

**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**

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

**DISTRICT ADMINISTRATION**

Scott Leaman, Superintendent  
 Mary Boyle, Deputy Superintendent of Educational Services  
 Joyce Lopes, Assistant Superintendent of Business Services

**STUDENT ENROLLMENT**

<u>School</u>	<u>2010 CBEDS</u>	<u>10/05/11</u>	<u>11/05/11</u>
Sheridan School (K-5)	84	78	80
First Street School (K-5)	449	462	463
Carlin C. Coppin Elementary (K-5)	420	424	424
Creskide Oaks Elementary (K-5)	620	629	630
Twelve Bridges Elementary (K-5)	716	687	686
Foskett Ranch Elementary (K-5)	543	556	556
Lincoln Crossing Elementary (K-5)	612	631	631
Glen Edwards Middle (6-8)	699	721	718
Twelve Bridges Middle School (6-8)	832	823	826
Lincoln High School (9-12)	1,496	1,507	1,499
Phoenix High School (10-12)	80	70	61
PCOE Home School	0	0	0
<b>TOTAL:</b>	<b>6,551</b>	<b>6,588</b>	<b>6,574</b>

**State Preschool**

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

**Pre-K/Special Ed**

Foskett 10  
 FSS PPPIP 43

**Adult Education** 220

**First-5 Program**

First Street 20 A.M. /20 P.M.  
 Sheridan 18 A.M. /18 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 15, 2011, 7:00 P.M.  
**SHERIDAN ELEMENTARY – Multi-Purpose Building**  
4730 H Street, Sheridan, CA 95681

## **AGENDA**

**2010-2011 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.

### **6:20 P.M. START**

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

### **6:25 P.M.**

2. **CLOSED SESSION** – Sheridan Elementary School - Staff Room – Room 5
  - 2.1 **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918**  
Student Discipline/Expulsion Pursuant to E.C. 48918  
Student Expulsion # 11-12 J
  - 2.2 **PERSONNEL**  
**PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**  
Public Employee Discipline/Dismissal/Release - CL 11/12.3
  - 2.3 **CONFERENCE WITH LABOR NEGOTIATOR**  
Bargaining groups: WPTA & CSEA Negotiations  
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services  
Joyce Lopes, Assistant Superintendent of Business Services

### **7:00 P.M.**

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE**– Sheridan Multi-Purpose Building  
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:
  - 3.1 **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918**  
Student Discipline/Expulsion Pursuant to E.C. 48918  
Student Expulsion # 11-12 J
  - 3.2 **PERSONNEL**  
**PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**  
Public Employee Discipline/Dismissal/Release - CL 11/12.3
  - 3.3 **CONFERENCE WITH LABOR NEGOTIATOR**  
Bargaining groups: WPTA & CSEA Negotiations

**Agenda**

Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services Joyce Lopes, Assistant Superintendent of Business Services

**4. SPECIAL ORDER OF BUSINESS**

- 4.1 School being featured: Sheridan Elementary School
- 4.2 Suspension/Expulsion Process Workshop

**5. CONSENT AGENDA**

**NOTICE TO THE PUBLIC**

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

- 5.1 Classified Personnel Report
- 5.2 Approve United Auburn Indian Community of the Auburn Rancheria donation to Sheridan Elementary School.

*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 – Isabella Franco
- 7.2 Western Placer Teachers 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 Discussion/ Action    REOPENER NEGOTIATIONS REGARDING THE COLLECTIVE BARGAINING AGREEMENT BETWEEN WESTERN PLACER UNIFIED SCHOOL DISTRICT AND THE WESTERN PLACER TEACHERS ASSOCIATION**

- Davis (11-12 G & O Component IV, V)

•The Western Placer Teachers Association and the Western Placer Unified School District are both proposing reopener negotiations for the newly adopted Collective Bargaining Agreement. After both Parties proposals were presented to the public at the October 18, 2011 meeting, in order to allow the members of the public to become informed and have an opportunity to express themselves regarding the proposals, the Board shall now consider adopting its initial proposal.

**Agenda**

**8.2 Discussion/ ESTABLISH DISTRICT GOALS AND OBJECTIVES FOR 2011-12**

- Action** – **Leaman** (09-10 G & O Component I, II, III, IV, V)
- Finalized goals and objectives are being presented to the Board for approval at this time.

**8.3 Discussion/ DECEMBER AND JANUARY BOARD MEETINGS**

- Action** – **Leaman** (09-10 G & O Component I, II, III, IV, V)
- Due to the holidays and required tasks, the district is requesting to change the dates of the December and January Board meetings from our regular pattern. If approved, there dates will be included in the 2012 Board calendar.

**8.4 Action ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS AND EXHIBITS – Leaman (10-11 G & O Component I, 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/AR 0520.2 Title I Program Improvement Schools
- BP 2210 Administrative Discretion Regarding Board Policy
- AR 5113.2 Work Permits
- AR 5125.1 Release of Directory Information
- BP/AR 5126 Awards for Achievement
- BP/AR 5148 Child Care and Development
- BP/AR 5148.3 Preschool/Early Childhood Education
- BP 6300 Preschool/Early Childhood Education - DELETE
- BP/AR 6115 Ceremonies and Observances
- AR 6159.1 Procedural Safeguards and Complaints for Special Educ.
- BP 6163.4 Student Use of Technology
- AR 6164.4 Identification and Evaluation for Special Education

**8.5 Action SINGLE PLANS FOR STUDENT ACHIEVEMENT – Boyle (10-11 G & O Component I, 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.

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.

**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



November 15, 2011

Agenda

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**9.2 BOARD MEMBER REPORTS/COMMENTS**

**10. ESTABLISHMENT OF NEXT MEETING(S)**

The President will establish the following meeting(s):

- December 6, 2011 7:00 P.M., Annual Reorganizational Board of Trustee Mtg. – Lincoln High School
- December 20, 2011 7:00 P.M., Regular Meeting of the Board of Trustee – Lincoln High School

**11. ADJOURNMENT**

<p><b>BOARD BYLAW 9320:</b> 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</p>
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Posted: 111011

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**DISCLOSURE  
OF ACTION  
TAKEN IN  
CLOSED SESSION,  
IF ANY**

# Western Placer Unified School District

## CLOSED SESSION AGENDA

Place: Sheridan Elementary School – Staff Room – Room 5

Date: Tuesday, November 15, 2011

Time: 6:20 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
- 
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**
    - 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

**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  
Expulsion Student #11-12 J

**AGENDA ITEM AREA:**

Closed Session

**REQUESTED BY:**

Michael Doherty  
District Hearing Officer

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Administration

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

November 15, 2011

**ROLL CALL REQUIRED:**

No

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**BACKGROUND:**

The Board of Trustees will disclose any action taken during Closed Session in Regards to the expulsion of Student 11-12 J

**RECOMMENDATION:**

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

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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**SUBJECT:**

Public Employee Discipline/  
Dismissal/Release  
• CL 11/12.3

**AGENDA ITEM AREA:**

Closed Session

**REQUESTED BY:**

Ryan Davis  
Director, Human Services



**ENCLOSURES:**

Yes

**DEPARTMENT:**

Personnel

**FINANCIAL INPUT/SOURCE:**

General/Categorical

**MEETING DATE:**

November 15, 2011

**ROLL CALL REQUIRED:**

Yes

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**BACKGROUND:**

Board of Trustees will disclose any action taken in closed session in regard to Employee # CL 11/12.3 Discipline/Dismissal/Release.

**RECOMMENDATION:**

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Employee # CL 11/12.3 Discipline/Dismissal/Release.

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**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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**SUBJECT:**

Bargaining Groups:

WPTA & CSEA Negotiations

Agency Negotiators:

Scott Leaman, Superintendent

Mary Boyle, Deputy Superintendent

Ryan Davis, Director of Human Services

Joyce Lopes, 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 15, 2011

**ROLL CALL REQUIRED:**

No

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**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.

**SPECIAL  
ORDER  
OF  
BUSINESS**



**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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**SUBJECT:**

Featured School:  
Sheridan Elementary School

**AGENDA ITEM AREA:**

Special Order of Business

**REQUESTED BY:**

Scott Leaman,  
Superintendent

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Administration

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

November 15, 2011

**ROLL CALL VOTE:**

No

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**BACKGROUND:**

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

- Pupils
- Programs
- Parents

**RECOMMENDATION:**

Administration recommends the Board of Trustees enjoy the presentation.

# Sheridan Elementary School

4730 "H" Street – Sheridan, CA 95681

(530) 633-2591 –Fax-(530) 633-9565

Kris Knutson, Principal

*"Pursuit of Excellence"*

## Board Meeting Agenda

Tuesday, November 15, 2011

7:00-7:20

- **Welcome and Introduction---Kris Knutson, Principal**
- **Room 10: Twenty-First Century technology---Brenda James 4/5 teacher and her students will demonstrate the "cutting-edge" technology being used by the Sheridan students to access their curriculum.**

**In February of 2011, we were awarded an \$80,000 grant to convert our school into a 21<sup>st</sup> Century learning environment. With those funds, we have been able to create an interactive environment that not only captivates our students, but also allows for differentiated instruction. With the use of this technology, we have been able to create an excitement around learning in all students. We can truly say that our students cannot wait to get into their classrooms and begin their day!!!!**

- **Closing and next steps—Kris Knutson, Principal**

**Kris Knutson**

**Principal**

**Sheridan Elementary School**

**530-633-2591**

4.1.1

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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**SUBJECT:**

Suspension/Expulsion Process Workshop

**AGENDA ITEM AREA:**

Special Order of Business

**REQUESTED BY:**

Scott Leaman  
Superintendent

**ENCLOSURES:**

Yes

**DEPARTMENT:**

District Office

**FINANCIAL INPUT/SOURCE:**

All

**MEETING DATE:**

November 15, 2011

**ROLL CALL REQUIRED:**

No

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**BACKGROUND:**

Michelle Cannon of KMTG will present on the suspension and expulsion process in California public schools.

**RECOMMENDATION:**

No action is required on this item.

4.2

**CONSENT**

**AGENDA**

**ITEMS**

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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**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 15, 2011

**ROLL CALL REQUIRED:**

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**BACKGROUND:**

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

**RECOMMENDATION:**

Administration recommends ratification of the classified personnel report.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
PERSONNEL REPORT**

**November 15, 2011**

**CLASSIFIED/MANAGEMENT**

**TRANSFERS**

- |    |                  |                       |                             |                            |
|----|------------------|-----------------------|-----------------------------|----------------------------|
| 1. | <b>Name:</b>     | <b>Rita Mendoza</b>   | <b>Effective:</b>           | <b>11/7/11</b>             |
|    | <b>Position:</b> | <b>Health Clerk</b>   | <b>Site:</b>                | <b>Lincoln High School</b> |
|    | <b>Hours:</b>    | <b>1.5 Hours/Day</b>  | <b>Replacement Position</b> |                            |
|    | <b>Days:</b>     | <b>10 Months/Year</b> |                             |                            |

**RESIGNATIONS**

- |    |                   |                                  |
|----|-------------------|----------------------------------|
| 1. | <b>Name:</b>      | <b>Carrie Braasch</b>            |
|    | <b>Position:</b>  | <b>Sp Ed Inst. Aide</b>          |
|    | <b>Site:</b>      | <b>Twelve Bridges Elementary</b> |
|    | <b>Hours:</b>     | <b>5.66 Hours/Day</b>            |
|    | <b>Effective:</b> | <b>11/11/11</b>                  |

5.1.1

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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**SUBJECT:**

Donation Approval for  
Sheridan Elementary School

**AGENDA ITEM AREA:**

Consent

**REQUESTED BY:**

Scott Leaman,  
Superintendent

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Administration

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

November 15, 2011

**ROLL CALL REQUIRED:**

No

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**BACKGROUND:**

United Auburn Indian Community of the Auburn Rancheria donated \$10,000.00 to Sheridan Elementary School to be used towards technology.

**ADMINISTRATION RECOMMENDATION:**

Administration recommends approval of the funds.

# Sheridan Elementary School

4730 "H" Street - Sheridan, CA 95681

(530) 633-2591 -Fax-(530) 633-9565

Kris Knutson, Principal

*"Pursuit of Excellence"*

United Auburn Indian Community of the Auburn Rancheria  
10720 Indian Hill Rd.  
Auburn, CA 95603

November 2, 2011

Dear Grant Committee:

On behalf of our school and community I would like to thank you for being so generous with us once again. I am always overwhelmed by your generosity. We are very excited to be the recipients of this \$10,000.

With your contribution, we will be able to move closer to our goal of being a twenty-first century school! It is amazing to see what an effect the advanced technology has on the learning outcomes of our students! Without the UAIC, we would not be able to offer the opportunity to all of our students. Thank you for believing in us and supporting our efforts.

We will invite you to see all of our accomplishments once they are done.

Once again we say "Thank You". We appreciate all you have done for Sheridan Elementary.

Sincerely,



Kris Knutson

KK:kr

5.2.1



**INFORMATION**

**DISCUSSION**

**ACTION**

**ITEMS**

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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

**DISTRICT GLOBAL GOALS**

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

**SUBJECT:**

Reopener Negotiations Regarding the Collective Bargaining Agreement Between Western Placer Unified School District and the Western Placer Teachers Association

**AGENDA ITEM AREA:**

Discussion/ Action

**REQUESTED BY:**

Ryan Davis  
Director of Human Services



**ENCLOSURES:**

Reopener Sunshine Proposal  
for WPUSD.

**DEPARTMENT:**

Personnel

**FINANCIAL INPUT/SOURCE:**

General

**MEETING DATE:**

November 15, 2011

**ROLL CALL REQUIRED:**

No

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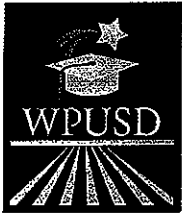
**BACKGROUND:**

The Western Placer Teachers Association and the Western Placer Unified School District are both proposing reopener negotiations for the newly adopted Collective Bargaining Agreement. After both Parties proposals were presented to the public at the October 18, 2011 meeting, in order to allow the members of the public to become informed and have an opportunity to express themselves regarding the proposals, the Board shall now consider adopting its initial proposal.

**RECOMMENDATION:**

Administration recommends the Board of Trustees adopt the District's initial proposal as attached.

8.1



# 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

## VIA Electronic Mail & District Mail

October 12, 2011

Jennifer Tarabochia, WPTA Bargaining Chair  
Lincoln Crossing Elementary School  
635 Groveland Lane  
Lincoln, CA 95648

### Re: WPUSD Sunshine Proposal for Reopener Negotiations

Dear Jennifer,

This letter serves as notice that the District desires to negotiate contract provisions that are fiscally responsible in order to provide students with instructional programs based on a sound, realistic budget. The District is especially interested in negotiating concepts that reduce employer costs and/or achieve a fiscal savings for the District. The District is opening the following articles:

- *Article XIII, Salaries, Including Appendix B (for the 2012-2013 School Year)*
- *Article XIV, Employee Benefits*

Please note that both *Article XIII, Salaries* and *Article XIV, Employee Benefits* do not count as one of the three (3) reopeners as expressed in *Article I (A)-(B)* of the Collective Bargaining Agreement between WPUSD and WPTA.

We look forward to working together with the WPTA Bargaining Team throughout the negotiations process.

Sincerely,

Ryan Davis  
Director of Human Services

CC: Scott Leaman, Superintendent (Via Email PDF)  
Mary Boyle, Deputy Superintendent (Via Email PDF)  
Mike Agrippino, WPTA President (Via Email PDF)

8.1.1



**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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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:**

Establish District Goals and Objectives for 2011-12

**AGENDA ITEM AREA:**

Discussion/Action

**REQUESTED BY:**

Scott Leaman  
Superintendent

**ENCLOSURES:**

Yes

**DEPARTMENT:**

District Office

**FINANCIAL INPUT/SOURCE:**

All

**MEETING DATE:**

November 15, 2011

**ROLL CALL REQUIRED:**

No

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**BACKGROUND:**

Finalized goals and objectives are being presented to the Board for approval at this time.

**RECOMMENDATION:**

Approve the district goals and objectives.

8.2

# Goals and Objectives for the Management Team

2011-12

Initial Draft: October 24, 2011  
Board Review and Input: November 1, 2011  
Board Approval: November 15, 2011  
Final Presentation:

## **MISSION STATEMENT:**

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

## *ADOPTED 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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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.

