, a stage and a full music classroom, complete with practice rooms and an office. The facility is state-of-the-art, and is fully equipped with technological

8.2.159

support. The school has been built for growth and should accommodate approximately 1000 students in permanent buildings at buildout.

The student school day begins at 8:00 a.m. and ends at 2:40 p.m. In order to provide extended school day experiences for students, several opportunities are available to TBMS 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 and Astronomy or Robotics Club (GATE Program). All activities are supervised by credentialed teachers, instructional aides and/or campus supervisors.

Twelve Bridges Middle School 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 principal, assistant principal, and campus cafeteria supervisors work together to provide supervision and to maintain discipline on a daily basis. A School Resource Officer is available as a resource to both students and staff.

School Leadership

TBMS Principal, **Stacey Brown, is in his seventh year of leadership at Twelve Bridges Middle School. Previous to serving at TBMS, Mr. Brown was an assistant principal at both Glen Edwards Middle School and Lincoln High School. This experience allows for efficient articulation between the two academic levels. He holds a clear administrative credential as well as credentials to teach 7-12 History and 7-12 Physical Education. Entering his 28th year in education, he brings a variety of curricular, leadership and grade-level experiences to TBMS.**

TBMS' site council is known as the Site Based Leadership Team (SBLT). Its elected members include five **TBMS** certificated staff (including the principal) and five members from the community. All families of **Twelve Bridges** students are invited to attend meetings, held on the third Tuesday of each month at **4**:00 p.m. The purpose of the SBLT is to assist the school in matters pertaining to the **Twelve Bridges** Middle School educational program by inquiring, informing, suggesting, recommending and evaluating areas for school improvement.

8.2.160

School Instruction

The **Twelve Bridges** Middle School instructional program is organized around the concept of 6th grade teams. Sixth grade students are assigned to a team of teachers for most of their day for instruction in the core areas of language arts, math, social science and science. We believe that the team concept in the 6th. grade helps with the transition from a single class K-5 environment to a more involved 6-8 curriculum. Students in the 7th and 8th grade have a more traditional period schedule to help prepare them for a high school environment. Students additionally take an Enrichment class, Computer Technology, Art, Choir, Band or Teaching Assistant) and a Physical Education class. All instruction in these areas is based on the California standards and all textbooks are standards-based. Students with special needs are served through a variety of programs: GATE, EL, SDC and RSP. Students that need additional help in language arts or math may be put into a support class specifically for those subjects.

The **TBMS** GATE (Gifted and Talented Education) program **currently focuses on GATE/High Achiever (HA) cluster classes in math and language arts.** At each grade level, one or more teaching teams or teachers are identified as the GATE/HA teacher. Parents choosing this option have the benefit of having their children clustered with other GATE-identified students for academic challenges and social/emotional support, including advanced math and Honors English curriculum. **After-school Robotics and Astronomy offered to GATE and HA students.**

The RSP (Resource Specialist Program) and SDC (Special Day Class) programs offer service to students on Individual Education Plans (IEP's). The RSP program typically offers language arts and/or math classes to identified students requiring a modified curriculum and specialized services to meet their learning needs. The SDC program offers a learning environment to students who need more than 50% of their day in a specialized program, and generally offers math, language arts, social science and science classes.

Student progress toward academic goals continually updated on Teacher Ease, a program that parents can access on line. Report cards are mailed each trimester to families. Parent conferences are offered each winter and periodically at teacher or parent request. School improvement on the API (Academic Performance Index) **will be** reported to the community annually through newsletters and Board of Directors' presentations.

School Programs and Practices that Promote a Positive Learning Environment

Twelve Bridges Middle School promotes a positive learning environment through maintaining a safe campus, offering a variety of spirit and after-school activities, and through on-line school-home communication. Our school-wide discipline plan includes the positive aspect of allowing qualifying students to participate in athletics, field trips, dances and other activities as well as a system of

8.2.161

warnings, lunch detentions and administrative referrals designed to help students gain and maintain control of their own behavior. Regular safety drills further assist in keeping **TBMS** students safe. Our **Athletic Director, Activities Director, Student body officers and Student Leadership** plan regular spirit activities, decorate the campus for special occasions, plan for Red Ribbon Week and trimester dances, and assist in the WEB (Welcome Every Body) orientation program for incoming sixth grade and new students. Trimester **Perfect Attendance desserts and trimester Honors activities** also contribute to the positive atmosphere at **TBMS**. After-school activities include athletics cross country, boys and girl's volleyball and basketball, softball, track and wrestling. Parents are kept abreast of students' progress through Teacher Ease and report cards each trimester. **TBMS** teachers place their daily assignments on the school's website for parent/student reference.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

   All curriculum and materials in language arts, mathematics, social science, science, art and Physical Education classes are aligned to state standards.

2. **Availability of standards-based instructional materials appropriate to all student groups:**

   Grade-level instructional materials are available to all students. Additionally, alternative standards-based curriculum is available through math and language arts Exploration classes, RSP (Resource Specialist Program), SDC (Special Day Class).

3. **Alignment of staff development to standards, assessed student performance and professional needs:**

   The district provides two Early Release days each month for teacher articulation. Teachers utilize this time to monitor student performance, evaluate current practices and determine improvements in programs, curriculum and instruction to meet students' academic needs. Additional optional after-school staff development opportunities are available on a topical basis for teachers.

8.2.162

4. **Services provided by the regular program to enable underperforming students to meet Standards:**

At **Twelve Bridges** Middle School, there are two sub-groups of underperforming students when compared to the overall school's academic performance, Hispanic or Latino students and Economically Disadvantaged Students. All students who scored Below Basic (BB) or Far Below Basic (FBB) on the California Standards Language Arts or Math test are enrolled in our intervention program. The Intervention program is a daily class that provides intense skills development. All underperforming students have been identified for additional in-class assistance by their teachers.

5. **Services provided by categorical funds to enable underperforming students to meet standards:**

We provide RSP and SDC classes through categorical funds to support our underperforming students. Our library includes book titles at reading levels for students below grade level, partially supported through categorical funds.

6. **Use of state and local assessments to modify instruction and improve student achievement:**

Each fall, **Twelve Bridges'** STAR Testing results are analyzed by administration and faculty to determine areas of needed growth. Additionally, Twelve Bridges has begun utilizing trimester math and language arts testing to determine the curriculum needs of students for the following fall. Chapter and unit informative assessments provide further feedback to teachers to modify instruction and improve student achievement. Assessment through the Accelerated Math program allows teachers to prescribe individual math objectives to students to supplement regular instruction in our intervention classes.

7. **Number and percentage of teachers in academic areas experiencing low student performance:**

By analyzing our student achievement data we have been able to identify the areas in which we have done well and the areas where we need to improve. Our teachers meet regularly to review data and align curriculum to best serve our students. Working with Lincoln High School and our feeder elementary schools, end of the year assessments will allow for more accurate placing of students in all grade levels.

8. **Family, school, district and community resources available to assist these 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.

8.2.163

9. **School, district and community barriers to improvements in student achievement:**

Several issues traditionally impair student achievement: Inadequate or poor study skills, poor attendance patterns on the part of low-achieving students; families unable to assist their students at home due to academic or scheduling issues; need for ongoing communication between school and home.

10. **Limitations of the current program to enable underperforming students to meet standards:**

- Teachers have identified a need for continuing in-service in the areas of: Research-based instructional methods that foster high achievement; targeting students in subgroups for specific academic improvement (Hispanic and economically). Continued communication between the school, district and community was also viewed as an area of importance.
- The school counselor position was eliminated due to budget cuts.
- Class sizes are increasing due to staff reductions.
- Lack of State and Federal funding continues to hamper student achievement due to the loss of programs and staffing.

Twelve Bridges Middle School
(2012-2013)

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
Economically Disadvantaged	6th, 7th & 8th Grades Language Arts	64%, 63% and 73% of 6th, 7th & 8th graders, respectively, proficient or advanced on state testing compared to school wide 81%, 84% and 78% of students, respectively.
	6/7/8th Grades Math	45%, 56% and 60% of 6th, 7th and 8th graders (Algebra), respectively, proficient or advanced on state testing compared to school wide 69%, 80%, and 65% of students, respectively.
Hispanic or Latino	6th, 7th & 8th Grade Language Arts	69%, 63% and 75% of 6th, 7th and 8th grade students proficient or advanced on state testing compared to school wide 81%, 84% and 78% of students respectively.
	6th, 7th and 8th Grade Math	58%, 60% and 48% of 6th, 7th and 8th grade (Algebra) students proficient or advanced on state testing, compared to school wide 69%, 80% and 65% (Algebra) of students respectively.

8.2.165

Conclusions from Student Performance Data and from Parent, Teacher and Student Input:

- The programs that have been put into place over the last few years have continued to lead to higher achievement scores.
- Algebra scores are an area of concern but are improving.
- History-Social Science scores have continued to improve.
- Student absences negatively affect achievement; however, strategies that have been implemented to improve attendance (School Attendance Review Board) are showing results in improved attendance and should be continued.
- Parents are utilizing the student agendas and the school website to access information on student classwork, homework assignments, and progress reports.
- Economically disadvantaged students improved in 8th grade Language Arts and Algebra 1.
- Hispanic or Latino students declined in both math and ELA with the exception of 6th grade Language Arts.
- Intervention programs for students scoring below basic and far below basic are having a positive impact on student achievement scores.

8.2.166

School Goals for Improving Student Achievement:

Goal #1: By June of 2012 all students including significant sub-groups will make specific proficiency Level's In Math.

Goal #2: By June of 2012 all students including significant sub-groups will make specific proficiency Level's in Language Arts.

Goal #3: Continue to improve student attendance rates for all students.

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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

<u>SMART GOAL # 1 for Improving Student Achievement</u>: By June 2013 all students including significant subgroups will meet specific proficiency rates for STAR testing in Math. (Safe Harbor)

- All Students- 11-12 Proficiency was 72% — Target is 74.8% (S/H)
- Economical Disadvantaged 11-12 Proficiency was 56% — Target is 60.4% (S/H)
- Hispanic/Latino 11-12 Proficiency was 52% — Target is 56.8% (S/H)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: • Mapping and pacing of year-long curriculum against standards • Identifying and teaching of Essential Standards • Teacher articulation to align instruction	Fall 12-13 Early Release Mondays Daily common prep			
Improvement of Instructional Strategies/Materials: • Implement Accelerated Math support in areas needed. • Develop "Best Practice" after comparing common assessments.	Math Teachers	Paper/print/scan cards costs Accelerated Math Learning Cards	$1000	SLIG
Extended Learning Time: • Math Exploration class	12-13 Math Teachers			

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Action to Improve Student Performance	**Implementers/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Staff Development: • Professional Learning Community Conferences for CCSS • Math teacher professional development • GATE Training	12-13 Site Staff teachers teachers	Release Time/Substitute teachers	$500 $500	SLIG Staff Devel.
Involvement of Parents/Community: • SBLT • Parent Orientation • Parent Evening Conferences • Monthly News Letter	12-13 Teachers	Printing	$500	SLIG
Monitoring Program Implementation: • OARS data collection and analysis • Student performance in Exploration class • Student progress through Teacher Ease • Curriculum Lead teachers articulate with admin. and peers for student progress.	12-13 Admin/teachers Teachers All teachers	Contract cost	$3000	Lottery

8.2.17

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

<u>GOAL # 2 for Improving Student Achievement</u>: By June of 2013 all students including significant subgroups will meet specific proficiency rates in Language Arts. **(Safe Harbor)**

- All Students 12-13 Proficiency was 81% — Target is 82.9% (S/H)
- Economically Disadvantaged 12-13 was 69% — Target is 72.1% (S/H)
- Hispanic/Latino 12-13 was 68% — Target is 71.2% (S/H)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: • Curriculum mapping. • Teach Essential Standards	L/A teachers 12-13			
Improvement of Instructional Strategies/Materials: • New L/A support materials • Utilize OARS for student assessment and teacher best practices. • Common prep for curricular articulation • Essay grading release time	12-13 Teachers Librarian Lang Arts T's teachers	Misc. Materials New titles for library 9 teachers X 3 days ($125 day for subs)	$1000 $ 2000 $3375	SLIG SLIG SLIG
Extended Learning Time: • Exploration L/A Intervention classes	12-13 ISP's	Salary	$17,368	EIA

8.21.08

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Staff Development: • Release time for teachers to attend CCSS professional development • PLC conference	Language Arts Teachers 12-13	Substitute teachers 9 T's X 9 days X $115 (sub)	$1000	Staff Devel
Involvement of Parents/Community: • SBLT • Parent Conferencing Night • Dissemination of student progress through Teacher Ease. • Parent Teacher Club • Monthly News Letter promote parental and community involvement.	Teachers and community Teachers Teachers Parents Teacher	Contract cost	$3,000	
Monitoring Program Implementation: • Teacher Ease student progress to parents • Admin. and teachers monitor student progress through OARS. • Curriculum Lead Teachers- articulate with admin. and peers for student achievement.	Teachers Teachers 4 Lead teachers	Copying costs; paper; printing 4 teachers X $750	$3,000 $3,000 $3000	SLIG SLIG SLIG

11.2.18

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

GOAL # 3 for Improving Student Achievement: Improve attendance at TBMS from 95.13% to 95.63%.
Student groups participating in this goal: All students
Performance gains expected for these students: Increase % of students achieving at proficient or advanced levels by 2 percentage points at each grade level annually.
Means of evaluating progress toward this goal: Monthly attendance rates provided by the district office.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: • N/A				
Improvement of Instructional Strategies/Materials: • N/A				
Extended Learning Time: • N/A				

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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Staff Development: • Teacher in-service regarding importance of student attendance. • District and site data on baseline and site attendance goals.	12-13			
Involvement of Parents/Community: • Share data regarding attendance baseline and goals with both SBLT and PTC. • Letters to parents/community	12-13 Site Admin. Site Admin.	Postage/printing	$300	SLIG
Monitoring Program Implementation: • *Site Administration*	12-13	Incentive program	$2500	District Gen. Fund

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost	Funding Source
	Total: $0	School Based Coordinated Plan
Intervention Specialist Providers	$17,368 Total: $17,368	Economic Impact Aid
	Total $ 0	Title I Part A
	Total: $ 0	Title III

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

State Programs

Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	**Amount: $ 0**
Economic Impact Aid/EIA Purpose: Develop fluency in English and academic proficiency of English learners.	**Amount: $29,100** Carryover: **$3,120**
Miller-Unruh Special Reading Program Purpose: Prevent and correct reading disabilities at the earliest time for all students.	**Amount: $ 0**
Professional Development Purpose: Promote school improvement by long-term professional development of school staff.	**Amount: $ 0**
School Library Improvement Block Grant Purpose: Improve school response to educational, personal and career needs of all students.	**Amount: $8,002** carryover: $1,389
Gifted and Talented Education (GATE) Purpose:	**Amount: 0** carryover: 0
Art & Music Block Grant	**Amount: 0**
ELAP	**Amount: $ 0**

Federal Programs

Elementary and Secondary Education Act:

Title I: Schoolwide Program Purpose: Upgrade the entire educational program of the school.	**Amount: $ 0**
Title I: Targeted Assistance Program Purpose: Help educationally disadvantaged students achieve grade level proficiency.	**Amount: $ 0**
Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students.	**Amount: $ 0**

Other Federal Funds (list and describe):

Title III: EL	**Amount: $ 0**
Total amount of state and federal categorical funds allocated to this school:	**$ 40,611**

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SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Laura Faudree Chairperson				X	
Stacey Brown	X				
Denis Alves				X	
Nicole Bartlett				X	
Tina Luong				X	
Heather Codero				X	
Ann Long		X			
Krystal Arnold		X			
Tracy Campbell		X			
Eric Bost		X			
Kara Baichtal					X
Numbers of members of each category	1	4		5	1

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At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan.

- ___ Community Advisory Committee for Special Education Programs
- _X_ Gifted and Talented Education Program Advisory Committee
- ___ Other (specify)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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 school plan was adopted by the school site council on October 16, 2012

Attested:

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Stacey Brown		
Name of school principal	Signature of school principal	Date

Laura Faudree		
Name of SBLT chairperson	Signature of SBLT chairperson	Date

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SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT LINCOLN HIGH SCHOOL

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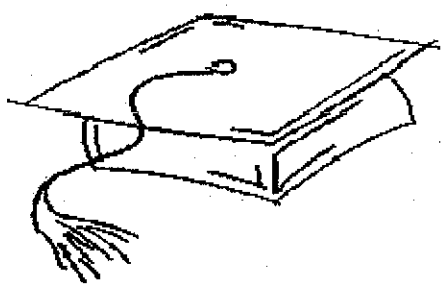
CDS Code

Date of this revision October 19, 2012

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Jay Berns
Position:	Principal
Telephone Number:	(916) 645-6360
Address:	790 J Street
E-mail address:	jberns@wpusd.k12.ca.us

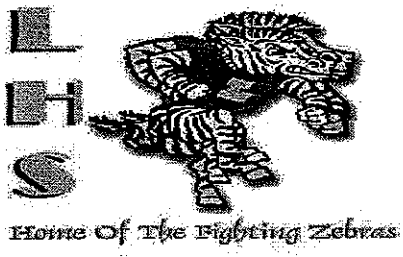
2012 -2013



Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on _____

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Expected School-Wide Learning Results
ESLRs

(Revisited and Adopted 2011-2012)

- **Students will increase academic achievement and be proficient in the areas of reading, writing, mathematics, social science, and technology by:**
  - Meeting or exceeding proficiency standards for all coursework
  - Being able to analyze and evaluate all situations
  - Developing technology skills to solve problems and communicate effectively
- **Students will be able to communicate effectively by:**
  - Reading with comprehension
  - Writing with clarity
  - Listening with understanding
  - Speaking with confidence and purpose
- **Students will develop an awareness of diverse viewpoints, beliefs, and abilities by:**
  - Recognizing a responsibility towards people and the community
  - Working towards resolving conflicts in a non-violent manner
  - Understanding and respecting cultural diversity and students with special needs
- **Students will receive the skills necessary to transition into the world of work or next-level academic pursuits by:**
  - Setting and pursuing realistic and challenging goals
  - Developing a personal career path and education plan to meet those goals

School Profile

Lincoln High School, a comprehensive 9-12 high school, is one of eight schools within the Western Placer Unified School District. California Department of Education, DataQuest and Ed-Data reported an enrollment of 1,514. School enrollment consisted of 413 ninth grade students, 396 tenth grade students, 357 eleventh grade students and 348 twelfth grade students.

An employment base of 30 classified personnel serves the Lincoln High School site. Sixty-three certificated staff delivers the educational tenets of the site and district. Placer County Regional Opportunity Programs (R.O.P.) augmer the staff with three teachers. A principal, assistant principal (2) and three counselors complete the certificated staff.

8.2.180

LHS was the recipient of the California Distinguished School Award and chosen as an Exemplary California Technical Education School during the 2008-2009 school year.

School Facilities

Lincoln High School has an administrative office, library, two gymnasiums, a performing arts center and sixty four classrooms. Six classrooms are computer labs and eight are science labs. Three classrooms are located at the 407 acre school farm.

Lincoln High School also has two softball fields, one football/soccer field, four tennis courts, one all-weather track, one activity field, and two baseball fields.

School Leadership

The school leadership consists of a principal and two assistant principals. The school also has an active school-basec leadership team (SBLT) consisting of school personnel, parents, community member, and a student. The SBLT meets on a monthly basis for updates about the school and to discuss issues of concern.

Lincoln High School has department heads for Electives, English, Foreign Language, Math, Physical Education, Science, Social Science, and Special Education.

Lincoln High School has a Leadership Team which is made up of certificated and classified staff members, and administration. This committee discusses relevant issues such as discipline, curriculum, scheduling, and so forth.

We have instituted an intervention schedule "STRIPES" and a committee has been formed in order to review its effectiveness.

School Instruction

The LHS curriculum offers a wide variety of courses to match the wide-range of interests based on differing postsecondary goals. We offer a traditional **college-prep** curriculum designed to meet the UC and CSU A-G requirements. In addition, college prep students have access to courses such as, Advanced Placement courses in U.S History, English Literature, Biology, Calculus, Chemistry, Spanish, and World History. As well as offering Advanced Placement courses online. Honors courses are offered in English, Geometry, Science, History, American Literature, and Anatomy. We hope to continue to partner with Sierra College during the 2012-2013 school year.

LHS prides itself on its strong **Career Technical Education** course offerings, recognizing the growing need for highly skilled, technically trained individuals in today's labor market. Programs in Project Lead the Way, woodshop, welding, agriculture, business, computers, accounting, home economics, industrial crafts, and automotive computer systems. We offer the following 2+2 programs with Sierra College; Business Tech, Business Entrepreneurship, Computer Studies, Financial Services, Accounting, Art & Animation, Graphic Communication, Sports Medicine, and Anatomy.

Lincoln High School has a comprehensive Agriculture program that takes advantage of its 407 acre farm, a learning environment unique among California high schools. Courses such as Ag Science, Environmental Studies, Natural History, Ag Biology, CATES and Special Field Studies meet the science standards and provide an alternative to traditional science courses.

LHS also provides it special-needs students with the programs they need for success in the classroom. CLAD/SDAIE

8.2.181

certified teachers work with an ELL specialist to meet the needs of English language learners. Our Special Education program is open to students who have exceptional learning needs and have an active Individual Education Plan (IEP). A number of special education classes are available for students who qualify for special services under federal guidelines. Resource Specialist Program (RSP) classes are aligned with general education courses and RSP students will work towards a high school diploma. We also have special day classes and a class for the emotionally disturbed o campus.

LHS offers a wide range of Fine and Visual Performing Art classes, including drama, choir, band, guitar, floral design, ceramics, painting, and keyboard lab. The choir is recognized throughout the region and is scheduled to perform at Carnegie Hall in the spring.

Lincoln High School maintains high expectations for student achievement. Our students are tested in various ways, including the required standardized testing that measures both student and school progress in the academic areas. Beginning in 1999, with an API score of 609, LHS has increased its API score to where we are today-an API score of 786. As a result of the analysis done on the various sub groups taking the test, specialized classes, remedial tutoring, and intervention during the regular schedule has been established to ensure that all students have an opportunity for success.

School Programs and Practice That Promote a Positive Learning Environment

Lincoln High School has many different programs that help to create a positive learning environment such as:

- Sports programs (football, cross-country track, boy's and girl's soccer, wrestling, boy's and girl's basketball, softba track, tennis and boy's and girl's golf).
- Campus clubs (Art, Band, CSF, Drama, Foreign Language, Interact, Jazz Band, Ski, Urban, Floral Design, AG metal).
- A leadership class in which students plan rallies, programs, dances, student rewards and help in acclimating to the high school environment.
- ROP CLASSES (Sports Medicine, Graphics, Computer Video, Computer Applications).

LHS has an excellent custodial and support staff. The custodians work to make sure the campus is clean at all times and work weekends to meet the needs of the community. The secretarial staff is extremely efficient, friendly and make teachers, parents, students and visitors feel welcome.

Administrators and teachers have a good working relationship. Ideas are encouraged and implemented whenever possible.

In general, the student population is friendly and respectful.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

Lincoln High School affords all of its students a comprehensive curriculum that is intended to teach the Stat

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wide learning results. Pacing guides have been completed and implemented for the core curriculum. Formative common assessments are now being used in the core curriculum. The OARS program is being used throughout the school to help with data analysis and dissemination. Beginning last year, teachers are attending workshops to get acquainted with the new Common Core State Standards.

2. Availability of standards-based instructional materials appropriate to all student groups:

Lincoln High School teachers have worked to reach general inter-departmental agreements regarding texts, requirements, and classroom procedures that meet the standards. Our site administrators take active roles in implementing curriculum, procedures, policies, and materials to enhance student opportunities.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Teachers have been provided the education, training, hardware, software and technical support to both use technology and to teach the use of technology. All teachers have the state standards for their areas of expertise. Questions are embedded in the tests to insure that students grasp the standards. The OARS program is being utilized. Instructors have been given early release days to work on common planning, common assessment, review of data, pacing guides, standards, and intervention strategies. They have attended conferences such as: Mattos, PLC workshops, OARS in-services, Common Core State Standards and the Dufour conference. Professional Learning Communities are in place.

4. Services provided by the regular program to enable underperforming students to meet standards:

Lincoln High School teachers, counselors and administrators work together to offer curriculum appropriate t all of our students regardless of ability level or special needs. Each student has a four-year plan developed when they enter the 9th grade. These plans are reviewed on a regular basis and include a pathway for each student and a list of A-G requirements.

5. Services provided by categorical funds to enable Underperforming students to meet standards:

Lincoln High School provides and supports a variety of programs to offer our students' academic success: "Link/Zebra Crew" program, offered before the start of the school year and provides insight for high school success. English enrichment, algebra intervention, and CAHSEE classes for math and English are offered the students. English language classes are offered to all students in need of these classes. In addition, a newcomer class has been offered for those students needing help in acquiring the English language. Tutoring is offered to students before and after school in the library. A teacher oversees the program (LHS Peer Tutoring).

6. Use of state and local assessments to modify instruction and improve student achievement

Lincoln High School uses the results of the California Standards Test and Exit Exams to examine courses and curriculum being taught. Results of the CST are reviewed with each freshman, sophomore and junior c an individual basis by the administration. The results are reviewed, suggestions for improvement are made and modifications take place when necessary. The OARS program has been implemented and instructors are using it to analyze and modify instruction as necessary.

8.2.183

Lincoln High School uses the results of the California Standards Test and Exit Exams

7. Number and percentage of teachers in academic areas experiencing low student performance:

   Test scores have improved in all four core subjects.

8. Family, school, district and community resources available to assist these students:

- AVID (9-12 grade)
- Aventa K12 Learning (Credit Recovery & AP Classes)
- Intervention minutes (STRIPES)
- Academic Decathlon
- BEST/PBIS Program
- Link/Zebra Crew
- CAHSEE classes
- Outside reading requirement
- New textbooks
- School and District website
- New technology
- Aeries Gradebook
- Tutoring before during, and after school
- EAP
- Robotics
- Lighthouse
- SchoolMessenger phone system
- Expository writing program

9. School, district and community barriers to improvements in student achievement:

Numerous "second language" households (community). Lack of communication with parents.

10. Limitations of the current program to enable Underperforming students to meet standards:

Lincoln High School needs to provide more classes specifically aimed towards helping the under-performing students. Lincoln High School offers AVID classes for freshmen-seniors. Students with low CAHSEE and STAR test scores are placed in CAHSEE math and English classes. Peer tutors are utilized within the classrooms during intervention time.

STUDENT PERFORMANCE DATA SUMMARY

Academic Performance Index (API) School Report

The API is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR). The ranking includes ten deciles, decile one being the lowest.

Star 2012 Percent Tested	Number Included in the 2012 API	2012 API (Base)	2012 Statewide Rank	2012 Similar Schools Rank	2012 Growth Target	2012 API Target
99.1%	*1024*	*786*	*NA*	*NA*	*6*	*785*

Student Groups	Number of pupils included in 2012 API	Numerically significant	2011 Subgroup API Base	2012 Growth Target	2012 API Target	2012 API
African American, not Hispanic	18	No	765	-	765	779
American Indian or Alaska Native	12	No	-	-	-	852
Asian	32	No	841	-	841	856
Filipino	28	No	825	-	825	816
Hispanic or Latino	285	Yes	727	5	732	729
Pacific Islander	8	No	-	-	-	-
White not Hispanic	616	Yes	797	3	800	804
Economically Disadvantaged	354	Yes	713	5	718	718
EL	124	Yes	639	8	647	642
Stu w/Disability	106	No	500	-	500	475

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School Demographic Characteristics

Data listed below are from the CST test and the STAR Apportionment Information Report

Multi-track year-round school?	NO	Parent Education Level (Stanford 9)	
School Mobility (STAR)	97	Not high school graduate	6%
English learners	121	High School graduate	25%
		Some college	30%
		College graduate	27%
		Graduate School	13%
		Average Parent Education Level (STAR)	3.14
		Average Class Size (CBEDS)	30
		Number of Students Excused from Testing	6
		Number of Students Tested	1024

Conclusions from Student Performance Data:

There are obvious areas of strength, such as science. However, it appears that other areas such as Math and English Language Arts have demonstrated growth, and are emerging as areas of strength. In past years, Language Arts has been an area of emphasis and it shows! Lincoln High School will continue to monitor the progress of English learners as it pertains to curricular areas such as math, social science, language arts and Science.

Conclusions from Parent, Teacher and Student Input:

It appears that all the planning and hard work has come to fruition! Scores have improved greatly across th board. Although scores remained status quo last year, scores have improved significantly since the inceptic of the STAR Test. We have had many discussions on how to improve the math scores. Math has revamped algebra to be three trimesters with the same teacher. They now offer a three trimester interventic class resulting in growth this past year. English scores had leveled over the past few years. Consequently, English instructors identified areas of strength and weakness. One area of concern and emphasis was the number of lower performing male students. This year we saw an increase in student achievement in Englisl

across the board.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goa are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and Smart Goals.