8.2.1

## Goal #1 Develop and continually upgrade a well articulated K-12 academic program

<i>Objective</i>	<i>Background</i>	<i>Benchmark</i>	<i>Actions/ Responsibility</i>	<i>Final</i>
1a - Continue focus on assisting all sites in meeting state assigned API and AYP targets.	1a - The district and its schools continue to improve on API and AYP targets. This progress will be supported by the district. Subgroups not making goals will receive focused support.	1a - By June 2012, All schools will show growth on API and AYP for students overall and significant subgroups. Focus program support on Long-Term English Learners. Schools in Program Improvement will complete mandated tasks. Results from 2011 - 12 will be presented to the Board in the Fall of 2012.	<ul style="list-style-type: none"> <li>Intervention, ELD and program support, grade-level and departmental PLC support</li> </ul>	
1b - Plan and enhance opportunities within the curriculum for	1b - Academic high achieving students require increased opportunities based on their capabilities.	1b - By June 2012, provide staff development in Gifted and Talented Education and Differentiation of instruction. Gifted and Talented opportunities will be supported. Fifty percent	<ul style="list-style-type: none"> <li>Increase and track A-G opportunities &amp; attainment</li> <li>Increase AP courses from 9 to 20 offerings through online learning</li> <li>Increase 2 + 2 credit courses from 6 to 10</li> </ul>	

*Deputy Superintendent/ All Staff*

8.2.2

academically achieving students.		(50%) of students will meet A-G requirements at Lincoln High School. Additional Lincoln High School courses will be identified for 2 + 2 agreements with Sierra College. Additional Advanced Placement (AP) courses will be offered through distance learning.	<i>Lincoln High School Admin and Staff/ Deputy Superintendent</i>	
1c – Support/monitor local special education offerings.	1c – In recent years, the district has brought many special education programs back to the district; percentage of special needs students has increased.	1c- By June 2012, complete special education manual, establish PLC's for secondary special education staff, explore various delivery models for special education programs, explore possibilities for SDC-type program at LCES, provide Autism Certification training for RSP teachers, study feasibility of elementary ED program.	<ul style="list-style-type: none"> <li>Complete Benchmarks</li> </ul>	
1d – Support/monitor alternative education programs.	1d- Not all students respond to traditional K-12 programs. For some students an alternative program is most helpful and appropriate.	1d-By June 2012, increase alternative education offerings in the district and evaluate future options to assist students.	<ul style="list-style-type: none"> <li>Implement CARE program at LHS and consider CARE at GEMS.</li> <li>Consider establishing a District Independent Study Program</li> </ul>	
			<i>Special Education and General Education Administration/ Deputy Superintendent/ LCE principal/ Special Education Staff/ General Education Staff</i>	
			<ul style="list-style-type: none"> <li>Implement CARE program at LHS and consider CARE at GEMS.</li> <li>Consider establishing a District Independent Study Program</li> </ul>	
			<i>Deputy Superintendent/ LHS Principal/ GEMS principal/ PHS principal</i>	

8.2.3

1e-Implement Transition Kindergarten (TK).	1e-Students turning five between November 1, 2012 and December 2, 2012 will be eligible for TK.	1e-By June 2012, Staff will prepare for TK requirements and programs.	<ul style="list-style-type: none"> <li>Establish one or more TK programs at WPUSD elementary sites</li> <li>Communicate with families</li> <li>Register eligible children for TK</li> </ul>	
1f-- Achieve a balanced budget by 2012-13 per Board direction.	1f--The Budget Committee, convened by the Superintendent in 2010-11, identified and recommended nearly 3 million in budget reductions for 2011-12. The Board of Trustees directed staff to work with the Budget Committee to identify additional cuts necessary to balance the budget by 2012. Reserves are being used to cushion budget reductions.	1f -- By June 2012, adopt a plan to achieve a balanced budget by 2012-13.	<ul style="list-style-type: none"> <li>Identify budget reductions with input from the Budget Committee</li> <li>Update the Board on budget issues</li> </ul>	
			<i>Deputy Superintendent/ Select Principals</i>	
			<i>Assistant Superintendent/ Superintendent/ District Office Administration/ All Staff</i>	

8.24



## Goal #2 Foster a safe, caring environment where individual differences are valued and respected

<i>Objective</i>	<i>Background</i>	<i>Benchmark</i>	<i>Actions/ Responsibility</i>	<i>Final</i>
2a – Police Officer resources will be allotted to Lincoln High School and Phoenix High School.	2a – A district-funded School Resource Officer was placed at Lincoln High and Phoenix High Schools in 2009. The contract with the Lincoln Police Department expires in 2012.	2a – By June 2012, present to the Board a contract for School Resource Officer services for 2012-13.	<ul style="list-style-type: none"> <li>Negotiate new contract</li> </ul> <i>Superintendent</i>	
2b – Continue to create consistent and caring environments for students.	2a – Positive student attendance and behavior are an integral part of a successful education.	2a – By June 2012, additional supports will be in place to reinforce positive student behavior and attendance.	<ul style="list-style-type: none"> <li>Establish district and site attendance goals and incentives</li> <li>Implement new SARB and SAM process</li> <li>Implement CARE program at LHS</li> <li>Implement Building Effective Schools Together (BEST) and Positive Behavioral Interventions and Supports (PBIS) programs at selected sites</li> </ul> <i>Deputy Superintendent/ Selected Principals/ Selected Staffs</i>	

8.2.5

### Goal #3 Provide facilities for all district programs and functions that are suitable.

<i>Objective</i>	<i>Background</i>	<i>Benchmark</i>	<i>Actions/ Responsibility</i>	<i>Final</i>
3a – Evaluate current facilities for use and capacities.	3a – In 2008, a full capacity survey was done at all sites to establish, not only a full inventory of classroom space, but also to be able to report to the State of California on current eligibility. In addition with increased class sizes and unavailable funding for future sites, all possible teaching stations will be utilized.	3a – By January 2012, hold appointments for site visits with Facilities Department and site administration. By May 2012, have updated capacity evaluations ready to present to management.	<ul style="list-style-type: none"> <li>Schedule visits with sites</li> <li>Prepare site maps with current classrooms uses</li> <li>Finalize capacity count</li> </ul> <i>Assistant Superintendent/Facilities Planner</i>	
3b – Create and maintain a safe, clean, healthy learning environ-	3b - WPUSD has 11 unique school sites each with unique maintenance and custodial needs.	By June 2012, implement a training program for maintenance and custodial staff to improve the range of trades skills amongst the staff with increased attention to safety and a focus on the CASH Facility Inspection Tool Guidebook.	<ul style="list-style-type: none"> <li>Regularly schedule safety meetings with the staff.</li> <li>Provide staff with training opportunities in HVAC, low voltage, locksmith, glazing, welding, carpentry, etc.</li> </ul>	

8.2.6

ment consistently and equitably at all school sites.			<i>Assistant Superintendent/ Director of Maintenance</i>	
3c – Explore agricultural conservancy at the current Lincoln High School Farm site and formally acquire Mariner (Rockwell) Ranch.	3c – The school board approved a resolution in the past to place the Lincoln High School Farm in an agricultural conservancy. The district also was selected to acquire an additional 500 acres from CalTrans.	3c – By June 2012, working with the Farm Foundation, conservancy options will be implemented by the district and the agreement with CalTrans will be finalized.	<ul style="list-style-type: none"> <li>• Work with the Farm Foundation on implementing conservancy options</li> <li>• Finalize purchase of Mariner Ranch</li> </ul>	
			<i>Superintendent/ LHS Principal/ Farm Foundation</i>	

8.2.7

**Goal #4 Promote the involvement of the community, parents, local government, business, and service organizations as partners in the education of students.**

<i>Objective</i>	<i>Background</i>	<i>Benchmark</i>	<i>Actions/ Responsibility</i>	<i>Final</i>
4a – Increase communication content and outlets through the use of appropriate technologies, information, and community resources	4a – Timely communication, both proactive and reactive, is important for parents and the greater community to partner with schools.	4a – By June 2012, school and district websites will be consistently updated in a timely manner. The school district will have a presence at City Council meetings. Service organizations will be visited. Community resources such as the Latino Leadership Council, Lighthouse FRC, PCOE parent education programs will be utilized as general supports, but specifically in School Attendance Review Boards, School Attendance Mediations, and Student Study Teams.	<ul style="list-style-type: none"> <li>• District and Sites update websites</li> <li>• District Office staff will attend City Council meetings</li> <li>• Services Organizations visited</li> <li>• Community resources utilized</li> </ul> <i>All Administrative Staff/ Other Selected Staff</i>	

8.2.8

4b - Communication and collaboration with the city will be increased.	4b - Joint partnerships including the School Resource Officer, joint use facility agreements, and the library assist district families and community members. Some of these agreements need updating based on the practical use of the facilities. Ongoing joint collaborative meetings take place throughout the year. City support for adequate school facilities in the Villages and infill will be sought.	4b - By June 2012, collaboration meetings with the city will continue and other avenues of partnership will be evaluated. City support for appropriate educational facilities will be garnered.	<ul style="list-style-type: none"> <li>• Hold meetings with city manager</li> <li>• Explore revised SRO contract</li> <li>• Update joint use agreements</li> <li>• Meet with the City concerning Village educational facilities</li> </ul>	
			<i>Superintendent / District Office Staff</i>	

8.2.9

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

<i>Objective</i>	<i>Background</i>	<i>Benchmark</i>	<i>Actions/ Responsibility</i>	<i>Final</i>
5a – Implement new food service software – Nutrikids.	5a – Food Service engaged in an RFP for an integrated food service software program to replace the current software system because it was no longer supported by the vendor. The new software package needed to include point of sale, on-line prepayments, nutrition education, free and reduced-price tracking, meal tracking, parent portal, and management reporting.	5a -By June 2012, implement new Nutrikids software for 2011-12 school year and educate parents and students on the many features offered in the software.	<ul style="list-style-type: none"> <li>• Work with the Nutrikids vendor, IT department and sites</li> <li>• Upgrade the hardware and software to the Nutrikids point-of-sale program</li> <li>• Utilize the many report and summary features available in Nutrikids to monitor meal and revenue data site-by-site</li> </ul>	
			<i>Assistant Superintendent/ Technology/ Director of Food Services and Food Services Department</i>	

8.2.10

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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**SUBJECT:**

December and January Board Meetings

**AGENDA ITEM AREA:**

Discussion/Action

**REQUESTED BY:**

Scott Leaman  
Superintendent

**ENCLOSURES:**

Yes

**DEPARTMENT:**

District Office

**FINANCIAL INPUT/SOURCE:**

All

**MEETING DATE:**

November 15, 2011

**ROLL CALL REQUIRED:**

No

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**BACKGROUND:**

Due to the holidays and required tasks, the district is requesting to change the dates of the December and January Board meetings from our regular pattern. If approved, these dates will be included in the 2012 Board calendar.

Suggested meeting changes are the following:

<u>Current Date</u>	<u>Suggested New Date</u>	<u>Reason/Major Items</u>
December 6, 2011	December 13, 2011	First Interim Budget Board Reorganization Budget Reduction Ideas
January 3, 2012	January 10, 2011	First Day After Break Board Packet Preparation
January 17, 2012	January 24, 2012	2 Weeks After Meeting

**RECOMMENDATION:**

Approve the December and January Board meeting dates.

8.3

Important Board Agenda Item

**Memorandum**

Date: October 17, 2011  
To: District Superintendents  
From: Gayle Garbolino-Mojica  
RE: Annual Organizational Meeting

This memorandum is a reminder to conduct your annual organizational meeting in December for the purpose of selecting your board officers. I have attached for your reference Education Code Sections 35143 and 5017 which govern the scheduling of this annual organizational meeting. Please refer to any policy or bylaw for any procedures otherwise adopted by your board.

This year the 15-day window period established by statute to hold the annual organizational meeting begins on Friday, December 2, 2011 and runs through Friday, December 16, 2011.

Please note that the date and time of the annual organizational meeting must be selected by your governing board at the regular board meeting held immediately prior to December 2, unless otherwise provided by a policy or bylaw of the governing board. In the event the board does not select a day and time for the annual organizational meeting at the regular meeting referenced above, state law requires that I must do so before the 15-day window period begins on December 2.

Please return this memorandum via facsimile (530-886-5841) or email ([manderson@placercoe.k12.ca.us](mailto:manderson@placercoe.k12.ca.us)) on or before November 30, 2011, with the information requested below. If you have a regular board meeting scheduled during the first week in December when your board is scheduled to set the date of its organizational meeting, please let my office know before November 30.

Thank you and please contact me if you have any questions.

GGM/ma  
Attachment  
c: District Secretaries

2011 Annual Organizational Meeting

School District: \_\_\_\_\_

Date and Time of Annual Organizational Meeting: \_\_\_\_\_

Signed: \_\_\_\_\_

Title: \_\_\_\_\_

8.3.1



**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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**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 15, 2011

**ROLL CALL REQUIRED:**

No

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**BACKGROUND:**

These new and revised policies/regulations/exhibits are now being presented for approval by the Board of Trustees.

- BP/AR 0520.2 Title I Program Improvement Schools
- BP 2210 Administrative Discretion Regarding Board Policy
- AR 5113.2 Work Permits
- AR 5125.1 Release of Directory Information
- BP/AR 5126 Awards for Achievement
- BP/AR 5148 Child Care and Development
- BP/AR 5148.3 Preschool/Early Childhood Education
- BP 6300 Preschool/Early Childhood Education - DELETE
- BP/AR 6115 Ceremonies and Observances
- AR 6159.1 Procedural Safeguards and Complaints for Special Education
- BP 6163.4 Student Use of Technology
- AR 6164.4 Identification and Evaluation for Special Education

**RECOMMENDATION:**

Administration recommends the Board of Trustees approve the new and revised Policies, Regulations and Exhibits as submitted.

# MANUAL MAINTENANCE GUIDESHEET

November 15, 2011

Page 1 of 1

Note: Descriptions below identify major changes in revised materials. Editorial changes have also been made.

<u>DELETE</u>	<u>ADD</u>	<u>DESCRIPTION</u>
BP/AR/E 0520.2	BP/AR/E 0520.2	<p><u>Title I Program Improvement Schools</u>  <u>Replace</u> BP/AR. <u>Delete</u> E(1-4). <u>Add</u> E(1-2). Policy and regulation updated to reflect <b>NEW FEDERAL REGULATIONS</b> which give greater flexibility in the use of Title I funds required to be set aside for supplemental educational services and transportation for student transfers in schools identified for Program Improvement (PI), provided that the district meets certain criteria. Updated policy also expands program purpose, clarifies that PI schools must revise their Single Plan for Student Achievement, and expands section on "Program Evaluation." Regulation revises definitions and reflects <b>NEW FEDERAL REGULATIONS</b> re: partnering with outside groups to provide program information; timelines for notice and implementation of the transfer option; posting of specified information on the district's web site; and new requirements for supplemental educational services. In Exhibits, sample parental notification letters were deleted since the California Department of Education (CDE) offers samples, and the remaining exhibits were renumbered.</p>
BP 2210	BP 2210	<p><u>Administrative Discretion Regarding Board Policy</u>  <u>Replace</u> BP. Retitled policy revised to reflect flexibility for Tier 3 categorical programs as added by <b>NEW LAWS</b> (SBX3 4 and ABX4 2). Upon Board's exercise of flexibility, policy grants Superintendent the authority to suspend any statutory or regulatory program requirements for Tier 3 categorical programs reflected in any district policy, administrative regulation, or bylaw. Policy also requires Superintendent to consult with district staff and report to the Board regarding the district's exercise of flexibility.</p> <p>Districts are encouraged to read CSBA's policy advisory <i>Policy Implications of Categorical Program Flexibility</i> prior to adopting this policy.</p>
AR 5113.2	AR 5113.2	<p><u>Work Permits</u>  <u>Replace</u> AR. Regulation updated to revise circumstances under which a work permit is not required, as listed in the CDE's 2009 <u>Work Permit Handbook</u>. Regulation also revised to reflect <b>NEW LAW</b> (AB 66) which authorizes a principal, or other designated school administrator designated by the principal, to issue work permits under specified conditions and authorizes the Superintendent to revoke a work permit issued by the principal if he/she becomes aware of any grounds upon which the student may be deemed ineligible for a work permit.</p>
AR 5125.1	AR 5125.1	<p><u>Release of Directory Information</u>  <u>Replace</u> AR. <b>MANDATED</b> regulation updated to reflect <b>NEW FEDERAL REGULATIONS</b> which clarify that a student's social security number or student identification number may not be designated as directory information. Regulation also contains new note re: discrepancy between federal and state law regarding the designation of photographs and email addresses as directory information.</p>

8.4.1

# MANUAL MAINTENANCE GUIDESHEET

November 15, 2011

Page 2 of 3

Note: Descriptions below identify major changes in revised materials. Editorial changes have also been made.