8.2.187

SCHOOLWIDE GOAL

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:
Increase the number of students, including subgroups, achieving proficient or advanced in **math, social science, science, and language arts**
Increase the overall API in the following subgroups:
Schoolwide: from 786-806
White students: from 804-824
Hispanic students: from 729-749
Socioeconomically disadvantaged: from 718-738
English Learners: from 642-662
Students With Disabilities: from 475-495

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: **Continue w/common planning, common assessment, review student assessment data and plan interventions**	**All teachers** **Ongoing/ERD's**			
Improvement of Instructional Strategies/Materials: **Continue to increase student enrollment in AVID program.** **AVID tutors** **Library books** **Peer Tutoring**	**Ongoing** **Ongoing** **Ongoing** **Teachers**	**N/A** **N/A** **Library books** **Three days per week**	**N/A** **$2,000** **$3,000** **$20,000**	**N/A** **EIA** **EIA/CAHSEE** **AVID/CAHSEE**
Extended Learning Time: **CAHSEE classes.** **STRIPES**	**Ongoing** **All Teachers** **Ongoing**	**Pertinent Materials** **N/A**	**$15,000.00** **N/A**	**CAHSEE** **N/A**
Staff Development: **Staff and administrator attended week long AVID conference.**	**Ongoing (Train additional administrators and teachers)**			**DO**
Involvement of				

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Parents/Community: **SBLT** **Aeries online grading system.** **Parent phone calls and e-mails.**	**Ongoing**	**N/A**	**N/A**	**ADMIN**
Monitoring Program Implementation: **STAR Test Results** **CHSEE Results** **Department meetings to review common assessments** **OARS** **STRIPES** **Grade Analysis** **Leadership Team**	**Ongoing** **Ongoing** **Ongoing** **Ongoing**	**N/A** **N/A** **N/A** **N/A**	**N/A** **N/A** **N/A** **N/A**	**N/A** **N/A** **N/A** **N/A**

SCHOOLWIDE GOAL

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:
Exit Exam passing rate for **English** will increase 87% to 90%.
Exit Exam rate for **Math** will increase from 85% to 88%.
Schoolwide AYP Proficient will increase from 64% in English to 74%.
Hispanic in **English** from 45.7% proficient to 55.7% (Continue Safe Harbor)
Socioeconomically Disadvantaged in **English** from 46.4% proficient to 56.4%.
White students in **English** from 70.4% to 80.4%
Schoolwide AYP proficient in math will increase from 59.6 % to 69.6%
Hispanic in **math** will increase from 40.9% proficient to 50.9% (Continue Safe Harbor)
Socioeconomically Disadvantaged in **Math** from 43.8% proficient to 53.8%.
Whites in **Math** will increase from 67.9% to 77.9% proficient

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: **English & math classes are aligned to the standards.**	**Classroom teacher**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Review essential standards creating common assessments. Use OARS to identify strength & weaknesses.** **Use PLC's to regularly review results.**	**Department chairs & classroom teachers.**	**N/A**	**N/A**	**N/A**

8.2.189

Extended Learning Time: **STRIPES, before & afterschool tutoring (LHS Peer Tutoring), and CAHSEE classes.**	**Admin, instructors, & Peer tutors.**	**Materials & tutors**	**$10,000.00**	**CAHSEE**
Staff Development: **OARS Training, Early Release Days, and Conferences that apply to CAHSEE.**	**Instructors**	**Conferences**	**$1,000.00**	**CAHSEE**
Involvement of Parents/Community: **Email & phone calls to parents explaining offerings.**	**Instructors**	**N/A**	**N/A**	**N/A**
Monitoring Program Implementation: **Results for exam.**	**Counselors/Admin**	**N/A**	**N/A**	**N/A**

SCHOOLWIDE GOAL
SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE: To increase the number of students that reach **A-G requirement** from 31.7% to 41.7% of the graduating seniors by 2013.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: **A-G courses already aligned with standards.**	**Ongoing**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **After school tutoring, additional A-G classes, and adding pathways. Four year plans and increasing AVID program.**	**Ongoing** **College night, FAFSA & PSAT**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring offered before and after school for students that want extra help or more of a challenge. STRIPES**	**Ongoing**	**N/A**	**N/A**	**N/A**
Staff Development: **Use PLC's to develop classes and move forward with A-G process.**	**Instructors, Counselors, & Admin**	**N/A**	**N/A**	**N/A**

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Involvement of Parents/Community: **Inform community about the importance of A-G classes.**	**Admin/Counselors**	**N/A**	**N/A**	**N/A**
Monitoring Program Implementation: **Meeting with students yearly to go over 4 year plans and pathways starting in 9th grade.**	**Ongoing Counselors**	**N/A**	**N/A**	**N/A**

English/Language Arts

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:
Implement an integrated literacy (critical reading/writing) program across all content areas. English department will provide training, templates, rubrics, and turnitin.com support to all departments. Entire staff will be taught a specific active- reading strategy : numbering paragraphs, circling key terms, underlining author claims, and writing in the margins. Entire staff will be taught a specific writing strategy: TBEAR (T-Topic, B-Background information, E-Evidence, A-Analysis, R-remind, refresh, reach out.) using common terminology. (Smart Goal #2) Both strategies can be used campus wide.

Description of Specific Action to Improve Student Performance	**Implementers/ Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: Directly aligns to CCCSS.				
Improvement of Instructional Strategies/Materials: Creation of lesson and assignment to be used during STRIPES period in ALL classes. Relevant article (Informational Text) selected and used by all students simultaneously.	Trimester 3	Sub pay for ELA lesson/activity preparers	Est $350	
Extended Learning Time: Staff Meeting – Critical Reading and Writing of Informational Text Staff meeting – Writing, TBEAR, templates	Trimester 2 Trimester 3			
Staff Development: Time for ELA presenters to preparing training for entire staff		Sub pay for ELA presenters	Est $350	
Involvement of Parents/Community: Admin/DO support for funds. ELA				
Monitoring Program Implementation: SurveyMonkey – pre and post survey to staff	By end of school year			

8.2.191

One common activity performed simultaneously during pre-determined STRIPES period				

English/Language Arts

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:
Align common terminology in reading and writing standards with new CCCSS terminology. Alignment to be vertical within ELA department and across all content areas campus wide.

Description of Specific Action to Improve Student Performance	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: Directly aligns to CCCSS.				
Improvement of Instructional Strategies/Materials: Creation of new rubrics using CCCSS terminology Creation of a Glossary of Terms Creation of a vertically aligned ELA Writing sequence using Common terminology and rubrics	Trimester 2 Trimester 3 End of school year	Sub pay for ELA lesson/activity preparers	Est $350	
Extended Learning Time: Staff Meeting – Train all content areas on use of rubric Send electronic copies of Glossary to entire staff	Trimester 3			
Staff Development: Continued training in CCCSS		Sub pay for ELA presenters	Est $350	
Involvement of Parents/Community: Admin/DO support for funds for release time.				
Monitoring Program Implementation: Department discussion to select terms, norm understanding of terms, select common rubric	Trimester 2 Trimester 3			

English/Language Arts

SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE:
Increase the percentage of students who pass the English EAP unconditionally by 2%, from 21% to 23%, in 2013.

Description of Specific Action to Improve Student	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source

8.2.192

Performance				
Alignment of Instruction with Content Standards: Directly aligns to Writing CCCSS				
Improvement of Instructional Strategies/Materials: EAP-based module incorporated into all grade-levels sections Common formative and summative assessments developed, with data analysis	Continuous			
Extended Learning Time:				
Staff Development: New CSU module training for all ELA staff who have not been trained in last two years.		Sub pay for ELA attendance	Est $350	
Involvement of Parents/Community: Admin/DO support for funds ELA				
Monitoring Program Implementation: EAP test result				

English/Language Arts

SMART GOAL #4 FOR IMPROVING STUDENT PERFORMANCE:
Increase student awareness and enrollment in English Honors and AP courses by 25% to reflect our entire student population.

Description of Specific Action to Improve Student Performance	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:				
Improvement of Instructional Strategies/Materials: 1. Revise application process 2. Create brochures 3. Powerpoint presentations during STRIPES 4. Freshman showcase presentation of all of the above	AP/Honors Vertical Team Kendra Tara Vertical Team By Jan 2013	Copies Paper (Brochures)	$150	
Extended Learning Time:				

8.2.193

Staff Development:				
Involvement of Parents/Community: Freshman Showcase				
Monitoring Program Implementation: Student enrollment percentage				

Math

SMART GOAL # 1 FOR IMPROVING STUDENT PERFORMANCE:

Create a plan to develop successful mathematical study skills and work completion.

Description of Specific Action to Improve Student Performance	**Implementers/ Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: ➢ Aligning with the common core standards for Mathematical Practice #1,5, 6,7, and 8.				
Improvement of Instructional Strategies/Materials: Create a study skills unit for all Algebra 1 classes and ensure that this format is carried through for all classes here at LHS. **Encouraging group work within all classes to emphasize learning time and/or direct instruction from both teachers and students.** **Close the teacher-student-parent gap on completing all**	All Math Teachers Create a program outline by end of first trimester. Run a pilot program with Algebra 1 in trimester 2 Revisions in trimester 3 to be fully implemented 2013-2014. All teachers ongoing Each teacher will determine the Behavioral Intervention Consequences for their students and fill out the BIP forms and take	All Algebra 1 teachers work as a group for one day out of the classroom to develop it.	4 math teachers need subs.	

8.2.194

homework.	appropriate actions in their classroom			
Extended Learning Time:				
Staff Development: Algebra 1 teachers pulled out of class for a day to develop	One day Tri 1			
Involvement of Parents/Community: Notify parents of the study skills program through Aeries, syllabi and at Back-to-School night in August 2013.	Ongoing			
Monitoring Program Implementation: CST Algebra 1 schools improvement in the strands that all teachers implement the study skills this year and in the future.	Ongoing			

Math

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:

Each student taking CPM will score Advanced on their General Math CST exam. This will reverse the point loss we normally would take for taking the time to teach them what they need to know to move through Algebra 1.

Description of Specific Action to Improve Student Performance	**Implementers/ Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: Adopt CPM pre-algebra text that is targeted to fill in the gaps for all math students needing additional support.	2012-2013 school year	Textbook purchase and classroom materials		Title 1 funding
Improvement of Instructional Strategies/Materials: Maintain teacher training throughout the school year with the CPM certified instructors.	4 additional days outside of initial training spaced out throughout the year.	none		

8.2.195

Extended Learning Time: Continue to use STRIPES to assess student's retention of material. Create smaller practice problems from the sixth and seventh grade release questions.	Ongoing for CPM teachers			
Staff Development: Teachers will be trained on site	Scheduled with CPM trainer and summer training			
Involvement of Parents/Community: Included information on teacher's websites, syllabi and at back-to-school night. Parents were notified through syllabi that they can obtain resources on the website cpm.org Email parents to use hotmath.com for homework help and practice	CPM teachers September 2012			
Monitoring Program Implementation: CST scores	2012-2013 CST scores			

Math

SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE:
Evaluate the Sophomore group that is likely to need additional assistance in passing the CASHEE and provide additional resources for them to ensure their success

Description of Specific Action to Improve Student Performance	**Implementers/ Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: Evaluate past data to determine which students/subgroups are at risk for not passing the CASHEE	Byron and Harris to pull data – November 2012			
Improvement of Instructional Strategies/Materials: Ensure that all identified students needing additional support are enrolled in the CASHEE support class. Possibly add an additional CASHEE section to the master schedule	November 2012 Add a class to Erica's schedule			

8.2.196

Extended Learning Time: All sophomores receive a copy of the CASHEE prep class	End of first trimester beginning of second trimester.			
Staff Development:				
Involvement of Parents/Community: Solicit qualified Algebra 2 students to enroll as TA's in the CASHEE class for small group instruction support.	November 2012			
Monitoring Program Implementation: CASHEE pass rate results	May 2013			

Math

SMART GOAL #4 FOR IMPROVING STUDENT PERFORMANCE:
Increase the percentage of students that move from Geometry to Algebra 2 in all subgroups so that we have equal representation from all groups.

Description of Specific Action to Improve Student Performance	**Implementers/ Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards:				
Improvement of Instructional Strategies/Materials: By implementing the homework completion program and study skills practice, along with increased parental communication, the success of Geometry students will be higher, hence the number of students continuing into Algebra 2 will increase.	Ongoing all Geometry teachers			
Extended Learning Time:				
Staff Development:				

8.2.197

Review and align the current pacing guide with the changes to the common core standards for Geometry/second year math class	Lori Fury and math teachers 2012-2013 school year.			
Involvement of Parents/Community: Ensure that all subgroup parents are familiar with A-G requirements	Admin/counselors/teachers ongoing.			
Monitoring Program Implementation: Review the percentage of students in all subgroups moving from Geometry to Algebra 2.	2013-2014 enrollment			

Science

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:
All LHS science students will complete a standardized lab write-up emphasizing a conclusion that justifies the experimental data.

Description of Specific Action to Improve Student Performance	**Implementers/Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: **Emphasis on conclusion justifying experimental data (English common core). Steps of the scientific method (science standards).**	**End of 1st trimester 2012**			
Improvement of Instructional Strategies/Materials: **Standardized lab write up across the science department.**	**By October 2012**			
Extended Learning Time: **Re-teaching or re-writing format of lab write ups.**	**1st tri. And finalizes by 2nd tri.**			
Staff Development: **ERD meetings to choose/develop lab write up.**	**Ongoing**			
Involvement of Parents/Community:	**Ongoing**			

8.2.198

Class syllabi, aeries, back to school night, class agenda				
Monitoring Program Implementation: **Individual teacher monitoring, communication and implementation. Department ERD meetings.**	**Ongoing**			

Science				
SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE: Increase the number of students taking a higher level science course (at least Biology – beyond simple graduation requirements).				
Description of Specific Action to Improve Student Performance	**Implementers/Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: **Maintaining level of content standard alignment for subsequent course success.**	**Ongoing**			
Improvement of Instructional Strategies/Materials: **Biology pre-requisites Posters, brochures, educating/promoting course choices**	**Ongoing**	**Copies of posters/brochures**		
Extended Learning Time: **none**		**none**		
Staff Development: **Increasing number of course sections require Articulate with counseling department**	**2013 school year**	**Retain teachers/ complete schedule for science teachers to teach additional course sections.**		
Involvement of Parents/Community: **AP night, Open house, registration times, next-level course teacher presentation/promotion, transfer student orientation**	**ongoing**	**none**		
Monitoring Program Implementation: **Monitoring student numbers**	**2013-14 school year**			

8.2.199

and course sections needed				

Science

SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE:
Create and use an academic vocabulary list in all science courses. (start with a small list, building each year).

Description of Specific Action to Improve Student Performance	**Implementers/Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: **Academic vocab list; CA science standards alignment; English common core standards**	**ongoing**			
Improvement of Instructional Strategies/Materials: **Academic Vocab; Level 1-4 vocab.; Common core standard implementation; Definition posters; regular repetition/ usage of department vocab; "word wall"**	**2012-13 school year, ongoing**	**Printing costs**		
Extended Learning Time: **Explanation, repetition and use of science vocab words throughout the course**	**ongoing**			
Staff Development: **ERD days, department collaboration**	**ongoing**			
Involvement of Parents/Community: **Syllabi, course websites, department websites/links, open house, back to school night**	**ongoing**			
Monitoring Program Implementation: **Department meetings, collaboration at ERD meetings, common assessments**	**ongoing**			

Social Science

8.2.200

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:
Increase Special Programs CST scores in both World and U.S. History by 3%.

Description of Specific Action to Improve Student Performance	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: -Share Social Science department essential standards with special education classes -identify essential standards -collaboration on ERDs	ongoing	None	None	None
Improvement of Instructional Strategies/Materials: -Work closely with the Special Education department -Review Data to implement questions more reflective of data	ongoing	None	None	None
Extended Learning Time: -STRIPES - Peer Tutoring -Lunch time tutoring available	ongoing	None	None	None
Staff Development: - Invite Special Education classes and teachers to participate in test review.	ongoing	None	None	None
Involvement of Parents/Community: -communication through email and AREIS to special education student's parents.	ongoing	None	None	None
Monitoring Program Implementation: -Compare CST scores in special programs from previous scores.	August 2013	None	None	None

Social Science

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:
Improve overall CST scores by 3% in both World Cultures and U.S. History.

Description of Specific Action to Improve Student Performance	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: -use CA State Standards - Essential Standards -Collaboration with Peers	Ongoing	None	None	None
Improvement of Instructional Strategies/Materials: -Use of essential standards to guide	Ongoing	None	None	None

8.2.201

curriculum -Daily STAR question opener for review -Evidence of learning (notebooks, assignments and exams) -common assessments per subject - data analysis of exams				
Extended Learning Time: -STRIPES -lunch time tutoring w/teacher -peer tutoring	Ongoing	None	None	None
Staff Development: -utilize ER days to formulate lessons -utilize AM/PM time to meet with subject matter teachers	Ongoing	None	None	None
Involvement of Parents/Community: - Communication through email, AERIES	Ongoing	None	None	None
Monitoring Program Implementation: -subject matter horizontal articulation	Ongoing	None	None	None

Social Science

SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE:
Create binder/PowerPoint presentations for each subject matter within the department.

Description of Specific Action to Improve Student Performance	**Implementers/ Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: -binders will reflect essential standards -binders will include a section for released questions	Beginning in Nov. 2012 thru school year	-12 Flash Drives/per subject -24 binders x $7.00 -clear sleeves	$200.00 $161 $100	?- possible department funds
Improvement of Instructional Strategies/Materials: - Include questions of multiple DOK levels - Include media sources - Make improvements on already used PowerPoint presentations	Beginning in Nov. 2012 thru school year			
Extended Learning Time: N/A				
Staff Development: - 2 days per grade level x4 grade levels	Beginning in Nov. 2012 thru school year		$1600.00	?- possible use of some department funds

8.2.202

Involvement of Parents/Community: N/A				
Monitoring Program Implementation: - Evidence of completion provided by end of the school year	End of school year- May 2013			

Physical Education

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:
A minimum of 75% of our Co-ed PE-1 (Freshmen) students will pass 5 out of 6 Personal Fitness Tests in the Healthy Fitness Zone level, with a specific focus on improving aerobic capacity, body composition, and flexibility

Description of Specific Action to Improve Student Performance	**Implementers/ Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: Achieving a health-enhancing level of physical fitness. Continue to check State PE standards and Fitnessgram language	Each trimester- end of year student scores	New Fitnessgram books purchased two years ago	None	
Improvement of Instructional Strategies/Materials: Department warm-up and technical instruction has been changed to help students apply current exercise physiology and biomechanical principles.	Present-Daily	New heart rate monitors (set of 25 this year.....set Of 25 next year)	$800 per set	District or Site funds
Extended Learning Time: STRIPES time is used for make-ups and for extended/remedial learning in the units taught	Present and ongoing	None	None	
Staff Development: Articulation with the middle schools on fitness testing and skills taught per activity- for a continuous building of skills learned each successive year.	One to two meetings per school year	None if meetings occur during early release days..,.cost would depend on periods released during school day	Unknown	Site/district
Involvement of Parents/Community: Scores and grades will be entered on Aeries. Letters, e-mails, and handouts will be used to communicate the importance of a healthy lifestyle	Present and ongoing	Paper and ink	Unknown	Site/persona
Monitoring Program Implementation: Implementation needs to be a combined effort involving the district, site staff, parents and the community. Continuous	Present and ongoing 2012-2013	Time/Instructor period	None	None

8.2.203

evaluation by the instructors. Add a Fitness class for students who do not pass 5 out of 6 tests during their freshmen year.				

Physical Education

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:

95% of students in all classes will dress out daily (ultimate goal 100% daily)

Description of Specific Action to Improve Student Performance	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: -Effective Learning Environment -Participates regularly in P.E. -Exhibits responsible social and personal behavior	Start second trimester of this year			
Improvement of Instructional Strategies/Materials: BIP Plan for Non-Suit: -First Time: warning -Second Time: sit out -Third Time: detention				
Extended Learning Time: -STRIPES -End of week 11 all Non suits made up				
Staff Development:				
Involvement of Parents/Community: -Following BIP				
Monitoring Program Implementation: -Start second trimester -Revisit early -Release in November				

Physical Education

SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE:

COMPLETE PE INSTRUCTOR BINDER BY END OF 1ST TRIMESTER- WILL INCLUDE TEACHING UNISTS, CURRICULM- 3 SPORTS BY EACH TEACHER.

Description of Specific Action to Improve Student Performance	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source
3.1 Demonstrating knowledge of subject matter,	By end of 1st trimester	Cost of binders, copies teacher time		

8.2.204

academic content standards, and curriculum frameworks *As teachers develop, they may ask, "How do I…" or "Why do I…"* • *ensure that my subject matter knowledge is sufficient to support student learning?* • *continue to keep my subject matter knowledge current?* • *identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks?*				
Improvement of Instructional Strategies/Materials: For our PE staff t be more consistent from teacher to teacher, which will include consistent implementation of fitness gram testing	By end of 1st trimester	Need updated fitnessgram information and testing materials	Not sure yet will look into it	Not sure yet will look into it
Extended Learning Time: Teacher time possible dept going to Capherd/ peach workshops together	By end of 1st trimester	Not sure yet will look into it		
Staff Development: Use early release time to help complete	By end of 1st trimester	N//A	N//A	N//A
Involvement of Parents/Community: Will have our info on school website where they can see it.	By end of year	N//A	N//A	N//A
Monitoring Program Implementation: Bi-monthly on early release days	By end of year	N//A	N//A	N//A

8.2.205

Foreign Language

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:
Oral exams/Data collection methods

Description of Specific Action to Improve Student Performance	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: Communication	First Trimester	0	0	na
Improvement of Instructional Strategies/Materials: 2 oral exams per trimester	First Trimester	0	0	na
Extended Learning Time: Teachers will work with students and provide group work Opportunities to prepare for the exam	First Trimester	0	0	na
Staff Development: Oral questions will be created during staff development And ideas on how to prepare students for exams will be Discussed	First Trimester	0	0	na
Involvement of Parents/Community:				
Monitoring Program Implementation:				

Special Education

SMART GOAL # 1 FOR IMPROVING STUDENT PERFORMANCE:
There will be an improvement in Special Educations student's math skills within the next 2 years.

Description of Specific Action to Improve Student Performance	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: Pre-Algebra classes both regular & special education use the same text book. Scaffolding to be put in place for necessary basic skills development.	First year of the Pre-Algebra program at LHS	Current funding for this program are in places through the district office.		

8.2.206

Improvement of Instructional Strategies/Materials: CPM *Making Connections Foundations for Algebra Course 2* & *Basic-Fast Forward* Use of math coach to improve instruction delivery & student motivation	First year	Funding in place through district office.		Title 1 funding
Extended Learning Time: Use of Study Skills classes to review basic math concepts and support regular education math. STRIPS & After School Tutoring	Currently in place	Study Skills classes already in existence as are STRIPES & After School Tutoring		
Staff Development: MCAP training CPM Training & online follow-up CCSS/DOK PD series. Saturday Seminars at CSUS Math Project	MCAP on going CPM on going Current	Funding in place	$35 per session	Title I funding
Involvement of Parents/Community: Parent information on line - Aries Parent communication - e-mail/IEP/ phone calls Development of on-line resources for parents to be placed in class syllabuses (i.e. CPM site)	Current To be developed this year			
Monitoring Program Implementation: *Review of State test scores *Student performance on regular ed math department assessments *Student grades/ARIES review	Next 2 years As developed on-going	Funding in place		

Special Education

SMART GOAL # 2 FOR IMPROVING STUDENT PERFORMANCE: By end of the 2012-2013 school year communication of student's needs will be made to their assigned teachers, both regular education and special education, at the 100% level. This communication will be made within 5 days of the start of the trimester and in a readi available format. This information will include Accomodations/Modifications, Behavior Support Plans, and Health Plans

Description of Specific Action to Improve Student Performance	**Implementers/ Timelines**	**Related Expenditures**	**Estimated Cost**	**Fundir Source**
Alignment of instruction with Content Standards: Effective use of the student accommodations/modifications will increase student access of the Content Standards.	Staff	none		
Improvement of Instructional Strategies/Materials: Increase teacher awareness of Strategies/Materials required for special needs student's success in the classroom.	Special Ed Staff	none		
Extended Learning Time:	Staff	none		

8.2.207

Effective use of STRIPES to meet student individual needs in regular ed or SPED settings. Addressing student needs will increase student time on task.				
Staff Development: - Development of appropriate and useful modification /accommodations to meet individual student needs through teacher collaboration and the IEP process. - Monitoring the effectiveness of modification & accommodations for individual students.	Staff - special & regular education	none		
Involvement of Parents/Community: Improvement of the IEP process to insure parent/teacher involvement. Improved parent/teacher communications - phone & e-mail Student information on Aries &/or print-outs sent home	Staff/ Parent	none		
Monitoring Program Implementation: Development of teacher surveys for effectiveness of SPED communications & requesting suggestions for improvement.	Special Ed.	none		

Special Education
SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE: Within the next two years, special education students will improve academic vocabulary in Social Studies classes.

Description of Specific Action to Improve Student Performance	**Implementers/ Timelines**	**Related Expenditures**	**Estimated Cost**	**Fundir Source**
Alignment of Instruction with Content Standards: Regular education text, District, approved curriculum, supplementary materials.	In place			
Improvement of Instructional Strategies/Materials: AVID skills, academic vocabulary building techniques, word webs, visual vocabulary, color-coded flash cards, and Collins Dictionaries on-line.	SPED Staff			
Extended Learning Time: STRIPES, After school tutoring program, Scrabble games at lunch, Study Skills class.	SPED Staff			
Staff Development: EDI Strategies, English Course ERI - effective reading interventions CCSS & DOK	Sped Staff			
Involvement of Parents/Community: Parent communication by phone, e-mail, grades on Aries, IEP, Meetings/conferences	SPED Staff			
Monitoring Program Implementation: Review of number of students passing social science classes	SPED Staff			

8.2.208

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

STATE PROGRAMS

CAHSEE **Amount: $25,3(**

Purpose: To enable students to pass and be proficient or advanced in English and Math.

Economic Impact Aid

Purpose: Develop fluency in English and academic proficiency of English learners. **Amount: $82,9**

Carryover **Amount: $**

Other State or Local funds (list and describe) **Amount: $**

GATE **Amount: $ 3,1**

Purpose: For use in A.P. and Honors classes.

Carryover **Amount: $**

Art/Music Block Grant **Amount: $**

Carryover **Amount: $**

Other Federal Funds (list and describe):

Agricultural Incentive Grant **Amount: $15,3**

School Safety & Violence Prevention **Amount: $**

Purpose: For materials needed at the school farm.

Total amount of state and federal categorical funds allocated to this school:

AMOUNT: **$126,75**

8.2.209

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

LHS Site Based Leadership Team
2012-2013

Names	Principal	Teacher	School Staff	Parent	Student
Barbara Green			X		
Jay Berns	X				
Lisa Noma			X		
Robert Boatman					X
Lori Harris		X			
Michelle Baldasari				X	
Tammy Bordisso				X	
Toby Faingold				X	
Tonya Hamlin				X	
Tracy Brown Randall				X	
Marilou Edwards			X		
Total Members	1	1	3	5	1

8.2.210

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan

- X English Learner Advisory Committee
- X Community Advisory Committee for Special Education Programs
- N/A Gifted and Talented Education Program Advisory Committee
- N/A Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based upon 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 school plan was adopted by the school site council on 10/19/12

Attested:

Jay N. Berns		10/19/12
Typed name of school principal	Signature of school principal	Date
		10/19/12
Typed name of SSC chairperson	Signature of SSC chairperson	Date

8.2.211

8.2.212

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT PHOENIX HIGH SCHOOL

2012 - 2014

CDS Code: 31-66951-3130036

Date of this revision: 10-29-12

This plan is of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Michael Doherty
Position:	Principal
Telephone Number:	(916) 645-6395
Address:	870 J Street, Lincoln, CA 95648
E-mail address:	mdoherty@wpusd.k12.ca.us

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on _____.

8.2.213

School Mission and Vision

Our vision statement is clear, focused: ***"where caring leads to success in learning"*** and sets the tone for building the culture of our school. 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. Student Outcomes or (ESLER's) 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

Students complete assignments, portfolios and projects to measure progress in meeting our Outcome goals. To ensure completion, a senior project based on the ESLER's is required for graduation. The administration and staff have high expectations for our students and strive to give them the opportunity to be successful and return to the comprehensive high school or graduate from Phoenix. The choice is always theirs.

School Profile/Facilities

Phoenix serves as the off-site 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 and assembly) room. The campus is fenced and landscaped, has a blacktop student recreational area, and offers off-street parking. PHS shares the campus with other Alternative Education Programs offering GED preparation, beginning and advance EL classes for our Hispanic population in the evenings, and Independent Study Programs.

School Leadership

The Principal has been associated with Phoenix High School for 6 years and has a total of 24 years of administrative experience. A School-Based Leadership Team comprised of parents, teachers, and students participates in some decision-making activities during meetings held once each trimester.

8.2.214

School Accountability Report Card

Pupil Achievement:

- Phoenix High School uses individualized instruction with a core curriculum broken into units allowing student progress at their own rate. Credit is earned on the basis of completing work, representing 12 hours per unit credit, after mastery has been demonstrated.