<u>DELETE</u>	<u>ADD</u>	<u>DESCRIPTION</u>
BP/AR 5126	BP/AR 5126	<u>Awards for Achievement</u> <u>Replace</u> BP/AR. Updated policy clarifies the purpose and process of awarding the Golden State Seal Merit Diploma, and adds new optional section on "Biliteracy Award" to recognize student proficiency in one or more languages in addition to English. <b>MANDATED</b> regulation updated to revise section on "Golden State Seal Merit Diploma" to specifically state the eligibility requirements and add submission of insignia request to the CDE. Regulation also includes new optional section on "Biliteracy Award" with sample eligibility criteria. <i>For further information, see article in accompanying Governance and Policy Services News.</i>
BP/AR 5148	BP/AR 5148	<u>Child Care and Development</u> <u>Replace</u> BP/AR. <b>MANDATED</b> policy and <b>MANDATED</b> regulation updated to reflect <b>NEW LAW</b> (AB 2759) which consolidates several programs, including general child care and development services for ages 3-4, into a new California State Preschool Program. Policy also revised to reflect requirement that the Board approve a philosophical statement, goals, and objectives for the child care and development program and to include mandated language on admissions policies formerly in regulation. Revised regulation (1) includes note re: facilities inspection requirements per <b>NEW LAW</b> (AB 978); (2) expands section on "Program Components" to reflect <b>NEW REGULATIONS</b> which change the schedule for completing the developmental profile; (3) adds language in "Enrollment" section on the county's centralized eligibility list, eligibility criteria and priorities for subsidized services, and notification regarding approval or denial of services; (4) expands section on "Fees" to add language on fee exemptions; and (5) expands section on "Rights of Parents/Guardians" to add language on parental rights.
	BP/AR 5148.3	<u>Preschool/Early Childhood Education</u> <u>Add</u> BP/AR. Policy renumbered (formerly BP 6300) to be located in same section as other policies and regulations related to child care and development. Policy updated to (1) reflect <b>NEW LAW</b> (AB 2759) which consolidates a number of programs into a new California State Preschool Program; (2) add note re: <b>NEW LAW</b> (SB 1629) which establishes a state advisory committee on preschool education; (3) encourage collaboration with county office of education; and (4) add language on staff development. New <b>MANDATED</b> regulation reflects requirements of the California State Preschool Program as added by <b>NEW LAW</b> (AB 2759).

8.4.2

# MANUAL MAINTENANCE GUIDESHEET

November 15, 2011

Page 3 of 3

Note: Descriptions below identify major changes in revised materials. Editorial changes have also been made.

<u>DELETE</u>	<u>ADD</u>	<u>DESCRIPTION</u>
BP/AR 6115	BP/AR 6115	<u>Ceremonies and Observances</u> <u>Replace</u> BP/AR. Revised policy contains new language re: closing of schools for holidays and updated legal references. <b>MANDATED</b> regulation updated to reflect <b>NEW LAW</b> (SB 1274) which authorizes districts, as part of the conduct of daily patriotic exercises, to provide instruction that promotes the understanding of concepts in the Pledge of Allegiance. Regulation also revised to reflect federal law which specifies the types of commemorative exercises that must be held on Constitution Day. Material formerly in text of regulation re: list of optional days for which schools may hold commemorative exercises deleted and now listed in note.
AR 6159.1	AR 6159.1	<u>Procedural Safeguards and Complaints for Special Education</u> <u>Replace</u> AR. <b>MANDATED</b> regulation updated to reflect <b>NEW FEDERAL REGULATIONS</b> which require the district to send the "prior written notice" upon receipt of a parent/guardian's revocation of consent for the continued provision of special education services. Regulation also reflects <b>NEW LAW</b> (AB 2555) which requires the "procedural safeguards notice" to include information regarding the state special schools for students who are deaf or blind.
BP 6163.4	BP 6163.4	<u>Student Use of Technology</u> <u>Replace</u> BP <b>MANDATED</b> policy updated to reflect <b>NEW FEDERAL LAW</b> (P.L. 110-385) which mandates that the district's Internet safety policy include educating students about appropriate online behavior. Updated regulation also addresses (1) informing staff about their role in supervision of students' use of technology, (2) prescreening of technological resources, (3) <b>NEW LAW</b> (AB 919) which makes it a crime to distribute personal identification information electronically with the intent to cause harassment or threaten a person's safety, and (4) an expanded range of consequences for inappropriate use of technology.
AR 6164.4	AR 6164.4	<u>Identification and Evaluation for Special Education</u> <u>Replace</u> AR. Regulation revised to reflect <b>NEW FEDERAL REGULATIONS</b> which authorize a parent/guardian to revoke consent for the continued provision of special education services for his/her child at any time. Upon receipt of this revocation, the district must provide prior written notice, as specified, and the district may not override this revocation by filing for a due process hearing or mediation. Regulation also updated to reflect <b>NEW LAW</b> (AB 1663) which conformed state law to federal law by clarifying the factors that must be considered when making a determination of eligibility for special education and the areas in which a student must be assessed.

8.4.3

## TITLE I PROGRAM IMPROVEMENT SCHOOLS

### Definitions

*Adequate yearly progress (AYP)* is a series of annual academic performance goals, as defined by the State Board of Education, that incorporate student participation levels on state assessments, minimum required percentages of students scoring at the proficient level or above on English language arts and mathematics state assessments, high school graduation rates, and growth on the state's Academic Performance Index (API).

(cf. 6162.51 - Standardized Testing and Reporting Program)  
(cf. 6162.52 - High School Exit Examination)

*Adequate yearly progress (AYP)* encompasses the following four requirements:

1. ~~Annual measurable objectives: Achievement of the statewide annual measurable objectives (AMOs) on English language arts (ELA) and mathematics assessments (schoolwide/districtwide and subgroups). AMOs are the minimum required percentages of students at proficient or above in each content area.~~
2. ~~Participation rate: Achievement of 95 percent student participation rate on ELA and mathematics assessments (schoolwide/districtwide and subgroups) or average of 95 percent over a three-year period.~~
3. ~~Academic Performance Index (API): Growth in the API score of at least one point or a minimum growth API as defined annually by the State Board of Education (SBE) (schoolwide/districtwide).~~
4. ~~Graduation Rate: Improvement in the graduation rate of at least .1 percent or a graduation rate of 100 percent (schoolwide/districtwide). This applies only to high schools and districts with high school students.~~

~~At or above the "proficient" level, for students in grades 2-8, means the percentage of students scoring at the proficient or advanced level on the California Standards Tests. At the high school level, proficiency is determined by equivalent levels on the California High School Exit Examination as determined by the State Board of Education. For special education students, proficient is limited to the performance on the California Alternate Performance Assessment (CAPA)~~

(cf. 6162.51 - Standardized Testing and Reporting Program)  
(cf. 6162.52 - High School Exit Examination)

~~Eligibility for supplemental education services is based on family income. (34 CFR 200.45)~~

*Numerically significant subgroups* include economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and students with limited

**TITLE I PROGRAM IMPROVEMENT SCHOOLS** (continued)

English proficiency, **when the number of students in the subgroup is sufficient to yield statistically reliable results. (20 USC 63111)** ~~For purposes of determining AYP, a significant subgroup is at least 100 students, or 50 students who represent at least 15 percent of the students to be tested.~~

*Program improvement (PI) school* is a school receiving federal Title I funds that has failed to make AYP for **each of two or more** consecutive school years **in on the same content area (i.e., English-language arts or mathematics) schoolwide or for any numerically significant subgroup, or has failed to make AYP on the same additional indicator (i.e., API for all schools or, for high schools, graduation rate) schoolwide.** ~~(i.e., AMOs for ELA and mathematics, participation rate, API, graduation rate).~~

**Year One Program Improvement**

When any Title I school is identified for Year One Program Improvement: (20 USC 6316)

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 6171 - Title I Programs)*

1. The Superintendent or designee shall provide students enrolled in the school the option of transferring to another district school or charter school that has not been identified for program improvement, as described below under "Student Transfers."

*(cf. 0420.4 - Charter Schools)*

*(cf. 5118 - Transfers)*

2. The Principal and school community shall ~~develop or revise~~ **the school's Single Plan for Student Achievement** ~~a two-year improvement plan~~ in accordance with 20 USC 6316 for approval by the Board of Trustees.
3. Within 45 days of receiving the plan, the Board shall establish a peer review process to assist with the review of the plan, work with the school as necessary, and approve the plan if it meets the requirements of law. 20 USC 6316
4. The School shall implement the improvement plan no later than the beginning of the next full school year following the school's identification for program improvement, or, if the plan has not been approved prior to beginning the school year, immediately upon approval of the plan. 20 USC 6316
5. As the school develops and implements the school plan, the Superintendent or designee shall ensure that the school receives technical assistance either from the district, the California Department of Education, an institution of higher education, a private organization, an educational service agency or another entity with experience in helping schools improve academic achievement, including assistance in: 20 USC 6316

8.4.5

**TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)**

- a. Analyzing state assessment data and other examples of student work to identify and address problems in instruction and/or problems in implementing Title I requirements pertaining to parent involvement, professional development, or school and district responsibilities identified in the school's Title I plan
- b. Identifying and implementing professional development, instructional strategies and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for school improvement
- c. Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and to remove the school from program improvement status

**Year Two Program Improvement**

For any Title I school that fails to make AYP by the end of the first full school year after being identified for program improvement, the Superintendent or designee shall: 20 USC 6316

1. Continue to provide all elements of Year One Program Improvement.
2. Arrange for the provision of supplemental educational services to eligible students from low-income families by a provider with a demonstrated record of effectiveness, as described below under "Supplemental Educational Services"
3. Continue to provide for technical assistance

**Year Three Program Improvement: *Corrective Action***

When a school continues to fail to make AYP by the end of the second full school year after identification for program improvement (four consecutive years of failure to make AYP), the Superintendent or designee shall continue to provide all elements of Year One and Year Two Program Improvement. In addition, the Board shall take at least one of the following corrective actions: (20 USC 6316)

1. Replace school staff relevant to the failure
2. Implement a new curriculum and related professional development

(cf. 4113 - Assignment)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

8.4.6

**TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)**

3. Significantly decrease management authority at the school level
4. Appoint an outside expert to advise the school
5. Extend the school year or school day for the school

*(cf. 6111 – School Calendar)*

6. Restructure the internal organization of the school

**Year Four Program Improvement and Beyond: Restructuring**

For any school that continues to fail to make AYP after one full year of corrective action, the Superintendent or designee shall continue to provide all elements of Year One and Year Two Program Improvement. In addition, the Board shall **develop a plan and make necessary arrangements** to implement one of the following options for alternative governance and restructuring, consistent with California law: (20 USC 6316)

1. Reopen the school as a charter school
2. Replace all or most of the school staff relevant to the failure
3. Enter into a contract with an entity with a demonstrated record of effectiveness to operate the school
4. Turn the operation of the school over to the California Department of Education
5. Institute any other major restructuring of the school's governance arrangements that makes fundamental reforms

**Notifications**

Whenever a school is identified for program improvement, corrective action or restructuring, the Superintendent or designee shall promptly notify parents/guardians of students enrolled in that school. The notification shall include: (20 USC 6316)

1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools in the district and state
2. The reasons for the identification
3. An explanation of what the school is doing to address the problem of low achievement

8.4.7



**TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)**

4. An explanation of what the district or state is doing to help the school address the achievement problem
5. An explanation of how parents/guardians can become involved in addressing the academic issues that caused the school to be identified for program improvement
6. An explanation of the option to transfer to another district school or charter school or to obtain supplemental educational services

*(cf. 5145.6 - Parental Notifications)*

*(cf. 5145.6 - Parental Notifications)*

The Superintendent or designee shall disseminate information about corrective actions taken at any district school to the parents/guardians of each student in that school and to the public through such means as the Internet, the media and public agencies. (20 USC 6316)

The Superintendent or designee shall promptly notify teachers and parents/guardians whenever a school is identified for restructuring and shall provide them adequate opportunities to comment before taking action and to participate in developing any plan for restructuring school governance. (20 USC 6316)

All notifications pertaining to program improvement shall be written in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand. (20 USC 6316)

**To the extent practicable, the district shall partner with outside groups, such as faith-based organizations, other community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to transfer or to receive supplemental educational services. (34 CFR 200.48)**

**Student Transfers**

All students enrolled in a Title I school that is identified for program improvement, in Year One and beyond shall be provided an option to transfer to another district school or charter school that: (20 USC 6316), 34 CFR 200.44)

1. Has not been identified for program improvement, corrective action or restructuring
2. Has not been identified by the California Department of Education as a "persistently dangerous" school pursuant to ~~(20 USC 6316)~~ **20 USC 7912 and 5CCR 11992-11994**

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5116.1 - Intradistrict Open Enrollment)*

8.4.8

**TITLE I PROGRAM IMPROVEMENT SCHOOLS** (continued)

Among these students, priority shall be given to the lowest achieving students from low-income families, as defined by the district for purposes of allocating Title I funds. ((20 USC 6316; **34 CFR 200.44**))

If two or more district schools are eligible to accept transfers based on criteria listed in items #1-2 above, the district shall provide a choice of more than one such school and shall take into account parent/guardian preferences among the choices offered. (34 CFR 200.44)

School capacity shall not be used to deny transfer opportunities to students. However, the Superintendent or designee may consider capacity in selecting schools that will be offered as alternatives for school choice. The Board may increase capacity in eligible district schools to accommodate all students who wish to transfer.

The transfer option shall be offered not later than the first day of the school year following administration of the assessments that resulted in the identification of the school for program improvement, corrective action or restructuring. **In order to provide adequate time for parents/guardians to exercise their transfer option before the school year begins, the Superintendent or designee shall notify parents/guardians of the available school choices sufficiently in advance of, but no later than 14 calendar days before, the start of the school year.** (34 CFR 200. 37, 200.44) (~~34 CFR 200.44~~)

An explanation of the option to transfer to another public school shall be promptly provided to parents/guardians of each student enrolled in an identified school. Such notice shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parents/guardians can understand. ((20 USC 6316)

Notice of the Transfer Option shall:

1. Inform parents/guardians that their child is eligible to attend another public school or public charter school due to the identification of the current school as in need of improvement.
2. Identify each public school or public charter school that the parent/guardian can select
3. Explain why the choices made available to them may have been limited
4. Provide information on the academic achievement of the school(s) to which the student may transfer (34 CFR 200.37)
5. Explain the provision of transportation to the new school (34 CFR 200.37)

The notice may include other information about the school(s) to which the student may transfer, such as a description of any special academic programs or facilities, the availability

8.4.9

**TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)**

of before- and after-school programs, the professional qualifications of teachers in the core academic subjects, and a description of parent involvement opportunities. (34 CFR 200.37)

In addition to mailing notices directly to parents/guardians, the Superintendent or designee shall provide information about transfer options through broader means, such as the Internet, the media, and public agencies serving students and their families. (34 CFR 200.36)

**To ensure that parents/guardians have current information, the district shall prominently display on its web site, in a timely manner each school year, the number of students who were eligible for and who participated in the student transfer option, beginning with data from the 2007-08 school year and each subsequent year thereafter, and a list of available schools to which eligible students may transfer in the current school year. (34 CFR 200.39)**

The Superintendent or designee may establish reasonable timelines for parents/guardians to indicate their intent to transfer their child and for the district to notify parents/guardians of the school assignment.

The Superintendent or designee may require parents/guardians to rank-order their preferences from among schools that are eligible to receive transfer students. Parents/guardians may decline their assigned school and remain in their school of origin.

The district shall provide, or shall pay for the provision of, transportation for the student to the public school that student chooses to attend. (20 USC 6316)

To ensure that transportation may be reasonably provided, the Superintendent or designee may establish transportation zones based on geographic location. Transportation to schools within that zone shall be fully provided, while transportation outside that zone may be partially provided or funded.