Number of credentialed teachers:

- 4 fully credentialed teachers

Safety, cleanliness of facility:

- All facilities are regularly cleaned, maintained, and in excellent working condition. The addition of a new double-wide portable, gives the school much needed flexibility in serving the needs of our students. The campus is fenced, landscaped, alarmed, and has paved, off-street parking.

Degree to which pupils are prepared to enter workforce:

- Students have access to 1) Career-to-School program, 2) Workability program, and 3) ROP classes. 4) On –Site Career Counseling

School Instruction/Programs & Practices

Phoenix's alternative education setting, culture and programs are meeting the needs of its diverse student population by creating an individualized, rigorous and challenging curriculum. The SLP is developed in collaboration by the student, parent(s) and teachers. The Plan integrates individualized instruction, direct teaching methods, virtual learning, student/teacher collaboration and high expectations for student success. Phoenix uses a combination of core curriculum broken into manageable and attainable units, allowing students to progress at their own rate. Credits are earned on the basis of completing work, representing approximately twelve hours per credit. With the CAHSEE a requirement for graduation, our curriculum emphasis has shifted to providing remedial instruction and test taking skills to those students who have not passed the exam. We offer an EL class for those students with limited English skills.

8.2.215

ANALYSIS OF CURRENT EDUCATIONAL PRACTICES

The following statements characterize educational practice at this school:

1. **Alignment of curriculum, instruction and materials to the newly adopted Common Core State Standards:**
   Due to the mobility of our students and the various educational levels that each student displays, standards are developed for each individual student based upon their needs. All curricular areas are evaluated in light of model curriculum standards adopted by the district, and are aligned with State frameworks. Using the WASC accreditation process, other changes were identified and implemented.

2. **Availability of standards-based instructional materials appropriate to all student groups:**
   All instructional materials are standards-based and available to all students. Administration and staff are committed to providing up-to-date materials and utilizing their budget allocations wisely to secure proper and appropriate classroom materials.

3. **Alignment of staff development to standards, assessed student performance and professional needs:**
   Staff selectively attends staff development workshops, conferences, etc. that addresses the specific needs of our programs, and can be of benefit to our students. The staff, as a group, attends the yearly CCEA conference, which address the unique and ongoing needs of continuation school students. Through their constant monitoring of student progress levels, the staffs is flexible in their delivery methods and are always looking for better ways of providing our students with a quality educational program.

4. **Services provided by categorical funds to enable Underperforming students to meet standards:**
   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, math, social studies and science. In addition, the programs provide students access to interventions, remediation, and preparation for the GED and CAHSEE tests. Last year, thirty-five 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.

8.2.216

5. **Services provided by the regular program to enable Underperforming students to meet standards:**
   All students and their parents, as part of the enrollment process, meet with the staff 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 analysis 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.

6. **Use of state and local assessments to modify instruction and improve student achievement:**
   All students are given a Language Arts and Math assessments upon entrance to Phoenix High School for program evaluation. The results are 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. California Standards Test and the High School Exit Exam are also used to assess student growth, modify curriculum, adjust teaching strategies, and to help improve student achievement.

7. **Number and percentage of teachers in academic areas experiencing low student performance:**
   100% of our teaching staff experiences the academic needs of low performing students. All academic areas are experiencing low, or below average performance.

8. **Family, school, district, and community resources available to assist these students:**
   Phoenix High School has the following resources available to assist its students and their families with support programs:

   - Lighthouse Counseling Center
   - Peace for Families – Boys and Girls Groups - Weekly
   - School Counselor On-Site – Wednesday all day
   - Dedicated Teaching Staff
   - Schools Volunteer Tutoring – Tuesday/Thursday
   - Special Education services
   - School Nurse -
   - Afternoon, on-site, individualized instruction program

8.2.17

9. **School, district and community barriers to improvements in student achievement:**
The student population at Phoenix High School reflects the lower end of the economic scale with approximately 60% of our students qualifying for free or reduced meals. Many of our students live with one parent, a family member, friend, or are on their own. There are increased opportunities in the community for our students to gain employment in our community after graduation.

10. **Limitation of the current program to enable Underperforming students to meet standards:**
Students at Phoenix High School are limited only in their ambition and drive to meet state standards set for them to graduate. Staff provides modifications, one-on-one assistance, schedule changes, tutoring, afterschool programs, 5th period classes @ LHS and others to assist students to be successful.

STUDENT PERFORMANCE DATA SUMMARY

Student performance data summaries for schools and districts are available online at the California Department of Education web site at http://www.cde.gov/. *(Following are samples of available data).*

Academic Performance Index (API) School Report

The API is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR). *(API reports available online at* http:/data1.cde.ca.gov/dataquest/).

API			Met AYP Criteria for:				
2009	2010	Growth	All Comp.	ELA	Math	AYP	Grad. Rate
540	561	+21	Yes	No	No	No	Yes
2010	2011	Growth	All Comp.	ELA	Math	AYP	Grad. Rate
546	542	-4	Yes	Yes	Yes	Yes	Yes
2011	2012	Growth	All Comp.	ELA	Math	AYP	Grad. Rate
542	NR	Growth	Yes	Yes	Yes	Yes	Yes

*** Phoenix High School did make its AYP target growth rate in 2010 and is in year 2 of Program Improvement.**

**** Phoenix High School did make its AYP growth targets in 2011 and exits Program Improvement.**

8.2.218

STUDENT PERFORMANCE DATA SUMMARY (continued)

Student Testing and Reporting (STAR)

	Subject – Language Arts					
	School year 09-10		School year 10-11		School year 11-12	
% Tested	100%		100%		100%	
Grade Level	10th	11th	10th	11th	10th	11th
Advanced	5%	0%	0%	10%	11%	0%
Proficient	5%	11%	7%	10%	33%	4%
Basic	23%	19%	33%	33%	11%	46%
Below Basic	27%	25%	40%	33%	33%	29%
Far Below Basic	41%	44%	20%	14%	11%	21%

STUDENT PERFORMANCE DATA SUMMARY (continued)

School Demographic Characteristics (2011-2012)

Group	Grade Level	Performance Levels (Language Arts)									
		Advanced		Proficient		Basic		Below Basic		Far Below Basic	
		11	12	11	12	11	12	11	12	11	12
All Students	9	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	10	0%	11%	7%	33%	33%	11%	33%	33%	20%	11%
	11	10%	0%	10%	5%	33%	50%	33%	27%	14%	18%
Economically Disadvantaged	9	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%
	10	0%	0%	8%	20%	25%	0%	50%	60%	17%	20%
	11	6%	0%	12%	0%	35%	50%	29%	17%	18%	33%
Students With Disabilities	9	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	10	0%	0%	0%	0%	33%	0%	33%	100%	33%	0%
	11	0%	0%	0%	0%	60%	0%	0%	50%	40%	50%
English Learners	9	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%
	10	0%	0%	0%	0%	25%	0%	75%	0%	0%	100%
	11	0%	0%	0%	0%	33%	0%	44%	50%	22%	50%

CAHSEE RESULTS

YEAR	Total 12th	TRN Dropped	Complete 12th	Passed CAHSEE	%	Graduated
2009-2010	66	41	25	20	80%	9
2010-2111	62	43	19	12	63%	7
2011-2012	75	26	49	34	79%	23

School Demographic Characteristics:

Conclusions from Student Data:

Based upon the CST assessment data provided, the majority of students at Phoenix High School score at Basic or below on state standardized tests. However, Students continue to show growth in passing the CAHSEE language arts and math assessment.

8.2.219

Conclusions from parent, teacher and student input:

Phoenix High School is meeting the needs of its students. Emphasis is being placed on raising students' academic levels in math and language arts, instilling the importance of taking standardized tests, and preparing students to be successful in passing the California High School Exit Exam. Students were successful in raising their SAT test scores from the previous year.

School Goals for Improving Student Achievement:

- Goal #1: Continue to Improve Student Performance in Language Arts
- Goal #2: Continue to Improve Student Performance in Mathematics
- Goal #3: Continue to Improve Student Performance on CAHSEE
- Goal #4: Continue to Improve Student Attendance
- Goal #5: Continue to Improve Student Graduation Rate

8.2.220

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL # 1 FOR IMPROVING STUDENT PERFORMANCE GROWTH In LANGUAGE/ARTS: Phoenix High School students will increase their 2012 Academic Performance Index (API) Score of 650 by 05% to 685, and increase the 12th grade CAHSEE passage rate from 79% to 85% by the Spring of 2013				
Description of Specific Action to Improve Student Performance	**Implementers/ Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: • All programs are aligned with common core state standards, as are the regular instructional materials used.	Ongoing			
Improvement of Instructional Strategies/Materials: • Continue to develop LA instructional programs meeting the needs of students in the area of reading and writing • Direct-instruction, individualized student learning, virtual programs & engaging curriculum to meet student learning styles. • Odysseyware/GradPoint/Plato credit recovery & On-line programs. • Blended Educational Strategies	Ongoing	Technology Instructional Materials	$2,500.00 $6,135.00	SIP T I./EIA CAHSEE
Extended Learning Time: • All materials can be taken home. • Tutoring sessions are available during the school day & after. • RSP Services • Counseling and Career Development	Ongoing		$500.00	
Staff Development: • Staff Content Area Workshops • CCSS On-Going Training • PLC/RTI Intervention Workshops	Ongoing	Conferences	$1,000.00	T I./EIA CAHSEE
Involvement of Parents/Community: • Results of state tests and CHSEE are mailed home for each student. • School Web-Site • SBLT meetings, Back-to School and Open House • Parent conferences (Student Learning Plans)	Ongoing	Mailings/Postage, Materials	$500.00	T I./EIA CAHSEE
Monitoring Program Implementation: • Trimester divided into 6-week sessions. Student progress is evaluated. • Trimester grading reports. • Student Weekly Credit Report • Formative and summative assessments.	Ongoing	Copy Materials Printing	$1,000.00	T I./EIA CAHSEE

8.2.12

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL # 2 CONTINUE TO IMPROVE STUDENT PERFORMANCE IN MATH: Phoenix High School students will increase their 2012 Academic Performance Index (API) Score of 650 by 05% to 685, and increase the 12th grade CAHSEE passage rate from 79% to 85% by the Spring of 2013				
Description of Specific Action to Improve Student Performance	**Implementers/ Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: • All programs are aligned with common core state standards, as are the regular instructional materials used.	Ongoing			
Improvement of Instructional Strategies/Materials: • Direct-instruction class, individual student learning plans & curriculum to address students working below grade level. • Pre/post testing • Odysseyware/GradPoint/Plato credit recovery & On-line classes. • Blended Educational Strategies – Team Collaboration	Ongoing	Technology Instructional Materials	$2,500.00 $6,135.00	SIP T I./EIA CAHSEE
Extended Learning Time: • All materials can be taken home. • Individual and Group Tutoring sessions are available during the school day and after school.	Ongoing			
Staff Development: • Staff Content Area Workshops • CCSS On-Going Training • PLC/RTI Intervention Workshops	Ongoing	Conferences	$1,000.00	T I./EIA CAHSEE
Involvement of Parents/Community: • Results of state tests and CHSEE are mailed home for each student. • School Web-Site • SBLT meetings, Back-to School and Open House • Parent conferences (Student Learning Plans)	Ongoing	Mailings/Postage, Materials	$500.00	T I./EIA CAHSEE
Monitoring Program Implementation: • Trimester divided into 6-week sessions. Student progress is evaluated. • Trimester grading reports. • Student Weekly Credit Report • Formative and summative assessments.	Ongoing	Copy Materials Printing	$1,000.00	T I./EIA CAHSEE

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL # 3 FOR IMPROVING STUDENT PERFORMANCE ON CASHEE TEST: 50% of 10th grade students and 60% of 11th grade students will pass the California High School Exit Exam (CAHSEE), 85% of 12th grade students will have passed the CAHSEE.				
Description of Specific Action to Improve Student Performance	**Implementers/ Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: • All programs are aligned with state content standards, as are the materials used.	Ongoing			
Improvement of Instructional Strategies/Materials: • Implementation EIRA Reading Intervention Program • L/ A - writing direct instruction classes • Direct instruction CAHSEE Prep classes • On-Line CASHEE tutorial sessions	Ongoing	Technology Instructional Materials	$1,000.00 $3,000.00	CAHSEE
Extended Learning Time: • All materials can be taken home. • Tutoring sessions - SCHOOLS Volunteers	Ongoing			
Staff Development: • On-Line Intervention Training	Ongoing	Webcast	See Goal #1&#2	See Goal #1&#2
Involvement of Parents/Community: • Results of state tests and CHSEE are mailed home for each student. • School Web-Site, automated messaging. • SBLT meeting • Parent conferences Student Learning Plans	Ongoing	Mailings/Postage, Materials	$500.00	See Goal #1&#2
Monitoring Program Implementation: • Trimester divided into 6-week sessions. Student progress is evaluated. • Trimester grading reports. • Student Weekly Credit Report • Formative and summative assessments.	Ongoing	Copy Materials Printing	$1,000.00	CAHSEE

8.2.23

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL # 4 FOR IMPROVING STUDENT PERFORMANCE - ATTENDANCE: Students are required to complete a minimum of 2 credits per week, times 36 weeks equals 72 credits per/year/student. Our goal is achieve 60% of the targeted credits or 61 credits per student.

Description of Specific Action to Improve Student Performance	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: • All programs are aligned with state content standards, as are the materials used.	Ongoing	N/A		
Improvement of Instructional Strategies/Materials: • Continued to develop instructional programs meeting the needs of students • Direct-instruction, individualized student learning, virtual programs & engaging curriculum to meet student learning styles. • Odysseyware/Gradpoint/Plato credit recovery & On-line programs. • Blended Educational Strategies	Ongoing	N/A		
Extended Learning Time: • Tardy Students serve 30 min detention after school – daily • SARB letters for unexcused absences • SAM Hearing • Sports Program	Ongoing	Mailings/Notifications League Fees, supplies	$500.00 $1,500.00	Safety Safety
Staff Development:				
Involvement of Parents/Community: • School Web-Site, automated messaging. • SBLT meeting • Parent conferences Student Learning Plan	Ongoing	Mailings/Postage, Materials	$500.00	Title 1/EIA
Monitoring Program Implementation: • Weekly Attendance Reporting – SARB Letters • Weekly Student Credit Report	Ongoing			

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL # 5 FOR IMPROVING STUDENT PERFORMANCE – GRADUATION RATE: 40% of our (45) 12th grade students will complete the requirements for graduation or earn enough credits to return to LHS by May 31, 2012. (Past performance shows approximately 25% of all 12th grade students enrolled meet graduation requirements –2011– 42% of 12th graders graduated.

Description of Specific Action to Improve Student Performance	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: • All programs are aligned with state content standards, as are the materials used.	Ongoing			
Improvement of Instructional Strategies/Materials: • Improve curriculum and technology to support and assist students demonstrate learning using a variety of modalities. • Create hands-on activities engaging students curriculum. • Odysseyware/GradPoint/Plato On-Line Learning Programs • GED Prep Instruction	Ongoing	Instructional Materials	$1,500.00	Title 1/EIA
Extended Learning Time: • All materials can be taken home. • Tutoring • Counseling	Ongoing	N/A		
Staff Development:				
Involvement of Parents/Community: • School Web-Site, automated messaging. • SBLT meeting • Parent conferences Student Learning Plan • Graduation	Ongoing	N/A	$500.00	SIP
Monitoring Program Implementation: • Weekly Student Credit Report	Ongoing	N/A		

SEC. 2.8

School Name: Phoenix High School
School Code: 31669513130036
Grade Levels: 10-12

SCHOOL ALLOCATIONS 2011-2012

Categories	(Con App) School Budget (A)	Centralized Services (B)	Total School Consolidated Application Resources (C)	Part of SBCP School Based Coordinated Program (D)
1. School Improvement Program Implementation Funds (Art & Music Grant)	**$13,422.00**	**N/A**	**1,204.00**	
2. Economic Impact Aid (LEP)			**6,653.00**	
3. Title I Part A (Helping Disadvantaged Youth)			**3,298.00**	
4. Title 1 Parent Involv'nt Professional Devl'mt			-	
5. Title V Innovative Ed. (4110)				
6. SB 813, 10th grade Counseling	**N/A**	**N/A**	**N/A**	
7. SB 1882, Staff Development	**N/A**	**N/A**	**N/A**	**N/A**
8. Special Education (in Coordinated Program)				**N/A**
9. GATE (in Coordinated Program)				**N/A**
10.Other Programs: MAA Safety CASHEE	**4,846.00 8,495.00 6,481.00**	**N/A**	**N/A**	**N/A**
11. TOTAL Consolidated Application Funds	**$ 33,244.00**		**$ 11,155.00**	-

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are provided by district staff from categorical funds allocated to the following through the Consolidated Application and other sources. At least 85% of expenditures from Consolidated Application programs must be spent for direct services to students to students at school site.

Proposed Expenditures	Estimated Cost	Funding Source
New Comers Program & ELD Specialist	$1,167	EIA

8.2.226

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Michael Doherty	X				
Jenifer Nelson		X			
Clint Nelson		X			
Cindy Farris		X			
Tracy Gruber		X			
Sandra Hackbarth			X		
Shirley Cox				X	
Mindy McCauley				X	
Diane Gomez				X	
Lisa Rodriquez				X	
Numbers of members of each category	1	4	1	4	2

At secondary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

For schools participating in the Immediate Intervention/Underperforming School Program, the local governing board must appoint a "broad-based school site and community team" (Education Code 52054(a)). The Board may meet this requirement in either of the following ways:

- *Add one or more "nonschool site personnel" to an existing school site council to form the "school-site and community team"; or*
- *Appoint a "school-site and community team" unrelated to the membership of the school site council.*

It is important to accurately determine the board's policy before proceeding with the school planning process.

8.2.227

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assurances the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply)*.

   - ✓ English Learner Advisory Committee
   - ✓ Community Advisory Committee for Special Education Programs
   - ____ Gifted and Talented Education Program Advisory Committee
   - ____ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based upon 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 school plan was adopted by the school council on: October 29, 2012

Attested:

Michael Doherty	Michael Doherty	10/31/12
Typed name of Principal	**Signature of Principal**	**Date**
		10/31/12
Typed name of SSC chairperson Lisa Rodriquez	**Signature of SCC chairperson**	**Date**

8.2.228

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:
Extension of Agreement With SunCal LLC.
For Hold on Southern Elementary School
Site in Lincoln Crossings Development

AGENDA ITEM AREA:
Action

REQUESTED BY:
Heather Steer, Facilities Coordinator

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Fund 21 – COP Revenue

MEETING DATE:
November 6, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

In December 2010, The Western Placer Unified School District entered into a Memorandum of Understanding with SunCal Lincoln Crossing LLC with regards to the continued reservation of the Southern Elementary School Site in Lincoln Crossings. With this MOU, should the District wish to continue the hold on the site, it must submit a letter requesting extension as well as a check for $25,000.00. The letter and monetary requirements are necessary annually until such time as the District acquires the site, or until November 2016 when the MOU expires. Per WPUSD's Facilities Master Plan this site will be our next elementary school location and therefore staff finds this extension necessary to retain the site for future construction as soon as funds become available.

RECOMMENDATION:

Approve extension of MOU and direct staff to send request for extension and check to SunCal LLC.

8.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
SECOND AMENDMENT TO MEMORANDUM OF UNDERSTANDING
(Formation of Community Facilities District No.2)

This Second Amendment to Memorandum of Understanding ("Second Amendment") is entered into as of Dec. 15, 2010, by and between the Western Placer Unified School District, a political subdivision of the state of California (the "District") and LB/L-Suncal Lincoln Crossing LLC, a Delaware limited liability company (the "Landowner"), with reference to the following facts:

RECITALS

A. The District and Landowner entered into an MOU on June 2, 2003, as amended by that certain First Amendment to Memorandum of Understanding (the "First Amendment"), dated November 17, 2004 (collectively, the "MOU") to provide a method to finance adequate school facilities made necessary in whole or in part by the development of the real property belonging to the Landowner, which real property is described in the MOU.

B. The District has adopted a new Facilities Master Plan, and as a result, has determined (i) not to purchase the real property defined in the MOU as the "Middle School Site," (Lot 301) and (ii) that it desires an extension of time for the reservation of the elementary school site defined in the MOU as the "Southern Elementary School Site," (Lot 302) subject to the terms of the MOU as amended by this Second Amendment.

C. The parties now desire to amend and modify the MOU according to the terms and provisions of this Second Amendment to ensure that the intent of the parties as set forth in the MOU is realized in light of current circumstances and expectations.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual promises and covenants herein contained, and for other good and valuable consideration, the receipt and adequacy of which are hereby acknowledged, the parties hereto agree that the MOU is hereby amended as follows:

1. Middle School Site (Lot 301). The District has determined that it will not purchase the Middle School Site from Landowner, and as such, District hereby releases and relinquishes all rights it may have to the Middle School Site, and, as of the date of this Second Amendment, Landowner is hereby relieved of its obligation to reserve the Middle School Site for the District notwithstanding anything to the contrary in Section 7 of the MOU, as amended by Section 2 of the First Amendment.

2. Southern Elementary School Site (Lot 302). Notwithstanding anything to the contrary in the MOU, Landowner shall continue to reserve the Southern Elementary School Site until January 3, 2012. The District may extend the reservation time period to January 3, 2016, by (i) providing written notice to Landowner on or prior to November

8.3.1

15, 2011 and every year thereafter until November 15, 2014 (November 15, 2014 allows the contract to extend up to January 3, 2016) that the District desires to extend the reservation time period, and (ii) paying to Landowner the amount of $25,000 per each year agreement to be extended (the "Extension Fee") in immediately available funds no later than January 15 of each renewal year starting in 2012. The Extension Fee shall be consideration for the additional extension of time and shall be non-refundable when paid, but ½ of the fee shall be applicable to the purchase price in the event the District purchases the Southern Elementary School Site. In the event the District has not acquired the Southern Elementary School site on or prior to January 3, 2012(or, if the District complies with subsections (i) and (ii) above, January 3, 2016), Landowner's obligations with respect to the reservation of the Southern Elementary School Site will cease. In the event the reservation period, as set forth above, expires without the District having either extended the reservation period or exercised its right to acquire the Southern Elementary School Site in accordance with the term of the MOU, the District will have no further rights with respect to the Southern Elementary School Site and, at the request of Landowner, will execute and, if necessary, record or cause to be recorded such documents to remove any cloud on title to the Southern Elementary School Site.

3. Binding. This Second Amendment is binding upon and shall inure to the benefit of the parties and their respective successors and assigns.

4. Counterparts. This Second Amendment may be executed and delivered in one or more counterparts. Transmission of this Second Amendment by facsimile or email shall be deemed transmission of the original Second Amendment for all purposes.

5. Full Force and Effect. The MOU shall continue in full force and effect, unmodified except to the extent provided herein, and Landowner and the District hereby RATIFY and AFFIRM the same.

6. Conflict. If there is any conflict or inconsistency between the MOU and this Second Amendment, the terms of this Second Amendment shall control.

IN WITNESS WHEREOF, Landowner and the District have entered into this Second Amendment as of the date first above stated.

Date: 12/15, 2010 **WESTERN PLACER UNIFIED SCHOOL DISTRICT**

By: _____
Superintendant

(additional signatures required on next page)

8.3.2

Date: _____, 2010

LB/L-SUNCAL LINCOLN CROSSING LLC,
a Delaware limited liability company

By: SCC Master, LLC,
a Delaware limited liability company
Its: Member

By: _____
Name: Bruce Cork
Its: General Counsel

By: LBREP Lakeside Lincoln Crossing LLC,
a Delaware limited liability company
Its: Member

By: _____
Name: Melvin J. Andrew
Title: Authorized Signatory

8.3.3

CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT

CIVIL CODE § 1189

State of California

County of Placer

On Jan 3 2011 (Date) before me, Pauline Rowan, Notary Public (Here Insert Name and Title of the Officer),

personally appeared Scott Leamon (Name(s) of Signer(s)),

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

PAULINE ROWAN
Commission # 1909610
Notary Public - California
Placer County
My Comm. Expires Nov 17, 2014

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature: Pauline Rowan (Signature of Notary Public)

Place Notary Seal Above

OPTIONAL

Though the information below is not required by law, it may prove valuable to persons relying on the document and could prevent fraudulent removal and reattachment of this form to another document.

Description of Attached Document

Title or Type of Document: WPUSD 2nd Amend to Memo. of Understa...

Document Date: 12-15-10 Number of Pages: _____

Signer(s) Other Than Named Above: _____

Capacity(ies) Claimed by Signer(s)

Signer's Name: _____	Signer's Name: _____
☐ Corporate Officer — Title(s): _____	☐ Corporate Officer — Title(s): _____
☐ Individual	☐ Individual
☐ Partner — ☐ Limited ☐ General	☐ Partner — ☐ Limited ☐ General
☐ Attorney in Fact	☐ Attorney in Fact
☐ Trustee	☐ Trustee
☐ Guardian or Conservator	☐ Guardian or Conservator
☐ Other: _____	☐ Other: _____
Signer Is Representing: _____	Signer Is Representing: _____
RIGHT THUMBPRINT OF SIGNER — Top of thumb here	RIGHT THUMBPRINT OF SIGNER — Top of thumb here

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Item #5907

8.3.4

CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT

State of California
County of Los Angeles }

On 12/21/2010 (Date) before me, JC Joochang Lee, Notary public (Here Insert Name and Title of the Officer),

personally appeared Melvin Thomas Andrews (Name(s) of Signer(s))

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____ (Signature of Notary Public)

JC JOOCHANG LEE
COMM. # 1861915
NOTARY PUBLIC-CALIFORNIA
LOS ANGELES COUNTY
MY COMM. EXP. AUG. 20, 2013

Place Notary Seal Above

OPTIONAL

Though the information below is not required by law, it may prove valuable to persons relying on the document and could prevent fraudulent removal and reattachment of this form to another document.

Description of Attached Document

Title or Type of Document: _____

Document Date: _____ Number of Pages: _____

Signer(s) Other Than Named Above: _____

Capacity(ies) Claimed by Signer(s)

Signer's Name: _____
☐ Individual
☐ Corporate Officer — Title(s): _____
☐ Partner — ☐ Limited ☐ General
☐ Attorney in Fact
☐ Trustee
☐ Guardian or Conservator
☐ Other: _____
Signer Is Representing: _____

RIGHT THUMBPRINT OF SIGNER
Top of thumb here

Signer's Name: _____
☐ Individual
☐ Corporate Officer — Title(s): _____
☐ Partner — ☐ Limited ☐ General
☐ Attorney in Fact
☐ Trustee
☐ Guardian or Conservator
☐ Other: _____
Signer Is Representing: _____

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8.3.5

CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT

State of California

County of ORANGE }

On DECEMBER 15, 2010 (Date) before me, KIMBERLY M SCHREUTELKAMP, NOTARY PUBLIC (Here Insert Name and Title of the Officer),

personally appeared BRUCE COOK (Name(s) of Signer(s)),

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

KIMBERLY M. SCHREUTELKAMP
Commission # 1786052
Notary Public - California
Orange County
My Comm. Expires Dec 20, 2011

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Place Notary Seal Above

Signature _____ (Signature of Notary Public)

OPTIONAL

Though the information below is not required by law, it may prove valuable to persons relying on the document and could prevent fraudulent removal and reattachment of this form to another document.

Description of Attached Document

Title or Type of Document: _____

Document Date: _____ Number of Pages: _____

Signer(s) Other Than Named Above: _____

Capacity(ies) Claimed by Signer(s)

Signer's Name: _____
☐ Individual
☐ Corporate Officer — Title(s): _____
☐ Partner — ☐ Limited ☐ General
☐ Attorney in Fact
☐ Trustee
☐ Guardian or Conservator
☐ Other: _____
Signer Is Representing: _____

RIGHT THUMBPRINT OF SIGNER
Top of thumb here

Signer's Name: _____
☐ Individual
☐ Corporate Officer — Title(s): _____
☐ Partner — ☐ Limited ☐ General
☐ Attorney in Fact
☐ Trustee
☐ Guardian or Conservator
☐ Other: _____
Signer Is Representing: _____

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8.3.6

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:
Superintendent Contract Extension

AGENDA ITEM AREA:
Action

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
All

MEETING DATE:
November 6, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

Based on the positive performance evaluation by the Board, the following contract extension is being forwarded to the Board:

- Superintendent – one year extension to June 30, 2016

RECOMMENDATION:

Approve the contract extension.

wp/rk/factform

8.4

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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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:
Deputy Superintendent Contract Extension

AGENDA ITEM AREA:
Action

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Superintendent

FINANCIAL INPUT/SOURCE:
Many

MEETING DATE:
November 6, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

The current contract for Mary Boyle, Deputy Superintendent, expires June 30, 2013. A contract extension to June 30, 2015 is being requested at this time.

RECOMMENDATION:

Approve the contractual term for the employee.

8.5

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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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:
Ratification of Assistant Superintendent of Business and Operations Contract

AGENDA ITEM AREA:
Action

REQUESTED BY:
Scott Leaman

ENCLOSURES:
Yes

DEPARTMENT:
Superintendent

FINANCIAL INPUT/SOURCE:
All

MEETING DATE:
November 6, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

After an exhaustive process of applications, multi-level interviews, and reference checks, Audrey Kilpatrick has been selected as the new Assistant Superintendent of Business and Operations. The attached contract is being forwarded for ratification.