**To request transfer to a non-PI school, Parents/Guardians are to use the District Intradistrict Transfer Request form and indicate "PI" as reason for transfer.**

Any student who transfers to another school may remain in that school until he/she has completed the highest grade in that school. However, the district shall not be obligated to provide, or pay for the provision of, transportation for the student after the end of the school year that the school of origin is no longer identified for program improvement, corrective action or restructuring. (20 USC 6316) If all district schools are identified for program improvement, corrective action or restructuring, the Board shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for an interdistrict transfer. (20 USC 6316) **(34 CFR 200.44)**

*(cf. 5117 - Interdistrict Attendance)*

*(cf. 5117.1 - Interdistrict Attendance Agreements)*

*(cf. 5117.2 - Alternative Interdistrict Attendance Program)*

8.4.10

## **TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)**

### **Supplemental Educational Services**

When required by law, supplemental educational services shall be provided outside the regular school day and shall be specifically designed to increase achievement of eligible students from low income families on state academic assessments and to assist them in attaining state academic standards. (20 USC 6316)

*(cf. 6011 - Academic Standards)*

*(cf. 6179 – Supplemental Instruction)*

When a school is required to provide supplemental educational services, the Superintendent or designee shall annually notify parents/guardians of:

1. The availability of supplemental educational services (20 USC 6316)
2. The identity of approved providers that are within the district or are reasonably available in neighboring local educational agencies (20 USC 6316)
3. The identity of approved providers that are accessible through technology, such as distance learning
4. The services, qualifications and demonstrated effectiveness of each provider, **including an indication of those providers who are able to serve students with disabilities or limited English proficiency** (20 USC 6316)
5. **The benefits of receiving supplemental educational services** ~~procedures and timelines that parents/guardians must follow to select a provider~~

**In addition, the notification shall describe procedures and timelines that parents/guardians must follow to select a provider.**

**This notification shall be clearly distinguishable from other information sent to parents/guardians regarding identification of the school for PI, corrective action, or restructuring. (34 CFR 200.37)**

**To ensure that parents/guardians have current information, the district shall prominently display on its web site, in a timely manner each school year, the number of students who were eligible for and who participated in supplemental educational services, beginning with data from the 2007-08 school year and each subsequent year thereafter, a list of state-approved providers serving the district in the current year, and the location where services are provided. (34 CFR 200.39)**

8.4.11

**TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)**

**The Superintendent or designee shall distribute sign-up forms for supplemental educational services directly to all eligible students and their parents/guardians and make them available and accessible through broad means of dissemination such as the Internet, other media, and communications through public agencies serving eligible students and their families. (34 CFR 200.48)**

**The district shall provide a minimum of two enrollment windows, at separate points in the school year, that are of sufficient length to enable parents/guardians of eligible students to make informed decisions about requesting supplemental educational services and selecting a provider. (34 CFR 200.48)**

**Eligible supplemental services providers shall be given access to school facilities, using a fair, open, and objective process, on the same basis as other groups that seek access to school facilities. (34 CFR 200.48)**

*(cf. 1330 - Use of School Facilities)*

Within a reasonable period of time established by the Superintendent or designee, parents/guardians shall select a service provider from among those approved by the State Board of Education. Upon request, the Superintendent or designee shall assist parents/guardians in choosing a provider. (20 USC 6316)

**When the district is an approved service provider, the Superintendent or designee shall be careful to provide parents/guardians with a balanced presentation of the options available to them and shall ensure that they understand their right to select the district or any other service provider.**

The Superintendent or designee shall ensure that eligible students with disabilities, students covered under Section 504 and students with limited English proficiency receive appropriate supplemental educational services with any necessary accommodations or language assistance. (34 CFR 200.46)

If no provider is able to make the services available to such students, the district shall provide these services with necessary accommodations or language assistance, either directly or through a contract. Supplemental educational services shall be consistent with a student's individualized education program or Section 504 plan.

*(cf. 6159 - Individualized Education Program)*  
*(cf. 6164.4 - Identification of Individuals for Special Education)*  
*(cf. 6164.6 - Identification and Education under Section 504)*  
*(cf. 6174 - Education for English Language Learners)*

If available funds are insufficient to provide supplemental educational services to each eligible student whose parents/guardians request those services, priority shall be given to the lowest achieving eligible students. (20 USC 6316)

8.412

**TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)**

If the number of parents/guardians selecting a particular provider exceeds the capacity of that provider, priority shall be given to the lowest achieving eligible students.

Once a provider has been selected by a parent/guardian, the Superintendent or designee shall enter into an agreement with the provider. The agreement shall: (20 USC 6316)

1. Require the district to develop, in consultation with the parents/guardians and the provider, a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement. In the case of a student with disabilities, the statement shall be consistent with the student's individualized education program.
2. Describe how the student's parents/guardians and teacher(s) will be regularly informed of the student's progress.
3. Provide for the termination of the agreement if the provider is unable to meet such goals and timetables.
4. Contain provisions with respect to the district making payments to the provider.
5. Prohibit the provider, without written parent/guardian permission, from disclosing to the public the identity of any student eligible for or receiving supplemental educational services.

*(cf. 5125.1 – Release of Directory Information)*

Regulation  
approved: September 4, 2007  
revised:

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

8.4.13

# INTRADISTRICT ATTENDANCE CHANGE REQUEST

Western Placer Unified School District  
600 Sixth Street, Suite 400  
Lincoln, CA 95648  
Phone: (916) 645-6350 • Fax: (916) 645-6356

☐ New Applicant

Please Complete One Form Per Child

☐ Renewal

The Board of Trustees of the Western Placer Unified School District, hereby agree to permit the within named student, while residing in the \_\_\_\_\_ School attendance area, to attend \_\_\_\_\_ School during the school year ending June 30, 20\_\_\_\_ subject to the following terms:

1. Student will maintain good attendance and proper behavior as determined by the principal of the school of attendance.
2. No transportation will be provided except as required by P.L. 107-110, Section 116 and Board Policy 5116.

## STUDENT

Name: \_\_\_\_\_

DOB: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Grade Next Year: \_\_\_\_\_

Reason for Request: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent Signature: \_\_\_\_\_

## PARENT/GUARDIAN

Name: \_\_\_\_\_

Physical Address: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City, State, ZIP: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Other: \_\_\_\_\_

Date: \_\_\_\_\_

## THIS SECTION FOR SCHOOL/DISTRICT USE ONLY

Granted: \_\_\_\_\_

Denied: \_\_\_\_\_

PRINCIPAL (Releasing School)

Date: \_\_\_\_\_

Granted: \_\_\_\_\_

Denied: \_\_\_\_\_

PRINCIPAL (School of Destination)

Date: \_\_\_\_\_

Granted: \_\_\_\_\_

Denied: \_\_\_\_\_

SUPERINTENDENT/DEPUTY SUPERINTENDENT

Date: \_\_\_\_\_

1. Intradistrict Change Requests are valid for one year only and must be applied for each new school year by the last day of the preceding school year. Intradistrict students may be asked to return to their school of residency to permit new students to enroll in their neighborhood school. Shifts will usually happen within the first 10 days of the beginning of the school year, or at the trimester/semester. Exceptions are seen in BP 5116.1.
2. Students who are overflowed by the district due to lack of space at their school of attendance and whose parents request an intradistrict transfer to an alternative school to the district-identified overflow school will be considered on a space-available basis. The district-identified overflow school is chosen to guarantee continued enrollment at that school. The district cannot guarantee continued enrollment at alternative sites.

Distribution: White – District Office Canary – Releasing School Copy Pink – Parent Copy Goldenrod – School of Destination Copy  
Revised 4/27/11

Exhibit

Approved: \_\_\_\_\_

WESTERN PLACER UNIFIED SCHOOL DISTRICT  
Lincoln, California

84.14

# Title 1 Year 2 Program Improvement SUPPLEMENTAL EDUCATIONAL SERVICES Enrollment Form

Low income families whose students are enrolled in Year 2 Program Improvement schools are eligible for free tutoring outside of the school day provided by Supplemental Educational Service providers (not the school). If you are interested in Supplemental Educational Services for your child, return this completed form to your school and contact by email or phone the state approved Supplemental Educational Services (SES) provider of your choice. Enrollment in these programs is limited.

School: \_\_\_\_\_ Date: \_\_\_\_\_

Parent name: \_\_\_\_\_

Child/children enrolled at above school:

\_\_\_\_\_  
\_\_\_\_\_

Phone number: \_\_\_\_\_

The complete list of California Department of Education approved SES providers can be found online at [www.cde.ca.gov/ta/ac/ti/2010prov.asp](http://www.cde.ca.gov/ta/ac/ti/2010prov.asp) or [www.cde.ca.gov/ta/ac/ti/fnl09provlist.asp](http://www.cde.ca.gov/ta/ac/ti/fnl09provlist.asp). Below is a sampling of some who provide local services.

Jennifer Valdman	A + Educational Centers	29752 Baden Place, Malibu, CA 90265	<a href="mailto:jennifer@aplus4u.com">jennifer@aplus4u.com</a>	310-457-7657
Jeff Wang	ACE Tutoring Services, Inc.	18780 Amar Rd., Suite 105, Walnut, CA 91789	<a href="mailto:acetutoring@sbcglobal.net">acetutoring@sbcglobal.net</a>	800-688-1103
Blanca Flores	Brain Hurricane	1 East Erie St., Suite 353, Chicago, IL 60611	<a href="mailto:blanca@brainhurricane.com">blanca@brainhurricane.com</a>	562-862-2333
	California Tutoring Company	23 E. Oak Ave., Porterville, CA 93257	<a href="mailto:caltutor@caltutoringcompany.com">caltutor@caltutoringcompany.com</a>	559-783-9018

SES Provider Choice \_\_\_\_\_

Exhibit  
Approved:

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

8.4.15



**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

**The Governing Board is committed to enabling all district students to meet state academic achievement standards and to narrowing the achievement gap among student groups. To that end, the Board shall assist all district schools, including those receiving federal Title I funds, to achieve adequate yearly progress, as defined by the State Board of Education. The Board of Trustees desires to assist all schools receiving federal Title I funds to achieve adequate yearly progress (AYP) as defined by the State Board of Education.**

*(cf. 4112.24 – Teacher Qualifications Under the No Child Left Behind Act)*

*(cf. 6011 – Academic Standards)*

*(cf. 6162.5 – Student Assessment)*

*(cf. 6162.51 – Standardized Testing and Reporting Program)*

*(cf. 6171 – Title I Programs)*

Whenever a district school is identified by the California Department of Education as in need of program improvement (PI), the Superintendent or designee shall **ensure that school improvement efforts are coordinated and aligned.** ~~program improvement efforts with federal, state and local school improvement programs as appropriate and shall develop an improvement~~ **He/she shall also revise the school's Single Plan for Student Achievement** in accordance with law and as specified in administrative regulations.

*(cf. 0420 – School Plans/Site Councils)*

*(cf. 0420.1 – School-Based Program Coordination)*

*(cf. 0420.3 – School-Based Student Motivation and Maintenance Program)*

*(cf. 0520 – Intervention for Underperforming Schools)*

*(cf. 0520.1 – High Priority Schools Grant Program)*

*(cf. 0520.4 – Quality Education Investment Schools)*

Depending on the length of time a district school has been identified for program improvement, the **district shall provide** ~~Board and Superintendent or designee shall implement~~ opportunities for student transfers, supplemental educational services, other corrective actions and/or restructuring in accordance with law.

*(cf. 5116.1 – Intradistrict Open Enrollment)*

*(cf. 6179 – Supplemental Instruction)*

***Program Evaluation***

**The Board shall annually review the adequate yearly progress of each district school based on state academic assessments and other indicators specified in the state plan for the No Child Left Behind Act. The Superintendent or designee shall publicize and disseminate the results of this review to parents/guardians, principals, schools, and the community so that the instructional program can be continually refined to help all students meet state academic standards. (20 USC 6316)**

~~The Superintendent or designee shall provide the Board with regular reports on the implementation of the improvement plan and the effectiveness of the program improvement efforts in raising student achievement.~~

8 4.16

**TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)**

*(cf. 0510 – School Accountability Report Card)*  
*(cf. 6190 - Evaluation of the Instructional Program)*  
*(cf. 9000 – Role of the Board)*

**The Board and Superintendent or designee also shall review the effectiveness of the actions and activities carried out by PI schools with respect to parental involvement, professional development, and other PI activities. (20 USC 6316)**

*(cf. 4131 - Staff Development)*  
*(cf. 6020 - Parent Involvement)*

**As necessary based on the results of these evaluations, the Board may require the Superintendent or designee to review and revise any of the school's reform plans, including the school's Single Plan for Student Achievement, allocate additional resources toward the implementation of the plan, and/or require more frequent monitoring of the school's progress in order to raise student achievement.**

*Legal Reference:*

EDUCATION CODE

35256 School accountability report card

60642.5 California Standards Tests

60850-60856 High School Exit Examination

64000 Categorical programs included in consolidated application

64001 Single school plan for student achievement, consolidated application programs

CODE OF REGULATIONS, TITLE 5

11992-11994 Persistently dangerous schools, definition

13075-13075.4 Supplemental services

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

6301 Title I program purpose

6311 Adequate yearly progress

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6316 School improvement

7912 Persistently dangerous schools

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

200.13-200.20 Adequate yearly progress

200.30-200.35 Identification of program improvement schools

200.36-200.38 Notification requirements

200.39-200.43 Requirements for program improvement, corrective action and restructuring

200.44 School choice option

200.45-200.47 Supplemental services

200.48 Funding for transportation and supplemental services

200.49-200.51 State responsibilities

200.52-200.53 District improvement

*Management Resources: (see next page)*

8.4.17

## **TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)**

### *Management Resources:*

#### **CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

**2008 Adequate Yearly Progress Report Information Guide, August 2008**

#### **CSBA ADVISORIES**

**California's Implementation of the No Child Left Behind Act, July 2003**

**No Child Left Behind: Update on Federal Regulations and State Board of Education Actions, January 2003**

#### **CDE PUBLICATIONS**

**California's Accountability Workbook**

#### **FEDERAL REGISTER**

**Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages 64436-64513**

#### **U.S. DEPARTMENT OF EDUCATION GUIDANCE**

**Public School Choice, February 6, 2004 January 14, 2009**

**Supplemental Educational Services, August 22, 2003 January 14, 2009**

#### **WEB SITES**

**California Department of Education, Program Improvement:**

**<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>**

**CSBA: <http://www.csba.org>**

**U.S. Department of Education, No Child Left Behind: <http://www.nclb.gov>**

Policy  
approved: September 4, 2007  
revised:

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

8.4.18

**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

The Governing Board is committed to enabling all district students to meet state academic achievement standards and to narrowing the achievement gap among student groups. To that end, the Board shall assist all district schools, including those receiving federal Title I funds, to achieve adequate yearly progress, as defined by the State Board of Education. ~~The Board of Trustees desires to assist all schools receiving federal Title I funds to achieve adequate yearly progress (AYP) as defined by the State Board of Education.~~

*(cf. 4112.24 – Teacher Qualifications Under the No Child Left Behind Act)*

*(cf. 6011 - Academic Standards)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - Standardized Testing and Reporting Program)*

*(cf. 6171 - Title I Programs)*

Whenever a district school is identified by the California Department of Education as in need of program improvement (PI), the Superintendent or designee shall ensure that school improvement efforts are coordinated and aligned. ~~program improvement efforts with federal, state and local school improvement programs as appropriate and shall develop an improvement~~ He/she shall also revise the school's Single Plan for Student Achievement in accordance with law and as specified in administrative regulations.

*(cf. 0420 – School Plans/Site Councils)*

*(cf. 0420.1 – School-Based Program Coordination)*

*(cf. 0420.3 – School-Based Student Motivation and Maintenance Program)*

*(cf. 0520 – Intervention for Underperforming Schools)*

*(cf. 0520.1 – High Priority Schools Grant Program)*

*(cf. 0520.4 – Quality Education Investment Schools)*

Depending on the length of time a district school has been identified for program improvement, the district shall provide Board and Superintendent or designee shall implement opportunities for student transfers, supplemental educational services, other corrective actions and/or restructuring in accordance with law.

*(cf. 5116.1 - Intradistrict Open Enrollment)*

*(cf. 6179 - Supplemental Instruction)*

**Program Evaluation**

The Board shall annually review the adequate yearly progress of each district school based on state academic assessments and other indicators specified in the state plan for the No Child Left Behind Act. The Superintendent or designee shall publicize and disseminate the results of this review to parents/guardians, principals, schools, and the community so that the instructional program can be continually refined to help all students meet state academic standards. (20 USC 6316)

~~The Superintendent or designee shall provide the Board with regular reports on the implementation of the improvement plan and the effectiveness of the program improvement efforts in raising student achievement.~~

84.19

**TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)**

*Management Resources:*

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

**2008 Adequate Yearly Progress Report Information Guide, August 2008**

**CSBA ADVISORIES**

**California's Implementation of the No Child Left Behind Act, July 2003**

**No Child Left Behind: Update on Federal Regulations and State Board of Education Actions, January 2003**

**CDE PUBLICATIONS**

**California's Accountability Workbook**

**FEDERAL REGISTER**

**Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages 64436-64513**

**U.S. DEPARTMENT OF EDUCATION GUIDANCE**

**Public School Choice, February 6, 2004 January 14, 2009**

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**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

8.4.20

**ADMINISTRATIVE LEEWAY IN ABSENCE OF GOVERNING BOARD POLICY**

Through the adoption of written policies, the Board of Trustees conveys its expectations for actions that will be taken in the district, clarifies roles and responsibilities of the Board and Superintendent, and communicates Board philosophy and direction. ~~Through Board of Trustees policy, the Board tries to anticipate critical policy issues that may affect district students and operations.~~ However, the Board recognizes that questions may arise in the day-to-day operations of the **district** schools that are not addressed in Board policy or administrative regulations. When resolution of such issues **necessitates immediate action**, ~~demands timely action~~, the Superintendent or designee shall have the authority to act on behalf of the district.

*(cf. 2110 - Superintendent Responsibilities and Duties)*

*(cf. 9000 - Role of the Board)*

*(cf. 9310 - Board Policies)*

If the matter involves a policy decision that is likely to be controversial **where controversy is foreseeable**, or a matter that has a significant impact on student learning or safety, the Superintendent or designee shall notify the Board president as soon as practicable after its occurrence. The Board president **and the Superintendent** shall then **schedule a review of the action at the next regular Board meeting**. ~~inform the Board as appropriate~~ If the action indicates the need for additions or revisions in Board policies, the Superintendent or designee shall make the necessary recommendations to the Board.

~~The Board president may schedule a review of the action at the next regular Board meeting.~~

*(cf. 9322 - Agenda/Meeting Materials)*

***Tier 3 Categorical Flexibility***

The Board has determined that it is in the best interest of the district to utilize the categorical program flexibility authorized by Education Code 42605. In accordance with Education Code 42605, for the 2008-09 through 2012-13 fiscal years, the Superintendent may suspend statutory or regulatory program and funding requirements for Tier 3 categorical programs reflected in any of the district's Board policies, administrative regulations, bylaws, or exhibits to the extent that such suspension does not affect the terms of any existing district contract or bargaining agreement. He/she may also suspend any such language reflected in any district procedure, rule, plan, or employee or student handbook. As necessary, the Superintendent or designee shall consult with other staff, district legal counsel, and/or the chief business official regarding the district's exercise of this flexibility.

The Superintendent or designee shall regularly report to the Board regarding how the district is exercising the flexibility and whether the desired results are being achieved.

8.4.21

**ADMINISTRATIVE DISCRETION REGARDING BOARD POLICY (continued)**

*(cf. 0420 - School Plans/Site Councils)*  
*(cf. 0420.1 - School-Based Program Coordination)*  
*(cf. 0520.1 - High Priority Schools Grant Program)*  
*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 1312.4 - Williams Uniform Complaint Procedures)*  
*(cf. 3110 - Transfer of Funds)*  
*(cf. 3111 - Deferred Maintenance Funds)*  
*(cf. 4111 - Recruitment and Selection)*  
*(cf. 4112.2 - Certification)*  
*(cf. 4112.21 - Interns)*  
*(cf. 4113 - Assignment)*  
*(cf. 4117.14/4317.14 - Postretirement Employment)*  
*(cf. 4131 - Staff Development)*  
*(cf. 4131.1 - Beginning Teacher Support/Induction)*  
*(cf. 4138 - Mentor Teachers)*  
*(cf. 4139 - Peer Assistance and Review)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*  
*(cf. 5123 - Promotion/Acceleration/Retention)*  
*(cf. 5136 - Gaps)*  
*(cf. 5141.32 - Health Screening for School Entry)*  
*(cf. 5145.6 - Parental Notifications)*  
*(cf. 5146 - Married/Pregnant/Parenting Students)*  
*(cf. 5147 - Dropout Prevention)*  
*(cf. 5148.1 - Childcare Services for Parenting Students)*  
*(cf. 5149 - At-Risk Students)*  
*(cf. 6111 - School Calendar)*  
*(cf. 6141.5 - Advanced Placement)*  
*(cf. 6142.6 - Visual and Performing Arts Education)*  
*(cf. 6142.91 - Reading/Language Arts Instruction)*  
*(cf. 6142.94 - History-Social Science Instruction)*  
*(cf. 6146.1 - High School Graduation Requirements)*  
*(cf. 6151 - Class Size)*  
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*  
*(cf. 6162.52 - High School Exit Examination)*  
*(cf. 6163.1 - Library Media Centers)*  
*(cf. 6164.2 - Guidance/Counseling Services)*  
*(cf. 6172 - Gifted and Talented Student Program)*  
*(cf. 6176 - Weekend/Saturday Classes)*  
*(cf. 6177 - Summer School)*  
*(cf. 6178 - Career Technical Education)*  
*(cf. 6178.2 - Regional Occupational Center/Program)*  
*(cf. 6179 - Supplemental Instruction)*  
*(cf. 6184 - Continuation Education)*  
*(cf. 6185 - Community Day School)*  
*(cf. 6200 - Adult Education)*  
*(cf. 7214 - General Obligation Bonds)*  
*(cf. 9323.2 - Actions by the Board)*

*Legal Reference: (see next page)*

8.4.22

**ADMINISTRATIVE DISCRETION REGARDING BOARD POLICY (continued)**

*Legal Reference:*

EDUCATION CODE

*35010 Control of district, prescription and enforcement of rules*

*35035 Powers and duties of superintendent*

*35160 Authority of governing boards*

*35160.5 Annual review of school district policies*

*35163 Official actions, minutes and journal*

*42605 Tier 3 categorical flexibility*

*Management Resources:*

CSBA PUBLICATIONS

*Policy Implications of Categorical Program Flexibility, Policy Advisory, November 2009*

*Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance Teams, Budget Advisory, March 2009*

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

*Fiscal Issues Relating to Budget Reductions and Flexibility Provisions, April 2009*

WEB SITES

*CSBA: <http://www.csba.org>*

*California Department of Education: <http://www.cde.ca.gov>*

Policy  
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**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

8.4.23



**WORK PERMITS**

Before accepting employment, a student under the age of 18 who is subject to the state's compulsory attendance law, including students who have not yet graduated from high school or have not received a certificate of proficiency, shall obtain a work permit.

*(cf. 5112.1 - Exemptions from Attendance)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)*

The district may issue a permit authorizing employment while school is in session, including employment connected with a work experience education program pursuant to Education Code 51760-51769.5, to a minor student age 14-17. The district also may issue a permit to any minor age 12-17 to be employed during a regular school holiday, during a regular or specified occasional public school vacation, and when the student is exempt from compulsory school attendance because he/she arrived from another state within 10 days before the end of the school term pursuant to Education Code 48231. (Education Code 49111, 49113, 49160)

*(cf. 6178.1 - Work Experience Education)*

If a minor has obtained an offer of employment in the entertainment industry, he/she shall request a work permit from the California Department of Industrial Relations, Division of Labor Standards Enforcement, pursuant to Labor Code 1308.5 and 8 CCR 11752-11753.

A student shall not be required to obtain a work permit if he/she is self-employed; is working at odd jobs such as yard work and babysitting in private homes where he/she is not regularly employed; is a self-employed news carrier delivering newspapers to consumers on a regular route; is employed by his/her parent/guardian in domestic labor on or in connection with premises the parent/guardian owns, operates, or controls; or is otherwise exempted by law.

**Persons Authorized to Issue Work Permits**

The following individuals are authorized to issue a work permit to a minor student in the district: (Education Code 49110)

1. The Superintendent
2. An employee holding a services credential with a specialization in pupil personnel services or a certificated work experience education teacher or coordinator, when authorized by the Superintendent in writing
3. A principal, or another school administrator designated by the principal, provided that he/she:
  - a. Provides a self-certification that he/she understands the requirements of law for issuing a work permit

8.4.24

**WORK PERMITS** (continued)

- b. Does not issue a work permit to his/her own child

If the person designated to issue work permits is not available and delay in issuing a permit would jeopardize a student's ability to secure work, the Superintendent may authorize another person to issue the permit. (Education Code 49110)

**Approval Process**

The student's parent/guardian, foster parent, caregiver with whom the student resides, or residential shelter services provider shall file a written request for a work permit. (Education Code 49110)

The request for a work permit shall be submitted to the Superintendent or designee on a form approved by the California Department of Education (CDE). The Superintendent or designee shall have discretion to determine whether or not to issue the work permit.

In determining whether to approve a work permit, the Superintendent or designee shall verify the student's date of birth, the type of work permit to be issued, and whether the student meets any other criteria established by the Governing Board. The Superintendent or designee may inspect the student's records and/or may confer with at least one of the student's teachers for evidence of satisfactory grades and school attendance and to determine whether the student possesses the motivation and maturity to maintain academic progress while working.

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

Minors shall not be approved to work in environments declared hazardous or dangerous for young workers or otherwise prohibited by child labor laws. (Labor Code 1290-1298; 29 CFR 570.33, 570.50-570.72)

The Superintendent or designee shall ensure that the requested work hours do not exceed the maximum work hours specified in law based on the student's age and whether the employment will occur while school is in session and/or not in session. (Education Code 49111, 49112, 49116; Labor Code 1391-1391.1; 29 CFR 570.35)

Full-time employment may be authorized for students age 14-17 only in accordance with Education Code 49130-49135.

*(cf. 6184 - Continuation Education)*

All work permits shall be issued in a format approved and authorized by the CDE. (Education Code 49117)

Each permit shall authorize work for a specific employer. Whenever a student changes employers, he/she shall request a new permit.

8.4.25

## **WORK PERMITS (continued)**

The student may be issued more than one work permit if he/she works concurrently for more than one employer, provided that the total number of hours worked does not exceed the total number of hours allowed by law and the district.

Whenever a work permit is issued by a principal or other designated school administrator, the principal or designee shall submit to the Superintendent a copy of each work permit he/she issues, along with a copy of the application. (Education Code 49110)

The Superintendent or designee shall periodically inspect the grades and attendance records of students granted work permits to ensure maintenance of academic progress and any additional criteria established in Board policy.

### **Expiration of Work Permits**

Work permits issued during the school year shall expire five days after the opening of the next succeeding school year. (Education Code 49118)

Before the work permit expires, a student may apply for a renewed work permit in accordance with the procedures specified in the section "Approval Process" above.

### **Revocation of Work Permits**

The Superintendent or designee shall revoke a student's work permit whenever he/she determines that employment is interfering with the student's education, that any provision or condition of the permit is being violated, or that the student is performing work in violation of law. (Education Code 49116, 49164)

The Superintendent may revoke a work permit issued by a principal of a public or private school located within the district if the Superintendent becomes aware of any grounds upon which the student may be deemed ineligible for a work permit under law. (Education Code 49110)

### **Retention of Records**

The Superintendent or designee shall retain a copy of the work permit application and the work permit until the end of the fourth year after the work permit was issued. (5 CCR 16026)

*(cf. 3580 - District Records)*  
*(cf. 5125 - Student Records)*

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**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

8.4.26

**WORK PERMITS**

~~The Superintendent may, in writing, delegate the authority to issue work permits to an employee holding a services credential with a specialization in pupil personnel services or to a certificated work experience education teacher or coordinator. If the designee is not available, and delay in issuing a permit would jeopardize a student's ability to secure work, the Superintendent may authorize another person to issue the permit. (Education Code 49110)~~

~~The work permit shall contain: (Education Code 49115)~~

- ~~1. The student's name, age, birth date, address, and phone number~~
- ~~2. The place and hours of compulsory part-time school attendance, or statement of exemption, or the hours of compulsory full-time school attendance if the permit is issued for outside of school hours~~
- ~~3. The maximum number of hours per day and per week that the student may work while school is in session~~
- ~~4. The student's social security number~~
- ~~5. The signature of the student and the Superintendent or designee~~
- ~~6. The date on which the permit expires~~

**Approval/Revocation of Work Permits**

- ~~1. No work permit shall be issued until the student's parent/guardian, foster parent, caregiver with whom the student resides, or residential shelter services provider has filed a written request with the district. (Education Code 49110)~~
- ~~2. To help in determining the extent to which employment may be approved, the Superintendent or designee may inspect the student's records for evidence of satisfactory grades and school attendance, and may confer with at least one of the student's teachers regarding the student's motivation and maturity to maintain academic progress while working.~~

~~(cf. 5121—Grades/Evaluation of Student Achievement)~~

- ~~3. After issuing a work permit, the Superintendent or designee shall periodically inspect the student's scholastic and attendance records to ensure maintenance of academic progress.~~

**WORK PERMITS** (continued)

4. ~~Work permits issued during the school year shall expire five days after the opening of the next succeeding school year. (Education Code 49118)~~
5. ~~The Superintendent or designee shall revoke a student's work permit whenever he/she determines that employment is impairing the student's health or education, that any provision or condition of the permit is being violated, or that the student is performing work in violation of law. (Education Code 49164)~~

**Permits to Work Part Time When School Is in Session**

1. ~~A student 16 or 17 years of age who has completed the equivalent of the seventh grade may receive a permit to work outside of school hours for no more than four hours on any day on which the student is required by law to attend school, with the following exceptions: (Education Code 49112, 49116)~~

- a. ~~The four hour limit may be exceeded if the student is employed in a school-approved work experience or cooperative vocational education program or in personnel attendance occupations as defined in Industrial Welfare Commission Minimum Wage Order #15.~~

~~(cf. 6178.1 Work Experience Education)~~

- b. ~~A student may receive a permit to work outside of school hours for no more than eight hours on any day on which the student is required by law to attend school and which immediately precedes a nonschool day.~~
2. ~~A student 14 or 15 years of age who has completed the equivalent of the seventh grade may receive a permit to work outside of school hours for no more than three hours on any school day and no more than 18 hours in any week. (Education Code 49112, 49116)~~

~~If enrolled in and employed pursuant to a school supervised and school administered work experience and career exploration program, a student 14 or 15 years of age may be employed for up to 23 hours a week, any portion of which may occur during school hours. (Education Code 49116)~~

3. ~~A student who is 13 years old and has completed the sixth grade may receive a permit to work no more than two hours on any given day, and a maximum of four hours each week, provided that both of the following conditions are met: (Education Code 49112)~~
  - a. ~~The student has been identified by the district as exhibiting the potential to drop out of school.~~

8.4.28

**WORK PERMITS (continued)**

- b. The student is participating in an employment program that is conducted on school premises and sponsored by one or more school districts to foster student appreciation of the importance of education in preparing for future employment and education.

**Permits to Work Full Time When School Is In Session, Students 14 or 15 Years of Age**

A permit to work full time may be issued to a student 14 or 15 years of age who has completed elementary school, provided that the permit expires no later than the end of the current school year and that one of the following circumstances exists: (Education Code 49130)

1. The parent/guardian presents a sworn statement that the parent/guardian is incapacitated for labor through illness or injury or that, through the death or desertion of the father or mother, the family is in need of the student's earnings and that sufficient aid cannot be secured in any other manner.
2. The student is unable to reside with his/her family and needs the earnings for his/her own support.
3. The student is residing with a foster care provider, or a guardian receiving foster care funds for the student, provided that:
  - a. The provider or guardian obtains written authorization from the student's social worker, probation officer, or child protective services worker acting as an officer of the court
  - b. The student's case plan documents that the purpose of the employment is to further the goal of emancipation pursuant to law, or to enable the student to learn necessary skills, habits, and responsibilities related to maintaining employment

The Superintendent or designee shall sign a statement that he/she has investigated the conditions under which the work permit application has been made and has judged that the student's earnings are necessary for the student's support and that sufficient aid cannot be secured in another manner. If issuing a work permit subject to circumstance in item #3 above, the Superintendent or designee shall sign a statement that he/she has received authorization from the student's social worker, probation officer, or child protective services worker. (Education Code 49130)

8.4.29

**WORK PERMITS (continued)**

No permit to work full time may be granted until the Superintendent or designee has received, examined, approved, and filed the following documents: (Education Code 49133)

1. The student's school record, including age, grade and attendance for the current term, signed by the principal or teacher
2. Evidence of sufficient age, such as a birth certificate, passport or affidavit of the student's age, signed by the parent/guardian
3. A written statement from the prospective employer stating that work is waiting for the student and describing the nature of the work

A student who applies for a full time work permit pursuant to the above circumstances shall be duly enrolled in a work experience education program. (Education Code 49130)

**Permits to Work When School Is Not in Session**

Students over age 12 and under age 18 may receive a permit to work on a regular school holiday, during a regular or specified occasional public school vacation, and when the student is exempt from compulsory school attendance because he/she arrived from another state within 10 days before the end of the school term pursuant to Education Code 48231. (Education Code 49111)

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**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

8.4.30

**RELEASE OF DIRECTORY INFORMATION**

**Definition**

*Directory information* means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes: (34 CFR 99.3; Education Code 49061)

1. Name
2. Address
3. Telephone number
4. Electronic mail address
5. Photograph
6. Date and place of birth
7. Major field of study
8. Participation in officially recognized activities and sports
9. Weight and height of athletic team members
10. Dates of attendance
11. Degrees and awards received
12. Most recent previous school attended

**Notification to Parents/Guardians**

At the beginning of each school year, all parents/guardians shall be notified as to the categories of directory information the school or district plans to release and the recipients of the information. The notification shall also inform parents/guardians of their right to refuse to let the district designate any or all types of information as directory information and the period of time within which a parent/guardian must notify the district in writing that he/she does not want a certain category of information designated as directory information. (Education Code 49063, 49073; 34 CFR 99.37)

(cf. 5125 - Student Records)

(cf. 5145.6 - Parental Notifications)

8.4.31



**RELEASE OF DIRECTORY INFORMATION (continued)**

The Superintendent or designee shall notify parents/guardians that they may request that the district not release the name, address, and telephone number of their child to military recruiters, employers, or institutions of higher education without prior written consent. (20 USC 7908)

**Parent/Guardian Consent**

Directory information shall not be released regarding any student whose parent/guardian notifies the district in writing that such information not be disclosed without the parent/guardian's prior consent. (Education Code 49073; 20 USC 1232g; 20 USC 7908)

**For a former student, the district shall continue to honor any valid request to opt out of the disclosure of directory information made while the student was in attendance at the district, unless the opt-out request has been rescinded. (34 CFR 99.37)**

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Lincoln, California

8.4.32

**AWARDS FOR ACHIEVEMENT**

The Superintendent or designee may appoint an awards committee at each school to consider student accomplishments. This committee may consist of school administrators, teachers, parents/guardians and/or community members.