RECOMMENDATION:

Approve the ratification of the contract.

8.6

WESTERN PLACER UNIFIED SCHOOL DISTRICT
AGREEMENT FOR EMPLOYMENT OF
DISTRICT ASSISTANT SUPERINTENDENT OF
BUSINESS AND OPERATIONS

The following is an Agreement between the Western Placer Unified School District Board of trustees, hereinafter referred to as "Board," and Audrey Kilpatrick, hereinafter referred to as "Assistant Superintendent."

1. Term and Termination:

Pursuant to California Education Code 35031, the Governing Board hereby employs the Assistant Superintendent for a period commencing November 26, 2012 and ending on June 30, 2015 unless otherwise terminated or extended. The provisions of this Agreement shall become effective on commencement of employment.

In the event the Board determines the Assistant Superintendent is not to be reemployed upon expiration of this Agreement, she shall be given written notice thereof by the Board at least forty-five (45) days in advance of the expiration of the term of this Agreement.

2. Salary:

The Assistant Superintendent's base salary shall be paid according to the Board adopted Assistant Superintendent salary schedule. The Assistant Superintendent will be placed on step 5 (five) of the schedule for the 2012-13 school year beginning at the date specified in section one of this agreement. Salary, vacation, furlough days, and sick leave will be prorated for the 2012-13 school year.

The opportunity for the Assistant Superintendent to negotiate other benefits and conditions of this Agreement remain open during the life of the remaining Agreement.

3. Duties:

The Assistant Superintendent shall serve as the Assistant Superintendent of Business and Operations of the Western Placer Unified School District. The Assistant Superintendent shall do and perform all services, acts, or things necessary or advisable to manage and conduct the District in this capacity, subject at all times to applicable state and federal laws and the policies set by District's Governing Board, and subject to the consent of the Board when required by the terms of this Agreement or by Board Ordinances, Policies, Rules, or direction, or by applicable law. The specific job duties, services, obligations and expectations are described in the job description for the position of Assistant Superintendent of Business and Operations which is incorporated fully herein.

4. Health and Welfare:

The Assistant Superintendent shall be provided the same health and welfare benefits as classified administration and management members.

5. Reimbursement of Personal Expenses:

The District shall promptly reimburse the Assistant Superintendent for all reasonable personal expenses incurred in connection with District. Each such expenditure shall be reimbursable only if the Assistant Superintendent furnishes to the District adequate records and other documentary evidence required by federal and state statutes and regulations issued by the appropriate taxing authorities for the substantiation of each such expenditure. Such expenses, include, but are not limited to, the expenses incurred in the attendance of regional, state or national conferences, seminars, hearings, or meetings which are to the benefit and welfare of the District.

6. Membership and Dues:

The District shall pay membership for the state and local chapters of the Association of California School Administrators and an individual membership to the California Association of School Business Officials, if requested by the Assistant Superintendent (please note that this portion of the contract was suspended due to budget cuts for the 2012-13 school year).

7. Life Insurance:

The District shall pay for the life insurance plan provided to classified management members.

8. Transportation:

The Assistant Superintendent shall be paid for use of her private vehicle in the amount of three-hundred fifty dollars ($350.00) per month.

9. Vacation:

The Assistant Superintendent shall render twelve (12) months of full and regular services to District during each annual period covered by this Agreement, except that she shall be entitled to twenty-two (22) working days annual vacation with pay, and in addition, will receive holidays defined in Education Code §37220. In the event of termination of this Agreement, the Assistant Superintendent shall be entitled to full compensation for unused vacation at the salary rate effective during the school year in which the vacation credit was earned. In no case may more than thirty-five (35) days of vacation be accrued under this contract.

10. Sick Leave:

The Assistant Superintendent shall be entitled to twelve (12) working days of sick leave each current contract year cumulative indefinitely. These days will be prorated for the 2012-13 school year.

11. Evaluation:

The Superintendent shall annually evaluate the performance of the Assistant Superintendent no later than June 30. This evaluation shall be based on the job description incorporated herein and the mutually agreed upon and specified goals and objectives in accordance with the procedures authorized in District policies. The evaluation shall include areas of strength and improvement. Areas for improvement will include specific written recommendations.

12. Termination:

This Agreement shall terminate upon the happening of any of the following events:

(a) Whenever the Assistant Superintendent and District shall mutually agree to termination in writing;

(b) Upon the death of Assistant Superintendent or permanent incapacity to perform the duties of this office; or

(c) Upon the grounds of cause for dismissal of a classified employee set forth in the California Education Code and the District's Administrative Regulation 4218.

13. Early Termination:

Regardless of the term of this Agreement and pursuant to the requirements of Government Code Sections 53260 and 54261, it is hereby agreed that the Board, unilaterally and without cause, may terminate this Agreement and the Assistant Superintendent's status as an employee of the District. In consideration of the Board's right to terminate the Agreement without cause, the District shall pay to the Assistant Superintendent the then current salary for the remainder of the term of this Agreement, or for up to twelve (12) months (see Government Code 53260(a) and 53261) following the effective date of termination, whichever is less. If the Board chooses to terminate the Assistant Superintendent as outlined in this paragraph, health and welfare benefits described in paragraph 4 shall remain in effect for the term of the agreement, not to exceed twelve (12) months.

14. Entire Agreement:

This Agreement supersedes any and all other agreements, either oral or in writing, between the parties hereto with respect to the employment of Assistant Superintendent by the District and contains all of the covenants and Agreements between the parties with respect to that employment in any manner whatsoever.

Each party to this Agreement acknowledges that no representation, inducements, promises, or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any party, which are not embodied herein, and that no other agreement, statement or promise not contained in this Agreement shall be valid or binding on either party.

15. Modifications:

Any modification of this Agreement will be effective only if it is in writing and signed by both parties.

16. Severability:

The provisions of this Agreement are divisible; if any such provision shall be deemed invalid or unenforceable, such provision shall be deemed limited to the extent necessary to render it valid and enforceable and the remaining provisions of this Agreement shall continue in full force and effect without being impaired or invalidated in any way.

17. Law Governing Agreement::

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

Scott Leaman, Superintendent

Audrey Kilpatrick

8.6.4

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:
Adoption of Revised/New Policies/Regulations/Exhibits

AGENDA ITEM AREA:
Action

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 6, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

These new and/or revised policies/regulations/exhibits are now being presented for approval by the Board of Trustees.

- AR 3311 Bids
- BP/AR 7214 General Obligation Bonds

RECOMMENDATION:

Administration recommends the Board of Trustees approve the new and revised Policies, Regulations and Exhibits as submitted.

wp/rk/factform

MANUAL MAINTENANCE GUIDESHEET

November 6, 2012
Page 1 of 1

Note: Descriptions below identify major changes in revised materials. Editorial changes have also been made.

AR 3311 Bids
(AR revised)

MANDATED regulation updated to reflect **NEW LAW (AB 635)** which defines "equal" for the purpose of determining whether a material, product, thing, or service related to a bid for a roof project is equal to the material, product, thing, or service designated in the district's bid specification. Section on "Instructions and Procedures for Advertised Bids" adds that the bid instructions will include the requirement that the bidder use the standardized proposal form provided by the district.

BP/AR 7214 - General Obligation Bonds
(BP/AR revised)

Updated policy includes material formerly in AR re: appointment of citizens' oversight committee for bonds approved under the 55 percent threshold, reflects **NEW LAW (SB 423)** which establishes a date by which audits must be given to the committee, and provides option for districts to establish citizens' oversight committee for bonds approved under the 66.67 percent threshold. Sections on "Certificate of Results" and "Resolution Regarding Sale of Bonds" moved from AR to BP since Board action is required. Updated regulation revises section on "Citizens' Oversight Committee" to (1) clarify that the legal requirements apply only to bonds approved under 55 percent threshold and (2) more directly reflect law re: committee's duties by deleting duty to ensure audits are conducted in accordance with Government Auditing Standards.

BIDS

Advertised Bids

The district shall seek competitive bids through advertisement for contracts involving an expenditure of $15,000 or more for a public project. (Public Contract Code 20111)

Public project means construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition and repair work involving a district owned, leased, or operated facility. (Public Contract Code 22002)

The amount by which contracts shall be competitively bid shall escalate automatically based upon the annual adjustment by the Superintendent of Public Instruction.

The district shall also seek competitive bids through advertisement for contracts exceeding the amount specified in law, and as annually adjusted by the Superintendent of Public Instruction, for any of the following: (Public Contract Code 20111; Government Code 53060)

1. The purchase of equipment, materials or supplies to be furnished, sold, or leased to the district

2. Services, not including construction services, or special services and advice in accounting, financial, legal, or administrative matters

3. Repairs, including maintenance that is not a public project

Maintenance means routine, recurring and usual work for preserving, protecting, and keeping a district facility operating in a safe, efficient, and continually usable condition for the intended purpose for which it was designed, improved, constructed, altered, or repaired. *Maintenance* includes, but is not limited to, carpentry, electrical, plumbing, glazing, and other craft work designed to preserve the facility, as well as repairs, cleaning, and other operations on machinery and other permanently attached equipment. This definition does not include, among other types of work, janitorial or custodial services, and protection provided by security forces, nor does it include painting, repainting, or decorating other than touchup. (Public Contract Code 20115)

Unless otherwise authorized by law, contracts shall be let to the lowest responsible bidder who shall give such security as the Board of Trustees requires, or else all bids shall be rejected. (Public Contract Code 20111)

The Board shall secure bids pursuant to Public Contract Code 20111 and 20112 for any transportation service expenditure of more than $10,000 when contemplating that such a contract may be made with a person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of students who are to be transported. The Board may let this contract to other than the lowest bidder. (Education Code 39802)

BIDS (continued)

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading the legal requirements of Public Contract Code 20111-20118.4 for contracting after competitive bidding. (Public Contract Code 20116)

When letting a contract for the procurement and/or maintenance of electronic data processing systems and supporting software, the Board may contract with any one of the three lowest responsible bidders. (Public Contract Code 20118.1)

Instructions and Procedures for Advertised Bids

The Superintendent or designee shall call for bids by placing a notice at least once a week for two weeks in a local newspaper of general circulation published in the district, or if no such newspaper exists, then in some newspaper of general circulation, circulated in the county, and may post the notice on the district's web site or other electronic portal. The notice shall state the work to be done or materials or supplies to be furnished and the time and place where bids will be opened. The district may accept a bid that has been submitted electronically or on paper. (Public Contract Code 20112)

The notice shall contain the time, date, and location of any mandatory prebid conference, site visit, or meeting. The notice shall also detail when and where project documents, including final plan and specifications, are available. Any such mandatory visit or meeting shall not occur within a minimum of five calendar days of the publication of the initial notice. (Public Contract Code 6610)

Bid instructions and specifications shall include the following requirements and information:

1. All bidders shall certify the minimum, if not exact, percentage of post consumer materials in products, materials, goods, or supplies offered or sold. (Public Contract Code 22152)

2. All bids for construction work shall be presented under sealed cover and shall be accompanied by one of the following forms of bidder's security: (Public Contract Code 20107, 20111)

   a. Cash

   b. A cashier's check made payable to the district

   c. A certified check made payable to the district

   d. A bidder's bond executed by an admitted surety insurer and made payable to the district

BIDS (continued)

The security of unsuccessful bidders shall be returned in a reasonable period of time, but in no event later than 60 days after the bid is awarded. (Public Contract Code 20111)

3. **When a standardized proposal form is provided by the district, bids not presented on the standard form shall be disregarded. (Public Contract Code 20111.5)**

4. Bids shall not be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time. (Public Contract Code 20112)

5. When two or more identical lowest or highest bids are received, the Board may determine by lot which bid shall be accepted. (Public Contract Code 20117)

6. If the district requires that the bid include prices for items that may be added to or deducted from the scope of work in the contract, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in item #a below will be used: (Public Contract Code 20103.8)

   a. The lowest bid shall be the lowest total of the bid prices on the base contract without consideration of the prices on the additive or deductive items.

   b. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that were specifically identified in the bid solicitation as being used for the purpose of determining the lowest bid price.

   c. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that, when taken in order from a specifically identified list of those items in the solicitation, and added to or subtracted from the base contract, are less than or equal to a funding amount publicly disclosed by the district before the first bid is opened.

   d. The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders or proposed subcontractors or suppliers from being revealed to the district before the ranking of all bidders from lowest to highest has been determined. **(Public Contract Code 20103.8)**

7. Any subsequent change or alteration of a contract shall be governed by the provisions of Public Contract Code 20118.4.

8. After being opened, all submitted bids become public records pursuant to Government Code 6252 and shall be made available for review pursuant to law, Board policy, and administrative regulation.

BIDS (continued)

(cf. 1340 - Access to District Records)

Alternative Bid Procedures for Technological Supplies and Equipment

Rather than seek competitive bids, ~~Upon a finding by~~ the Board **may use competitive negotiation when it makes a finding** that a ~~particular~~ **district** procurement **is for** ~~qualifies for the alternative procedure, the district may acquire~~ computers, software, telecommunications equipment, microwave equipment, and other related electronic equipment and apparatus. ~~through~~ Competitive negotiation ~~This procedure~~ shall not ~~apply to~~ **be used to** contracts for construction or for the procurement of any product that is available in substantial quantities to the general public. (Public Contract Code 20118.2)

The competitive negotiation shall include, but not be limited to, the following requirements: (Public Contract Code 20118.1)

1. The Superintendent or designee shall prepare a request for proposals (RFP) that shall be submitted to an adequate number of qualified sources, as determined by the district, to permit reasonable competition consistent with the nature and requirement of the procurement.

2. Notice of the (RFP) shall be published at least twice in a newspaper of general circulation, at least 10 days before the date for receipt of the proposals.

3. The district shall make every effort to generate the maximum feasible number of proposals from qualified sources and shall make a finding to that effect before proceeding to negotiate if only a single response to the (RFP) is received.

4. The (RFP) shall identify all significant evaluation factors, including price, and their relative importance.

5. The district shall provide reasonable procedures for the technical evaluation of the (RFP) received, the identification of qualified sources, and the selection for the award of the contract.

6. An award shall be made to the qualified bidder whose proposal meets the evaluation standards and will be most advantageous to the district with price and all other factors considered.

7. If an award is not made to the bidder whose proposal contains the lowest price, then the district shall make a finding setting forth the basis for the award.

8. The district, at its discretion, may reject all proposals and request new proposals.

BIDS (continued)

9. Provisions in any contract concerning utilization of small business enterprises, that are in accordance with the request for proposals, shall not be subject to negotiation with the successful proposer.