The committee shall submit recommendations for student awards to the Superintendent or designee for approval.

Individual awards in excess of \$200 must be expressly approved by the Board of Trustees. (Education Code 44015)

***Golden State Seal Merit Diplomas***

~~To be eligible to receive the Golden State Seal Merit Diploma upon high graduation, students shall complete all requirements for a high school diploma and shall demonstrate a mastery of at least six subject areas, four of which shall be mathematics, English language arts, science and United States history, with the remaining two subject areas selected by the student. (Education Code 51451)~~

**To be eligible to receive the Golden State Seal Merit Diploma upon high school graduation, a student shall: (Education Code 51451, 51452; 5 CCR 876)**

**1. Complete all requirements for a high school diploma**

*(cf. 6143 - Courses of Study)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.11 - Alternative Credits Toward Graduation)*

*(cf. 6162.52 - High School Exit Examination)*

~~To demonstrate mastery of these subject areas, students shall achieve the standards or achievement levels established by the State Board of Education. (Education Code 51452; 5 CCR 876)~~

**2. Demonstrate mastery of at least six subject areas by earning a scaled score of 370 or above on six separate high school California Standards Tests (CST), including:**

- a. **One mathematics exam, excluding the Algebra I, General Mathematics, or Integrated Mathematics 1 test**
- b. **One English language arts exam**
- c. **One science exam, excluding the grade 10 Life Science exam**
- d. **The grade 11 history-social science exam (United States history)**

8.4.33

**AWARDS FOR ACHIEVEMENT (continued)**

- e. **Two additional CSTs of the student's choice, which may, but are not required to, include additional exams in mathematics, English language arts, science, or history-social science**

*(cf. 6162.51 - Standardized Testing and Reporting Program)*

The Superintendent or designee shall **maintain appropriate records to identify students who are eligible for the merit and shall** affix an insignia to the diploma and transcript of each student awarded the merit diploma. (Education Code 51454)

*(cf. 5125 - Student Records)*

**The Superintendent or designee shall submit an insignia request form to the California Department of Education in sufficient time to allow processing of the request prior to the high school graduation ceremony.**

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**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

8.4.34

## CHILD CARE AND DEVELOPMENT

The Board of Trustees desires to provide child care and development services which meet the developmental needs of children, provide an opportunity for parenting students to receive assistance while continuing their education, and offer a convenient child care alternative for parents/guardians in the community.

*(cf. 5146 - Married/Pregnant/Parenting Students)*  
*(cf. 5148.1 - Child Care Services for Parenting Students)*  
*(cf. 6300 - Preschool/Early Childhood Education)*

The Superintendent or designee shall work cooperatively with the local child care and development planning council, public and private agencies, parents/guardians, and other community members to assess child care needs in the community, establish program priorities, obtain ongoing feedback on program quality, and inform parents/guardians about child care options.

*(cf. 1020 - Youth Services)*  
*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*  
*(cf. 1700 - Relations Between Private Industry and the Schools)*

To the extent possible, child care and development services may be made available during the regular school day, before and after normal school hours, during school vacations and intersessions, and on weekends to meet community needs for extended service.

These services shall be available to infants and children up to age 13.

The Superintendent or designee shall ensure that subsidized child care is provided to eligible families to the extent that state and/or federal funding is available and shall establish admissions priorities in accordance with Education Code 8263 and 5 CCR 18106. In addition to priorities for subsidized care, priority for admissions shall be given to district students and children of district employees.

*(cf. 5111.1 - District Residency)*

The Superintendent or designee shall ensure that individuals working in child care and development programs have the necessary qualifications and have satisfied all legal requirements.

*(cf. 1240 - Volunteer Assistance)*  
*(cf. 4112.2 - Certification)*  
*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*  
*(cf. 4112.5/4312.5 - Criminal Record Check)*  
*(cf. 4212.5 - Criminal Record Check)*

The Superintendent or designee shall develop and implement an annual plan for evaluation of the district's child care services which conforms to state requirements. (5 CCR 18279)

8.4.35

**CHILD CARE AND DEVELOPMENT (continued)**

**Based on the results of the evaluation, the program shall be modified as necessary to address any areas identified as needing improvement. (5CCR 18279)**

*(cf. 0500 – Accountability)*

*Legal Reference:*

EDUCATION CODE

8200-8499.10 *Child Care and Development Services Act, including:*  
8200-8209 *General provisions for child care and development services*  
8210-8216 *Resource and referral program*  
8220-8226 *Alternative payment program*  
8228 *Child care voucher for parents deployed to Iraq*  
8230-8233 *Migrant child care and development program*  
8235-8237 *State preschool program*  
8240-8244 *General child care programs*  
8250-8252 *Programs for children with special needs*  
8263 *Eligibility and priorities for subsidized child development services*  
8340-8346 *Individualized county child care subsidy plan, San Mateo County*  
8350-8359.1 *Programs for Cal WORKs recipients*  
8360-8370 *Personnel qualifications*  
8400-8409 *Contracts*  
8460-8480 *School-age community child care services*  
8482-8484.6 *After-school education and safety program*  
8484.7-8484.8 *21st Century community learning centers*  
8485-8488 *Child supervision programs*  
8488.5-8489.9 *Six By Six before- and after-school program*  
8493-8498 *Facilities*  
8499-8499.7 *Local planning councils*  
8499.10 *Head Start*  
17264 *New construction; accommodation of before- and after-school programs*  
49540-49546 *Child care food program*  
49570 *National School Lunch program*  
54740-54749.5 *Cal-SAFE program for pregnant/parenting students and their children*  
56244 *Staff development funding*

HEALTH AND SAFETY CODE

1596.70-1596.895 *California Child Day Care Act*  
1596.90-1597.21 *Day care centers*  
120325-120380 *Immunization requirements*

CODE OF REGULATIONS, TITLE 5

18000-18122 *General provisions, general child care programs*  
18130-18136 *State preschool programs*  
18180-18192 *Federal and state migrant programs*  
18200-18207 *School-age community child care services program*  
18210-18213 *Severely handicapped program*  
18220-18231 *Alternative payment program*  
18240-18248 *Resource and referral program*  
18290-18292 *Staffing ratios*

*Legal Reference continued: (see next page)*

84.36

## CHILD CARE AND DEVELOPMENT (continued)

### *Legal Reference: (continued)*

18295 *Waiver of qualifications for site supervisor*

18300-18308 *Appeals and dispute resolution*

18400-18405 *CalWORKS child care services*

CODE OF REGULATIONS, TITLE 22

101151-101239.2 *General requirements, licensed child care centers, including:*

101151-101163 *Licensing and application procedures*

101212-101231 *Continuing requirements*

101237-101239.2 *Facilities and equipment*

UNITED STATES CODE, TITLE 42

1751-1769 *School lunch programs*

9831-9852 *Head Start programs*

9858-9858q *Child care and development block grant*

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 *National School Lunch program*

CODE OF FEDERAL REGULATIONS, TITLE 45

98.2-98.93 *Child care and development fund*

COURT DECISIONS

*CBS Inc. v. The Superior Court of Los Angeles County, State Department of Social Services, (2001) 91 Cal.App.4<sup>th</sup> 892*

### *Management Resources:*

CSBA PUBLICATIONS

*Preschool for All: Resource and Policy Guide, 2005*

CDE PUBLICATIONS

*Program Quality Standards and Standards Based on Exemplary Practice for Center-Based Programs and Family Child Care Home Networks, October 2004*

*Prekindergarten Learning Development Guidelines, 2000*

*First Class: A Guide for Early Primary Education, 1999*

CDE MANAGEMENT BULLETINS

01-06 *The Desired Results for Children and Families System, May 31, 2001*

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

*21st Century Community Learning Centers: Providing Quality Afterschool Learning Opportunities for America's Families, September 2000*

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

*Good Start, Grow Smart, April 2002*

WEB SITES

CSBA: <http://www.csba.org>

California Association for the Education of Young Children: <http://www.caeyc.org>

California Department of Education, Child Development: <http://www.cde.ca.gov/sp/cd>

California Department of Social Services: <http://www.dss.ca.gov>

Commission on Teacher Credentialing: [http://www.ctc.ca.gov/credentialinfo/topics/child\\_dev.html](http://www.ctc.ca.gov/credentialinfo/topics/child_dev.html)

National AfterSchool Association: <http://www.nsaca.org>

National Association for the Education of Young Children: <http://www.naeyc.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education: <http://www.ed.gov>

Policy  
adopted: September 4, 2007  
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT  
Lincoln, California

8.4.37

## **CHILD CARE AND DEVELOPMENT**

### **Licensing**

All district child care and development services shall be licensed by the California Department of Social Services, unless exempted pursuant to Health and Safety Code 1596.792 or 22 CCR 101158.

The license shall be posted in a prominent, publicly accessible location in the facility. (Health and Safety Code 1596.8555)

Licensed child care centers shall be subject to the requirements of Health and Safety Code 1596.70-1597.21 and 22 CCR 101151-101239.2.

A program offered before and after school for school-age children shall be exempt from the regulation in 22 CCR 101151-101239.2 if the program is operated by the school and run by qualified district teachers. An outside organization or individual using a district school to operate a child care program is subject to licensure even if the program is open only to the students enrolled at that school. (22 CCR 101158)

### **Program Components**

~~The district's child care and development program shall include but not be limited to:~~

- ~~1. An educational program which: (5 CCR 18273)~~
  - ~~a. Is developmentally, linguistically and culturally appropriate~~
  - ~~b. Is inclusive of children with special needs~~
  - ~~c. Encourages respect for others~~
  - ~~d. Supports children's physical, cognitive, language, social and emotional development~~
  - ~~e. Promotes and maintains practices that are healthy and safe~~

**The district's child care and development program shall include the following components:**

- 1. A developmental profile recording each child's physical, cognitive, social, and emotional development which shall be used to plan and conduct age- and developmentally appropriate activities (Education Code 8203.5; 5 CCR 18272)**

**Program staff shall complete the "Desired Results Developmental Profile," available from the California Department of Education (CDE), for each child who**

8.4.38

**CHILD CARE AND DEVELOPMENT** (continued)

is enrolled in the program for at least 10 hours per week and for any child with disabilities regardless of the number of hours enrolled. The profile shall be completed within 60 days of enrollment and at least once every six months thereafter for children of all ages. (Education Code 8203.5; 5 CCR 18270.5, 18272)

2. An educational program which complies with 5 CCR 18273, including the provision of services that are developmentally, linguistically, and culturally appropriate and inclusive of children with special needs

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 5148.3 - Preschool/Early Childhood Education)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6164.4 - Identification of Individuals for Special Education)*

*(cf. 6164.6 - Identification and Education Under Section 504)*

*(cf. 6174 - Education for English Language Learners)*

3. A staff development program which: (5 CCR 18274)
  - a. Identifies training needs
  - b. Provides written job descriptions
  - c. Provides an orientation plan for new employees
  - d. Provides staff development opportunities related to the functions in each employee's job description and identified training needs
  - e. Provides for annual written performance evaluations, unless a different frequency is specified in a collective bargaining agreement
  - f. Provides each staff member with information necessary to perform his/her duties

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

34. Parent/guardian involvement and education, including: (5 CCR 18275)
  - a. An orientation for parents/guardians
  - b. At least two individual conferences per year
  - c. Parent/guardian meetings with program staff

8.4.39



**CHILD CARE AND DEVELOPMENT (continued)**

- d. An open-door policy that encourages parents/guardians to participate in the daily activities whenever possible
  - e. A parent/guardian advisory committee to advise the district on issues related to services to families and children
  - f. Sharing of information regarding children's progress
45. A health and social services component which: (5 CCR 18276)
- a. Identifies the needs of the child and the family for health or social services
  - b. Refers a child and/or family to appropriate agencies in the community as needed
  - c. Conducts follow-up procedures with the parent/guardian to ensure that the needs have been met

*(cf. 5141.6 - Student Health and Social Services)*

56. A community involvement component which includes soliciting community support and providing information to the community regarding available services (5 CCR 18277)
67. A nutrition component which ensures that children in the program have nutritious meals and snacks that meet federal guidelines for child care programs or the National School Lunch program (5 CCR 18278)

*(cf. 3550 - Food Service/Child Nutrition Program)*

*(cf. 5030 - Student Wellness)*

8. **An annual plan for program evaluation which conforms with the state's "Desired Results for Children and Families" system and includes, but is not limited to, a self-evaluation, parent survey, and environment rating scale using forms provided by the CDE (5 CCR 18270.5, 18279, 18280)**

*(cf. 0500 - Accountability)*

**Staffing Ratios**

The child care and development program shall maintain at least the minimum adult-child and teacher-child ratios specified in 5 CCR 18290-18292 **based on the ages of the children served.**

8.4.40

## **CHILD CARE AND DEVELOPMENT (continued)**

### **Admissions**

Admissions policies shall include criteria designating those children whose needs can be met by the center's program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions and a medical assessment requirement. (5 CCR 18105; 22 CCR 101218)

Child care and development services shall accord equal treatment and access to services in accordance with law.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6164.4 - Identification of Individuals for Special Education)*

*(cf. 6164.6 - Identification and Education Under Section 504)*

### **Health Examination**

A physical examination and evaluation, including age-appropriate immunization, shall be required prior to or within six weeks of enrollment, unless the parent/guardian submits a letter stating that such examination is contrary to his/her religious beliefs. (Education Code 8263)

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.3 - Health Examinations)*

*(cf. 5141.31 - Immunizations)*

### **Fees**

**No fees shall be assessed for families whose children are participating in programs prohibited by law from assessing fees.**

Fees may be charged according to the fee schedule established by the Superintendent of Public Instruction, the actual cost of services or the maximum daily/hourly rate specified in the contract, whichever is least. (Education Code 8263; 5 CCR 18108, 18109)

~~No fees shall be assessed for families whose income level, in relation to family size, is less than the first entry in the fee schedule, whose children are enrolled because of a need for child protective services, or whose children are participating in programs prohibited by law from assessing fees. Eligibility for subsidized child care and development services shall be determined in accordance with Education Code 8263. (Education Code 8250, 8263, 54745; 5 CCR 18110)~~

**Families receiving services on the basis of having a child at risk of abuse, neglect, or exploitation may be exempt from these fees for up to three months. Families receiving services on the basis of having a child receiving child protective services, or having a**

8.4.41

**CHILD CARE AND DEVELOPMENT** (continued)

**certification by a county child welfare agency that child care services continue to be necessary, may be exempt from these fees for up to 12 months. The cumulative period of exemption from these fees for these families shall not exceed 12 months. (Education Code 8263)**

*(cf. 5148.1 - Child Care Services for Parenting Students)*

Fees shall be collected prior to providing services and shall be considered delinquent after seven days from the date that fees are due. Parents/guardians shall be notified in the event that fees are delinquent. If a reasonable plan for payment of the delinquent fees has not been provided by the parents/guardians, services shall be terminated if all delinquent fees are not paid within two weeks of such notification. Parents/guardians shall receive a copy of the district's regulations regarding fee collection at the time of initial enrollment into the program. (5 CCR 18114, 18115)

The Superintendent or designee shall establish a process which includes parents/guardians in determining whether and how much to charge parents/guardians for field trip expenses. This process also shall be used to determine whether to require parents/guardians to provide diapers. (Education Code 8263)

**Attendance**

Sign-in and sign-out sheets shall be used daily for all children for attendance accounting purposes. (5 CCR 18065)

Attendance records shall include verification of excused absences, including the child's name, date(s) of absence, specific reason for absence and signature of parent/guardian or district representative. (5 CCR 18066)

Absences shall be excused for the following reasons:

1. Illness or quarantine of the child or of the parent/guardian (Education Code 8208)
2. Family emergency (Education Code 8208)

A family emergency shall be considered to exist when unforeseen circumstances cause the need for immediate action, such as may occur in the event of a natural disaster or when a member of the child's immediate family dies, has an accident or is required to appear in court.

3. Time spent with a parent/guardian or other relative as required by a court of law (Education Code 8208)

**CHILD CARE AND DEVELOPMENT (continued)**

4. Time spent with a parent/guardian or other relative which is clearly in the best interest of the child (Education Code 8208)

An absence shall be considered to be in the best interest of the child when the time is spent with the child's parent/guardian or other relative for reasons deemed justifiable by the program coordinator or site supervisor.

Except for children who are recipients of protective services or at risk of abuse or neglect, excused absences in the best interest of the child shall be limited to 10 days during the contract period. (5 CCR 18066)

Any absence due to a reason other than the above, or without the required verification, shall be considered an unexcused absence. After three unexcused absences during the year, the program coordinator or site supervisor shall notify the parents/guardians. Children who continue to have excessive unexcused absences may be removed from the program at the discretion of the program coordinator in order to accommodate other families on the waiting list for admission.

Parents/guardians shall be notified of the policies and procedures related to excused and unexcused absences for child care and development services. (5 CCR 18066)

*(cf. 5145.6 - Parent Notifications)*

**Rights of Parents/Guardians**

At the time a child is accepted into a licensed child care and development center, the child's parent/guardian or authorized representative shall be notified of his/her rights as specified in 22 CCR 101218.1, including but not limited to, the right to be informed, upon request, of the name and type of association to the center of any adult who has been granted a criminal record exemption. (22 CCR 101218.1) **(Health & Safety Code 1596.857)**

The Superintendent or designee shall inform parents/guardians of their right to enter the child care facility without advance notice during normal operating hours or any time their child is receiving services in the facilities.

**Records**

The Superintendent or designee shall establish and maintain a basic data file for each family receiving child care and development services which shall contain the data specified in 5 CCR 18081.

*(cf. 3580 - District Records)*

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**CHILD CARE AND DEVELOPMENT** (continued)

A developmental profile measuring the child's physical, cognitive, social and emotional development shall be completed in accordance with 5 CCR 18272. (Education Code 8203.5; 5 CCR 18272)

Regulation  
approved: September 4, 2007  
revised:

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

8.4.44

**PRESCHOOL/EARLY CHILDHOOD EDUCATION**

The Governing Board recognizes that high-quality preschool experiences for children ages 3-4 years help them develop knowledge, skills, and attributes necessary to be successful in school and provide for a smooth transition into the elementary education program. Such programs should provide developmentally appropriate activities in a safe, well-supervised, cognitively rich environment.

*(cf. 6011 - Academic Standards)*

*(cf. 6143 - Courses of Study)*

**Collaboration with Community Programs**

The Superintendent or designee shall collaborate with other agencies, organizations, the county office of education, and private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a community-wide plan to increase children's access to high-quality preschool programs.

*(cf. 1020 - Youth Services)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

Information about preschool options in the community shall be provided to parents/guardians upon request.

The Superintendent or designee shall establish partnerships with feeder preschools to facilitate articulation of the preschool curriculum with the district's elementary education program.

**District Preschool Programs**

When the Board determines that it is feasible, the district may provide preschool services in facilities at or near district schools.

The Board shall set priorities for establishing or expanding services as resources become available. In so doing, the Board shall give consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

*(cf. 0520.1 - High Priority Schools Grant Program)*

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 0520.4 - Quality Education Investment Schools)*

*(cf. 6171 - Title I Programs)*

On a case-by-case basis, the Board shall determine whether the district shall directly administer preschool programs or contract with public or private providers to offer such programs.

8.4.45

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

Facilities for preschool classrooms shall be addressed in the district's comprehensive facilities plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations.

*(cf. 7110 - Facilities Master Plan)*

*(cf. 7210 - Facilities Financing)*

To enable children of working parents/guardians to participate in the district's preschool program, the Superintendent or designee shall recommend strategies to provide a full-day program and/or to link to other full-day child care programs in the district or community to the extent possible.

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.1 - Child Care Services for Parenting Students)*

*(cf. 5148.2 - Before/After School Programs)*

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning. Program staff shall encourage volunteerism in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 6020 - Parent Involvement)*

The district's program shall be aligned with preschool learning foundations published by the California Department of Education which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. Program components shall address social-emotional, physical, and cognitive development in key areas that are necessary for kindergarten readiness.

The district's preschool program shall provide appropriate services to support the needs of English learners and children with disabilities.

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

*(cf. 6174 - Education for English Language Learners)*

To maximize the ability of children to succeed in the preschool program, program staff shall support children's health through proper nutrition and physical activity and shall provide or make referrals to health and social services.

*(cf. 3550 - Food Services/Child Nutrition Program)*

*(cf. 5030 - Student Wellness)*

*(cf. 5141.32 - Health Screening for School Entry)*

*(cf. 5141.6 - School Health Services)*

8.4.46

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

(cf. 4112.2 - Certification)  
 (cf. 4112.4/4212.4/4312.4 - Health Examinations)  
 (cf. 4112.5/4312.5 - Criminal Record Check)  
 (cf. 4131 - Staff Development)  
 (cf. 4212.5 - Criminal Record Check)  
 (cf. 4222 - Teacher Aides/Paraprofessionals)  
 (cf. 4231 - Staff Development)  
 (cf. 4331 - Staff Development)

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 18279)

The Superintendent or designee shall regularly report to the Board regarding enrollments in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

(cf. 0500 - Accountability)  
 (cf. 6190 - Evaluation of the Instructional Program)

**Legal Reference:****EDUCATION CODE**

8200-8499.10 *Child Care and Development Services Act, especially:*  
 8200-8209 *General provisions for child care and development services*  
 8230-8233 *Migrant child care and development program*  
 8235-8239 *California state preschool program*  
 8250-8252 *Programs for children with special needs*  
 8263 *Eligibility and priorities for subsidized child development services*  
 8300-8303 *Early Learning Quality Improvement System Advisory Committee*  
 8360-8370 *Personnel qualifications*  
 8400-8409 *Contracts*  
 8493-8498 *Facilities*  
 8499.3-8499.7 *Local child care and development planning councils*  
 54740-54749 *Cal-SAFE program for pregnant/parenting students and their children*

**HEALTH AND SAFETY CODE**

1596.70-1596.895 *California Child Day Care Act*  
 1596.90-1597.21 *Day care centers*  
 120325-120380 *Immunization requirements*

**CODE OF REGULATIONS, TITLE 5**

18000-18434 *Child care and development programs*  
 80105-80125 *Permits authorizing service in child development programs*

**UNITED STATES CODE, TITLE 20**

6311-6322 *Title I, relative to preschool*  
 6319 *Qualifications for teachers and paraprofessionals*

8.4.47



## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

### *Legal Reference: (continued)*

6371-6376 *Early Reading First*  
6381-6381k *Even Start family literacy programs*  
6391-6399 *Education of migratory children*  
UNITED STATES CODE, TITLE 42  
9831-9852 *Head Start programs*  
9858-9858q *Child Care and Development Block Grant*  
CODE OF FEDERAL REGULATIONS, TITLE 22  
101151-101239.2 *General requirements, licensed child care centers, including:*  
101151-101163 *Licensing and application procedures*  
101212-101231 *Continuing requirements*  
101237-101239.2 *Facilities and equipment*  
CODE OF FEDERAL REGULATIONS, TITLE 45  
1301-1310 *Head Start*

### *Management Resources:*

#### CSBA PUBLICATIONS

*Expanding Access to High-Quality Preschool Programs: A Resource and Policy Guide for School Leaders*, 2005

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*California Preschool Learning Foundations*, Vol. 1, 2008

*Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning*, 2007

*Prekindergarten Learning Development Guidelines*, 2000

*First Class: A Guide for Early Primary Education*, 1999

#### CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS

08-13 *California State Preschool Program*, November 2008

01-06 *The Desired Results for Children and Families System*, May 31, 2001

#### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

*Good Start, Grow Smart*, April 2002

#### WEB SITES

CSBA: <http://www.csba.org>

California Association for the Education of Young Children: <http://www.caeyc.org>

California Children and Families Commission: <http://www.ccfc.ca.gov>

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

California Department of Education: <http://www.cde.ca.gov>

California Head Start Association: <http://caheadstart.org>

California Preschool Instructional Network: <http://www.cpin.us>

Child Development Policy Institute: <http://www.cdpi.net>

Cities, Counties, and Schools Partnership: <http://www.ccspartnership.org>

First 5 Association of California: <http://www.f5ac.org>

National Institute for Early Education Research: <http://nieer.org>

National School Boards Association: <http://www.nsba.org>

Preschool California: <http://www.preschoolcalifornia.org>

U.S. Department of Education: <http://www.ed.gov>

Policy  
adopted: September 4, 2011  
revised:

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

8.4.48

**PRESCHOOL/EARLY CHILDHOOD EDUCATION**

The Board of Trustees recognizes that high-quality preschool experiences for children ages 3-5 help them develop knowledge, skills, and attributes necessary to be successful in school and provide for a smooth transition into the elementary education program. Such programs should provide developmentally appropriate activities in a safe, well-supervised, cognitively rich environment.

*(cf. 6011 - Academic Standards)*

*(cf. 6143 - Courses of Study)*

**Collaboration with Community Programs**

The Superintendent or designee shall collaborate with other agencies, organizations, and private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a community-wide plan to increase children's access to high-quality preschool programs.

*(cf. 1020 - Youth Services)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

Information about preschool options in the community may be provided to parents/guardians upon request.

The Superintendent or designee shall establish partnerships with feeder preschools to facilitate articulation of the preschool curriculum with the district's elementary education program.

**District Preschool Programs**

When the Board determines that it is feasible, the district may provide preschool services at or near district schools.

The Board shall set priorities for establishing or expanding services as resources become available. In so doing, the Board shall give consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

*(cf. 0520 - Intervention for Underperforming Schools)*

*(cf. 0520.1 - High Priority Schools Grant Program)*

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 6171 - Title I Programs)*

On a case-by-case basis, the Board shall determine whether the district shall directly administer preschool programs or contract with public or private providers to offer such programs.

8.4.49

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

Facilities for preschool classrooms shall be addressed in the district's comprehensive facilities plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations.

*(cf. 7110 - Facilities Master Plan)*

*(cf. 7210 - Facilities Financing)*

To enable children of working parents/guardians to participate in the district's preschool program, the Superintendent or designee shall recommend strategies to provide a full-day program and/or to link to other full-day child care programs in the district or community to the extent possible.

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.1 - Child Care Services for Parenting Students)*

Inasmuch as parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning. Program staff shall encourage volunteerism in the program and shall communicate frequently with parents/guardians of enrolled students regarding their child's progress.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 6020 - Parent Involvement)*

The Board shall adopt standards which identify the knowledge, skills, and experience that students will be expected to attain in the district's preschool program in order to be prepared for the early primary grades, including but not be limited to, development of language, cognitive, social, emotional, and physical skills.

The district's preschool program shall provide culturally and linguistically appropriate services and support the needs of English learners. The program also shall provide appropriate services for students with disabilities, including but not limited to early screening to identify special needs among preschool students and intervention services to assist students identified with special needs in accordance with law.

*(cf. 6164.4 - Identification of Individuals for Special Education)*

*(cf. 6164.6 - Identification and Education Under Section 504)*

To maximize the ability of children to succeed in the preschool program, program staff shall support students' health through proper nutrition and physical activity and shall provide or make referrals to health and social services.

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

(cf. 3550 - Food Services/Child Nutrition Program)  
(cf. 5030 - Student Wellness)  
(cf. 5141.32 - Health Screening for School Entry)  
(cf. 5141.6 - Student Health and Social Services)

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate credential(s) or permit(s) issued by the Commission on Teacher Credentialing and meet any additional qualifications established by the Board.

(cf. 4112.2 - Certification)  
(cf. 4112.4/4212.4/4312.4 - Health Examinations)  
(cf. 4112.5/4312.5 - Criminal Record Check)  
(cf. 4212.5 - Criminal Record Check)  
(cf. 4222 - Teacher Aides/Paraprofessionals)

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 18279)

He/she shall regularly report to the Board regarding enrollments in district preschool programs and the effectiveness of the programs in preparing preschool students for transition into the elementary education program.

(cf. 0500 - Accountability)  
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

8200-8498 Child Care and Development Services Act, especially:  
8200-8209 General provisions for child care and development services  
8230-8233 Migrant Child Care and Development Program  
8235-8237 State Preschool Programs  
8240-8244 General child care programs  
8250-8252 Programs for children with special needs  
8263 Eligibility and priorities for subsidized child development services  
8360-8370 Personnel qualification  
8400-8409 Contracts  
8493-8498 Facilities  
54740-54749 Cal-SAFE program for pregnant/parenting students and their children  
HEALTH AND SAFETY CODE  
1596.70-1596.895 California Child Day Care Act  
1596.90-1597.21 Day care centers  
120325-120380 Immunization requirements

8451

## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

### *Legal Reference: (continued)*

#### CODE OF REGULATIONS, TITLE 5

18000-18122 General provisions, general child care programs

18130-18136 State Preschool Program

18180-18192 Federal and State Based Migrant Programs

18210-18213 Severely Handicapped Program

18270-18281 Program quality, accountability

18290-18292 Staffing ratios

18295 Waiver of qualifications for site supervisor

18300-18308 Appeals and dispute resolution

#### UNITED STATES CODE, TITLE 20

6311-6322 Title I, relative to preschool

6319 Qualifications for teachers and paraprofessionals

6371-6376 Early Reading First

6381-6381k Even Start family literacy programs

6391-6399 Education of migratory children

#### UNITED STATES CODE, TITLE 42

9831-9852 Head Start programs

9858-9858q Child Care and Development Block Grant

#### CODE OF FEDERAL REGULATIONS, TITLE 22

101151-101239.2 General requirements, licensed child care centers, including

101151-101163 Licensing and application procedures

101212-101231 Continuing requirements

101237-101239.2 Facilities and equipment

#### CODE OF FEDERAL REGULATIONS, TITLE 45

1301-1310 Head Start

### *Management Resources:*

#### CSBA PUBLICATIONS

Expanding Access to High-Quality Preschool Programs: A Resource and Policy Guide for School Leaders, 2005

#### CDE PUBLICATIONS

Prekindergarten Learning Development Guidelines, 2000

First Class: A Guide for Early Primary Education, 1999

#### CDE MANAGEMENT BULLETINS

01-06 The Desired Results for Children and Families System, May 31, 2001

#### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Good Start, Grow Smart, April 2002

#### WEB SITES

CSBA: <http://www.csba.org>

California Association for the Education of Young Children: <http://www.caeyc.org>

California Children and Families Commission: <http://www.ccfc.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

California Head Start Association: <http://caheadstart.org>

Child Development Policy Institute: <http://www.cdpi.net>

First 5 Association of California: <http://www.f5ac.org>

National Institute for Early Education Research: <http://nieer.org>

National School Boards Association: <http://www.nsba.org>

Preschool California: <http://www.preschoolcalifornia.org>

U.S. Department of Education: <http://www.ed.gov>

## **PRESCHOOL/EARLY CHILDHOOD EDUCATION**

When approved by the California Department of Education under the California State Preschool Program (CSPP), the district may operate one or more part-day and/or full-day preschool programs in accordance with law and the terms of the state contract.

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.1 - Child Care Services for Parenting Students)*

*(cf. 5148.2 - Before/After School Programs)*

### **Eligibility and Enrollment Priorities for Full-Day and Part-Day Programs**

Children eligible for the district's full-day or part-day CSPP program include those who will have their third or fourth birthday on or before December 2 of the fiscal year in which they are enrolled in the program. (Education Code 8235, 8236)

The Superintendent or designee shall refer to the county's centralized eligibility list to identify children in need of services.