Bids Not Required

Without advertising for bids and upon a determination that it is in the best interest of the district, the Board may authorize, by contract, lease, requisition, or purchase order, another public corporation or agency to lease, or data-processing equipment, or to purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in a manner that the other public corporation or agency is authorized to make the leases or purchases from a vender ("piggyback"). (Public Contract Code 20118)

(cf. 3300 – Expenditures and Purchasing)

Alternatively, if there is an existing contract between a public corporation or agency and a vendor for the lease or purchase of personal property, the district may authorize the lease or purchase of personal property directly from the vendor by contract, lease, requisition, or purchase order and make payment to the vendor under the same terms that are available to the public corporation or agency under the contract. (Public Contract Code 20118)

Supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals may be purchased in any amount without taking estimates or advertising for bids. (Public Contract Code 20118.3)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1 - Library Media Centers)

Perishable commodities, such as foodstuffs, needed in the operations of cafeterias may be purchased through bid or on the open market. (Education Code 38083)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

In an emergency when any repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes, or to avoid danger to life or property, the Board may, by unanimous vote and with the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids. or may authorize the use of day labor or force account for the emergency purpose. (Public Contract Code 20113)

(cf. 3517 - Facilities Inspection)
(cf. 9323.2 - Actions by the Board)

8.7.6

BIDS (continued)

Bids shall also not be required for day labor under circumstances specified in Public Contract Code 20114. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (Public Contract Code 20114)

Sole Sourcing

Specifications for contracts for construction, alteration, or repair of school facilities may not limit bidding, either directly or indirectly, to any one specific concern. Specifications designating a specific material, product, thing, or particular brand name shall follow the description with the words "or equal" so that bidders may furnish any equal material, product, thing, or service. (Public Contract Code 3400)

When the bid is for a roof project, a material, product, thing, or service is considered "equal" to the one designated if it is equal in quality, durability, design, and appearance; will perform the intended function equally well; and conforms substantially to the detailed requirements in the bid specification. (Public Contract Code 3002)

However specifications for contracts may designate a product by brand or trade name (sole sourcing) if the district has made a finding, described in the invitation for bids or request for request for proposals, that a particular material, product, thing, or service is designated for any of the following purposes: (Public Contract Code 3400)

1. To conduct a field test or experiment to determine its suitability for future use

2. To match others in use on a particular public improvement that has been completed or is in the course of completion

3. To obtain a necessary item that is only available from one source

4. To respond to the Board's declaration of an emergency, as long as the declaration has been approved by four-fifths of the Board when issuing the invitation for bid or request for proposals

Prequalification Procedure

For any contract for which bids are legally required, the Board may require that each prospective bidder complete and submit a standardized questionnaire and financial statement. For this purpose, the Superintendent or designee shall supply a form which requires a complete statement of the bidder's financial ability and experience in performing public works. ~~(Public Contract Code 20111.5)~~ The information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection. (Public Contract Code 20111.5)

8.7.7

BIDS (continued)

Prospective bidders shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids.

The Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. Bidders must be deemed prequalified by the district at least one day before the fixed bid-opening date. (Public Contract Code 20111.5)

The Superintendent or designee shall furnish each qualified bidder with a standardized proposal form. Bids not presented on the standard form shall be disregarded. (Public Contract Code 20111.5)

The district may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. (Public Contract Code 20111.5)

Protests by Bidders

A bidder may protest a bid award if he/she believes that the award was inconsistent with Board policy, the bid's specifications, or was not in compliance with law.

A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award. The bidder shall submit all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.

The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The Superintendent or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.

The bidder may appeal the Superintendent or designee's decision to the Board. The Superintendent or designee shall provide reasonable notice to the bidder of the time for Board consideration of the contract award. The Board's decision shall be final.

GENERAL OBLIGATION BONDS

The Board of Trustees desires to provide adequate facilities in order to enhance student learning and to help the district achieve its vision for educating district students. To that end, the Board may order an election on the question of whether bonds shall be issued for school facilities when, in the Board's judgment, it is advisable and in the best interest of district students.

(cf. 1160 - Political Processes)
(cf. 7110 - Facilities Master Plan)
(cf. 7210 - Facilities Financing)

The Board shall determine the appropriate size of the bond in accordance with law.

Bonds Requiring 55 Percent Approval by Local Voters

The Board may decide to pursue the authorization and issuance of bonds by approval of 55 percent majority of the voters pursuant to Article 13A, Section 1(b)(3) and Article 16, Section 18(b) of the California Constitution. If two-thirds of the Board agree to such an election, the Board shall vote to adopt a resolution to incur bonded indebtedness if approved by a 55 percent majority of the voters. (Education Code 15266)

The bond election may only be ordered at a primary or general election, a statewide special election, or a regularly scheduled local election at which all of the electors of the school district are entitled to vote. (Education Code 15266)

Bonded indebtedness incurred by the district shall be used only for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities. (California Constitution Article 13A, Section 1(b)(3) and 1(b)(3)(A))

The proposition approved by the voters shall include the following accountability requirements: (California Constitution Article 13A, Section 1(b)(3))

1. A requirement that proceeds from the sale of the bonds be used only for the purposes specified above, as detailed in California Constitution Article 13A, Section 1(b)(3), and not for any other purposes including teacher and administrative salaries and other school operating expenses

2. A list of specific school facility projects to be funded and certification that the Board has evaluated safety, class size reduction, and information technology needs in developing that list

(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 6151 - Class Size)

GENERAL OBLIGATION BONDS (continued)

3. A requirement that the Board conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed

4. A requirement that the Board conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects

Bonds Requiring 66.67 Percent Approval by Local Voters

Bonds shall be sold to raise money for the following purposes: (Education Code 15100)

1. Purchasing school lots

2. Building or purchasing school buildings

3. Making alterations or additions to school building(s) other than as may be necessary for current maintenance, operation, or repairs

4. Repairing, restoring, or rebuilding any school building damaged, injured, or destroyed by fire or other public calamity

5. Supplying school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature

6. Permanently improving school grounds

7. Refunding any outstanding valid indebtedness of the district, evidenced by bonds or state school building aid loans

8. Carrying out sewer or drain projects or purposes authorized in Education Code 17577

9. Purchasing school buses with a useful life of at least 20 years

10. Demolishing or razing any school building with the intent to replace it with another school building, whether in the same location or in any other location

Except for refunding any outstanding indebtedness, any of the purposes listed above may be united and voted upon as a single proposition by order of the Board and entered into the minutes. (Education Code 15100)

GENERAL OBLIGATION BONDS (continued)

Certificate of Results

If the certificate of election results received by the Board shows that the appropriate majority of the voters are in favor of issuing the bonds, the Board shall record that fact in its minutes. The Board shall then certify to the county board of supervisors all proceedings it had in connection with the election results. (Education Code 15124, 15274)

Resolution Regarding Sale of Bonds

Following passage of the bond measure by the appropriate majority of voters, the Board shall pass a resolution to issue the sale of bonds. The resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable, which shall not be more than 25 years from the date of the bonds. (Education Code 15140)

Prior to the sale of bonds, the Board shall adopt, as an agenda item at a public meeting, another resolution, which includes all of the following items: (Education Code 15146)

1. **Express approval of the method of sale**

2. **Statement of the reasons for the method of sale selected**

3. **Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected**

4. **Estimates of the costs associated with the bond issuance**

After the sale, the Board shall be presented with the actual cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the California Debt and Investment Advisory Commission. (Education Code 15146)

Legal Reference: (see next page)

8.7.11

GENERAL OBLIGATION BONDS (continued)

Legal Reference:

EDUCATION CODE
7054 Use of district property, campaign purposes
15100-15254 Bonds for school districts and community college districts
15264-15288 Strict Accountability in Local School Construction Bonds Act of 2000
17577 Sewers and drains
47614 Charter school facilities
ELECTIONS CODE
324 General election
328 Local election
341 Primary election
348 Regular election
356 Special election
357 Statewide election
1302 School district election
15372 Elections official certificate
GOVERNMENT CODE
1090-1099 Prohibitions applicable to specified officers
1125-1129 Incompatible activities
8855 California Debt and Investment Advisory Commission
53580-53595.5 Bonds
54952 Definition of legislative body, Brown Act
CALIFORNIA CONSTITUTION
Article 13A, Section 1 Tax limitation
Article 16, Section 18 Debt limit
COURT DECISIONS
San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App.4th 1356
ATTORNEY GENERAL OPINIONS
88 Ops.Cal.Atty.Gen. 46 (2005)
87 Ops.Cal.Atty.Gen. 157 (2004)

Management Resources:

WEB SITES
CSBA: http://www.csba.org
CSBA, District and Financial Services, Proposition 39 Bond Performance Audit Program: http://www.csba.org/ds/prop39.cfm
California Department of Education: http://www.cde.ca.gov
California Office of Public School Construction: http://www.opsc.dgs.ca.gov

GENERAL OBLIGATION BONDS

***Cautionary Notice*: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.**

Election Notice

The Superintendent or designee shall ensure that election notice and ballot requirements are satisfied in accordance with Education Code 15120-15126 and 15272.

~~Certificate of Results~~

~~If it appears from the certificate of election results that the appropriate majority of the voters are in favor of issuing the bonds, the Board of Trustees shall cause an entry of that fact to be made in its minutes. The Board shall then certify to the board of supervisors of the county whose superintendent of schools has jurisdiction over the district all proceedings had in connection with the election results. (Education Code 15124, 15274)~~

~~*(cf. 9324 - Board Minutes and Recordings)*~~

~~Resolution Regarding Sale of Bonds~~

~~Following passage of the bond measure, the Board shall pass a resolution to issue the sale of bonds. The resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable, which shall not be more than 25 years from the date of the bonds. (Education Code 15140)~~

~~Prior to the sale of bonds, the Board shall adopt, as an agenda item at a public meeting, another resolution, which includes all of the following items: (Education Code 15146)~~

~~1. Express approval of the method of sale~~

~~2. Statement of the reasons for the method of sale selected~~

~~3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected~~

8.7.13

GENERAL OBLIGATION BONDS (continued)

~~4. Estimates of the costs associated with the bond issuance~~

~~After the sale, the Board shall be presented with the actual cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the California Debt and Investment Advisory Commission. (Education Code 15146)~~

Citizens' Oversight Committee

If a district general obligation bond requiring a 55 percent majority is approved by the voters, the Board shall appoint an independent citizens' advisory oversight committee. This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)

The citizens' oversight committee shall consist of at least seven members including, but not limited to: (Education Code 15282)

1. One member active in a business organization representing the business community located within the district

2. One member active in a senior citizens organization

3. One member active in a bona fide taxpayers' organization

4. One member who is a parent/guardian of a child enrolled in the district

5. One member who is a parent/guardian of a child enrolled in the district and is active in a parent-teacher organization, such as the Parent Teacher Association or school site council

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 – Citizen Advisory Committees)
(cf. 1230 - School-Connected Organizations)

Members of the citizens' oversight committee shall be subject to prohibitions regarding incompatibility of office pursuant to Government Code 1125-1129 and financial interest in contracts pursuant to Government Code 1090-1099. (Education Code 15282)

(cf. 9270 - Conflict of Interest)

No employee, official, vendor, contractor, or consultant of the district shall be appointed to the citizens' oversight committee. (Education Code 15282)

8.7.14

GENERAL OBLIGATION BONDS (continued)

Members of the citizens' oversight committee shall serve for a term of two years without compensation and for no more than two consecutive terms. (Education Code 15282)

The purpose of the citizens' oversight committee shall be to inform the public concerning the expenditure of bond revenues. The committee shall actively review and report on the proper expenditure of taxpayers' money for school construction and shall convene to provide oversight for, but not limited to, the following: (Education Code 15278)

1. Ensuring that bond revenues are expended only for the purposes described in Article 13A, Section 1(b)(3) of the California Constitution including the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities

2. Ensuring that, as prohibited by Article 13A, Section 1(b)(3)(A) of the California Constitution, no funds are used for any teacher and administrative salaries or other school operating expenses

In furtherance of its purpose, the committee may engage in any of the following activities: (Education Code 15278)

1. Receiving and reviewing copies of the annual, independent performance **and financial** audits required by Article 13A, Section 1(b)(3)(C) of the California Constitution

(cf. 3460 - Financial Reports and Accountability)

~~2. Receiving and reviewing copies of the annual, independent financial audit required by Article 13A, Section 1(b)(3)(D) of the California Constitution~~

2. Inspecting school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of Article 13(A), Section 1(b)(3) of the California Constitution

3. Receiving and reviewing copies of any deferred maintenance proposals or plans developed by the district, including any reports required by Education Code 17584.1

4. Reviewing efforts by the district to maximize bond revenues by implementing cost-saving measures including, but not limited to, the following:

   a. Mechanisms designed to reduce the costs of professional fees

   b. Mechanisms designed to reduce the costs of site preparation

8.7.15

GENERAL OBLIGATION BONDS (continued)

c. Recommendations regarding the joint use of core facilities

(cf. 1330.1 - Joint Use Agreements)

d. Mechanisms designed to reduce costs by incorporating efficiencies in school site design

e. Recommendations regarding the use of cost-effective and efficient reusable facility plans

(cf. 7110 - Facilities Master Plan)

The Board shall, without expending bond funds, provide the citizens' oversight committee with any necessary technical assistance and shall provide administrative assistance in furtherance of the committee's purpose and sufficient resources to publicize the committee's conclusions. (Education Code 15280)

All oversight committee proceedings shall be open to the public and noticed in the same manner as proceedings of the Board. Committee meetings shall be subject to the provisions of the Ralph M. Brown Act. (Education Code 15280; Government Code 54952)

~~*(cf. 1220 - Citizen Advisory Committees)*~~
(cf. 9320 - Meetings and Notices)

The oversight committee shall issue regular reports, at least once a year, on the results of its activities. Minutes of the proceedings and all documents received and reports issued shall be a matter of public record and shall be made available on the district's web site. (Education Code 15280)

(cf. 1340 - Access to District Records)
~~*(cf. 9324 - Minutes and Recordings)*~~

~~Members of the oversight committee shall be subject to prohibitions regarding incompatibility of office pursuant to Government Code 1125-1129 and financial interest in contracts pursuant to Government Code 1090-1098. (Education Code 15282)~~

The citizens' oversight committee may be disbanded following its review of the final performance and financial audits.

(cf. 9270 - Conflict of Interest)

8.7.16

GENERAL OBLIGATION BONDS (continued)

Reports

Within 30 days after the end of each fiscal year, the Board shall submit to the County Superintendent of Schools a report concerning any bond election(s) containing the following information: (Education Code 15111)

1. The total amount of the bond issue, bonded indebtedness, or other indebtedness involved

2. The percentage of registered electors who voted at the election

3. The results of the election, with the percentage of votes cast for and against the proposition