Children shall be eligible for subsidized services if their family meets one or more of the criteria specified in Education Code 8263 and 8263.1. (Education Code 8235)

First priority for enrollment in any CSPP program shall go to neglected or abused children age 3-4 years who are recipients of child protective services or who are at risk of being neglected, abused, or exploited, upon written referral from a legal, medical, or social service agency. If unable to enroll a child in this category, the district shall refer the child's parent/guardian to local resource and referral services so that services for the child can be located. (Education Code 8236)

*(cf. 1020 - Youth Services)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

After all such children are enrolled, the district shall give priority to eligible children age 4 years prior to enrolling eligible children age 3 years. (Education Code 8236)

Regulation  
approved:

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

8.4.53

## CEREMONIES AND OBSERVANCES

The Board of Trustees recognizes the importance of having students **observe holidays**, join together to celebrate events of cultural or historical significance, ~~and or to~~ acknowledge the contributions of outstanding individuals in society. **On days designated by the Board, staff shall provide students with appropriate commemorative exercises so that they may acquire the knowledge, skills, and principles essential for informed, responsible citizenship in a democratic society.** ~~Besides helping students to appreciate their pluralistic heritage, holidays, ceremonies and observances can enhance their sense of community, instill pride in our country, and contribute to a positive school climate.~~

~~(cf. 6141.6 - Multicultural Education)~~

~~(cf. 6111 - School Calendar)~~

~~(cf. 6141.2 - Recognition of Religious Beliefs and Customs)~~

~~(cf. 6141.6 - Multicultural Education)~~

~~(cf. 6142.3 - Civic Education)~~

~~(cf. 6142.4 - Learning Through Community Service)~~

### Legal Reference:

#### EDUCATION CODE

37220-37223 Saturdays and holidays

44015.1 Week of the school administrator

45203 Paid holidays

45460 Classified employee week

52720 Daily performance of patriotic exercises in public schools

52730 Patriotic exercises, daily instruction

#### GOVERNMENT CODE

430-439 Display of flags

3540-3549.3 Meeting and negotiating

#### UNITED STATES CODE, TITLE 4

6 Time and occasion for display of flag

7 Position and manner of display of flag

#### UNITED STATES CODE, TITLE 36

106 Note Constitution Day and Citizenship Day

#### COURT DECISIONS

*West Virginia State Board of Education et al v. Barnette et al*, 319 U.S. 624 (1943)

### Management Resources:

#### WEB SITES

CDE: <http://www.cde.ca.gov>

#### CSBA PUBLICATIONS

*Constitution Day: New Mandate for Districts Receiving Federal Funds*, CSBA Advisory, August 2005

#### FEDERAL REGISTER

70 Fed. Reg. 29727 Constitution Day and Citizenship Day (2005)

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, History/Social Science Instructional Materials:

<http://www.cde.ca.gov/ci/hs/im>

Policy

adopted: September 4, 2011

revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Lincoln, California

8.4.54

**CEREMONIES AND OBSERVANCES****Holidays**

District schools shall be closed in observance of the following holidays:

New Year's Day	January 1
Dr. Martin Luther King, Jr. Day	Third Monday in January or the Monday or Friday of the week in which January 15 occurs
Lincoln Day	The Monday or Friday of the week in which February 12 occurs
Washington Day	Third Monday in February
Memorial Day	Last Monday in May
Independence Day	July 4
Labor Day	First Monday in September
Veteran's Day	November 11
Thanksgiving Day	That Thursday in November designated by the President
Christmas Day	December 25

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday. If any of the above holidays occurs under federal law on a date different from that indicated above, the Board may close the schools on the date recognized by federal law instead of on the date above. (Education Code 37220)

*(cf. 6111 - School Calendar)*

**Commemorative Exercises**

District schools shall hold exercises to commemorate the following special days:

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**CEREMONIES AND OBSERVANCES (continued)**

~~U.S. Constitution Day including~~ ~~On or near September 17~~

U.S. Constitution Day, **including exercises and instruction in the purpose, meaning, and importance of the Constitution and Bill of Rights** On or near September 17

Dr. Martin Luther King Jr., Day The Friday before the day schools are closed for this holiday

Lincoln's Birthday The school day before the day schools are closed for this holiday

Susan B. Anthony Day February 15

George Washington's Birthday The Friday preceding the third Monday in February

Black American Day March 5

Conservation, Bird and Arbor Day March 7

Classified Employee Week Third Week in May

In addition, the Board has authorized schools to hold commemorative exercises for the following additional special days:

School Board Recognition Month January

Week of the School Administrator First full week of March

Cesar Chavez Day March 31

California Poppy Day April 6

John Muir Day April 21

Day of the Teacher Second Wednesday in May

Native American Day Fourth Friday in September

Bill of Rights Day December 15

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**CEREMONIES AND OBSERVANCES (continued)****Patriotic Exercises**

Each school shall conduct patriotic exercises daily. **These patriotic exercises shall consist of the reciting of the Pledge of Allegiance and may also include instruction that promotes understanding of the concepts of "pledge," "allegiance," "republic," and "indivisible" and understanding of the importance of the pledge as an expression of patriotism, love of country, and pride in the United States.** At elementary schools, such exercises shall be conducted at the beginning of each school day. **At secondary schools such exercises shall be conducted during the homeroom period.** ~~The Pledge of Allegiance to the flag will fulfill this requirement.~~ (Education Code 52720, **52730**)

Individuals may choose not to participate in the flag salute for personal reasons.

**Display of Flag**

The flag of the United States and the flag of California shall be displayed during school days at the entrance or on the grounds of every school. At all times, the national flag shall be placed in the position of first honor. (Government Code 431, 436; 36 USC 174)

~~In addition,~~ The national flag shall fly at half-staff **on the following occasions: (4USC7) (36 USC 175)**

1. For 30 days from the death of the President or a former President
2. For 10 days from the death of the Vice President, the Chief Justice or a retired Chief Justice, or the Speaker of the House of Representatives
3. From the day of death until internment of an Associate Justice of the Supreme Court, a secretary of executive or military department, former Vice President, and the Governor of a state
4. On the day of death and the following day for a Member of Congress
5. **On Peace Officers Memorial Day (May 15), unless that day is also Armed Forces Day**

**In addition** upon order of the President, the national flag shall be flown at half-staff upon the death of principal figures of the United States government and the Governor of a state, as a mark of respect to their memory. In the event of death of other officials or foreign dignitaries, the flag shall be displayed at half-staff according to Presidential instructions or orders, or in accordance with recognized customs or practices not inconsistent with law. In the event of the death of a present or former official of the government of any **the state or the death of a member of the Armed Forces from the state who has died while serving on active duty**, the Governor may proclaim that the flag be flown at half-staff. **(4 USC 7)** ~~(36 USC 175)~~

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**CEREMONIES AND OBSERVANCES** (continued)

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**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

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**PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION**

**Prior Written Notice**

The Superintendent or designee shall send to the parents/guardians of any student with disabilities a prior written notice within a reasonable time before: (20 USC 1415(c); 34 CFR **300.102, 300.00**, 300.503; Education Code 56500.4, 56500.5)

1. The district initially refers the student for assessment
2. The district proposes to initiate or change the student's identification, assessment, educational placement, or the provision of a free appropriate public education (FAPE) to the student
3. The district refuses to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student
4. The student graduates from high school with a regular diploma **thus resulting in a change in placement**
5. **Upon receipt of the parent/guardian's written revocation of consent for the continued provision of special education and related services to his/her child**

This notice shall include: (20 USC 1415(c); 34 CFR 300.503)

1. A description of the action proposed or refused by the district
2. An explanation as to why the district proposes or refuses to take the action
3. A description of any other options that the individualized education program (IEP) team considered and why those options were rejected
4. A description of each assessment procedure, test, record, or report the district used as a basis for the proposed or refused action
5. A description of any other factors relevant to the district's proposal or refusal
6. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for assessment, the means by which a copy of the description of procedural safeguards can be obtained

**PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION** (continued)

7. Sources for parents/guardians to obtain assistance in understanding these provisions

*(cf. 5145.6 - Parental Notifications)*

**Procedural Safeguards Notice**

A procedural safeguards notice shall be made available to parents/guardians of students with a disability once a school year and: (20 USC 1415(d)(1); 34 CFR 300.504; Education Code 56301)

1. Upon initial referral or parent/guardian request for assessment
2. Upon receipt of the first state compliance complaint and upon receipt of the first due process complaint in a school year

*(cf. 1312.3 - Uniform Complaint Procedures)*

3. **Upon receipt of the first due process hearing request in a school year**
4. In accordance with the discipline procedures pursuant to 34 CFR 300.530(h), when a decision is made to remove a student because of a violation of a code of conduct which constitutes a change of placement

*(cf. 5144.1 - Suspension and Expulsion/Due Process (Students with Disabilities))*

5. Upon request by a parent/guardian

The procedural safeguards notice shall include a full explanation of all of the procedural safeguards available under 34 CFR 300.148, 300.151-300.153, 300.300, 300.502-300.503, 300.505-300.518, 300.520, 300.530-300.536, and 300.610-300.625 relating to: (20 USC 1415(d)(2); 34 CFR 300.504)

1. Independent educational evaluation

*(cf. 6164.4 - Identification of Individuals for Special Education)*

2. Prior written notice
3. Parental consent, **including a parent/guardian's right to revoke consent, in writing, to his/her child's continued receipt of special education and related services**

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**PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL  
EDUCATION (continued)**

4. Access to educational records
5. Opportunity to present complaints and resolve complaints through the due process complaint and state compliance complaint procedures including the time period in which to file a complaint, the opportunity for the district to resolve the complaint, and the difference between a due process complaint and the state compliance complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures
6. The availability of mediation
7. The student's placement during the pendency of any due process complaint
8. Procedures for students who are subject to placement in an interim alternative educational setting

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

9. Requirements for unilateral placement by parents/guardians of students in private schools at public expense
10. Hearings on due process complaints, including requirements for disclosure of assessment results and recommendations
11. State-level appeals
12. Civil actions, including the time period in which to file those actions
13. Attorney's fees

This notice shall also include the rights and procedures contained in Education Code 56500-56509 including information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with Education Code 56341; **and information regarding the state special schools for students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind.** (Education Code 56321, 56321.5, **56321.6**)

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**PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)**

A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (Education Code 56321, 56321.5)

**Format of Parent/Guardian Notices**

The parents/guardians of a student with a disability shall be provided written notice of their rights in a language easily understood by the general public and in their native language or other mode of communication used by them, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights prescribed by Education Code 56341. (34 CFR 300.503; Education Code 56341, 56506;)

If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that: (34 CFR 300.503)

1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication.
2. The parent/guardian understands the contents of the notice.
3. There is written evidence that items #1 and #2 have been satisfied.

The district may place a copy of the procedural safeguards notice on the district's web site. (20 USC 1415(d))

A parent/guardian of a student with disabilities may elect to receive the prior written notice or procedural safeguards notice by an electronic mail communication. (34 CFR 300.505)

**Due Process Complaints**

A parent/guardian and/or the district may initiate due process hearing procedures whenever: (20 USC 1415(b); Education Code 56501)

1. There is a proposal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.
2. There is a refusal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.
3. The parent/guardian refuses to consent to an assessment of his/her child.

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**PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)**

4. There is a disagreement between a parent/guardian and the district regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR 300.148 (formerly 300.403).

Prior to having a due process hearing, the party requesting the hearing, or the party's attorney, shall provide the opposing party a due process complaint, which shall remain confidential, specifying: (20 USC 1415(b); 34 CFR 300.508; Education Code 56502)

1. The student's name
2. The student's address or, in the case of a student identified as homeless pursuant to 42 USC 11434, available contact information for that student

*(cf. 6173 - Education for Homeless Children)*

3. The name of the school the student attends
4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem
5. A proposed resolution to the problem to the extent known and available to the complaining party at the time

**Parties filing a due process complaint shall file their request with the Superintendent of Public Instruction or designated contracted agency. (Education Code 56502)**

**Response to Due Process Complaints**

If the district has not sent a prior written notice to the parent/guardian regarding the subject matter contained in the parent/guardian's due process complaint, the district shall send a response to the parent/guardian within 10 days of receipt of the complaint specifying: (20 USC 1415(c)(1); 34 CFR 300.508):

1. An explanation of why the district proposed or refused to take the action raised in the complaint
2. A description of other options that the IEP team considered and the reasons that those options were rejected

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**PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL  
EDUCATION (continued)**

*(cf. 6159 - Individualized Education Program)*

3. A description of each evaluation procedure, assessment, record, or report the district used as the basis for the proposed or refused action
4. A description of the factors that are relevant to the district's proposal or refusal

If the district has sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the district shall, within 10 days of receipt, send a response specifically addressing the issues in the complaint. (20 USC 1415(c)(1); 34 CFR 300.508)

Upon the filing of a due process complaint by either party or upon request of the parent/guardian, the district shall inform the parent/guardian of any free or low-cost legal and other relevant services available in the area. (34 CFR 300.507)

**Informal Process/Pre-Hearing Mediation Conference**

Prior to or upon initiating a due process hearing, the Superintendent or designee and a parent/guardian may, if the party initiating the hearing so chooses, agree to meet informally to resolve any issue(s) relating to the identification, assessment, or education and placement of a student with disabilities. The Superintendent or designee shall have the authority to resolve the issue(s). In addition, either party may file a request with the Superintendent of Public Instruction for a mediation conference to be conducted by a person under contract with the California Department of Education. (Education Code 56502)

If resolution is reached that resolves the due process issue(s), the parties shall enter into a legally binding agreement that satisfies the requirements of Education Code 56500.3. (Education Code 56500.3)

Attorneys may attend or otherwise participate only in those mediation conferences that are scheduled after the filing of a request for due process hearing. (Education Code 56500.3, 56501)

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**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

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## **STUDENT USE OF TECHNOLOGY**

The Board of Trustees intends that technological resources provided by the district be used in a responsible and proper manner in support of the instructional program and for the advancement of student learning.

*(cf. 0440 - District Technology Plan)*  
*(cf. 1113 - District and School Web Sites)*  
*(cf. 4040 - Employee Use of Technology)*  
*(cf. 6163.1 - Library Media Centers)*

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, as well as consequences for unauthorized use and/or unlawful activities **in accordance with district regulations and the district's Acceptable Use Agreement.**

*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*  
*(cf. 5144 - Discipline)*  
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*  
*(cf. 5144.2 - Suspension and Expulsion/Due Process: Students with Disabilities)*  
*(cf. 5145.12 - Search and Seizure)*

### **On-Line Services/Internet Access**

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors, and that the operation of such measures is enforced. (20 USC 6777, 47 USC 254)

The Board desires to protect students from access to inappropriate matter on the Internet or other on-line services. The Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet. He/she also shall establish regulations to address the safety and security of students and student information when using electronic mail, chat rooms, and other forms of direct electronic communication.

Staff shall supervise students while they are using on-line services and may ask teacher aides and student aides to assist in this supervision.

Before using the district's on-line resources, each student and his/her parent/guardian shall sign and return an Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree to not hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or users' mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

*(cf. 6162.6 - Use of Copyrighted Materials)*

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## **STUDENT USE OF TECHNOLOGY (continued)**

**The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.**

~~In order to help ensure that the district adapts to changing technologies and circumstances, the Superintendent or designee shall regularly review this policy, the accompanying administrative regulation, and other relevant procedures. He/she shall also monitor the district's filtering software to help ensure its effectiveness.~~

**The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the district's technological resources and to help ensure that the district adapts to changing technologies and circumstances.**

### *Legal Reference:*

#### EDUCATION CODE

51006 Computer education and resources

51007 Programs to strengthen technological skills

51870-51874 Education technology

60044 Prohibited instructional materials

#### PENAL CODE

313 Harmful matter

502 Computer crimes, remedies

632 Eavesdropping on or recording confidential communications

**635.2 Electronic communication devices, threats to safety**

#### UNITED STATES CODE, TITLE 20

6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D, especially:

6777 Internet safety

#### UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

#### CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.12 Children's online privacy protection

#### CODE OF FEDERAL REGULATIONS, TITLE 47

54.520 Internet safety policy and technology protection measures, E-rate discounts

### *Management Resources:*

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*K-12 Network Technology Planning Guide: Building the Future, 1995*

#### CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

1223.94 Acceptable Use of Electronic Information Resources

#### WEB SITES

CSBA: <http://www.csba.org>

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## **STUDENT USE OF TECHNOLOGY (continued)**

### *Management Resources: (continued)*

*American Library Association: <http://www.ala.org>*

*California Coalition for Children's Internet Safety: <http://www.cybersafety.ca.gov>*

*California Department of Education: <http://www.cde.ca.gov>*

*Center for Safe and Responsible Internet Use : <http://csriu.org>*

*Federal Communications Commission: <http://www.fcc.gov>*

*Federal Trade Commission, Children's Online Privacy Protection:*

*<http://www.ftc.gov/privacy/privacyinitiatives/childrens.html>*

*U.S. Department of Education: <http://www.ed.gov>*

*Web Wise Kids: <http://www.webwisekids.org>*

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**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

84.67

**IDENTIFICATION OF INDIVIDUALS FOR SPECIAL EDUCATION****Referrals for Special Education Services**

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student, and their effect. (5 CCR 3021)

**Initial Evaluation for Special Education Services**

Before the initial provision of special education and related services to a student with a disability, the district shall conduct a full and individual initial evaluation of the student. (34 CFR 300.301; Education Code 56320)

Within 15 days of a referral of any student for special education and related services, the district shall develop a proposed evaluation plan, unless the parent/guardian agrees in writing to an extension. The 15-day period does not include days between the student's regular school session or term, or days of school vacation in excess of five school days from the date of receipt of the referral. If the referral is made within 10 days or less prior to the end of the student's regular school year, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year, or the student's regular school term. In the case of the student's school vacation in excess of five school days, the 15-day deadline shall recommence on the date the student's regular school days reconvene. (Education Code 56043, 56321)

The proposed assessment plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public
2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of assessment to be conducted
4. State that no individualized education program (IEP) will result from the assessment without parent/guardian consent

*(cf. 6159 - Individualized Education Program)*

Prior to conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the

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**IDENTIFICATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)**

evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (34 CFR 300.304, 300.504; Education Code 56329)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.
- ~~2. In making a determination of eligibility for special education, the student shall not be determined to be a student with a disability if the determinant factor is lack of appropriate instruction in reading, lack of instruction in mathematics, or limited English proficiency.~~
2. **When making a determination of eligibility for special education, the district shall not be determine that a student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368 of the No Child Left Behind Act, lack of appropriate instruction in mathematics, or limited English proficiency.**
3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.
4. If a parent/guardian disagrees with an evaluation obtained by the district, the parent/guardian has the right to obtain, at public expense, an independent educational evaluation of the student from qualified specialists, in accordance with 34 CFR 300.502. **A parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.**

If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational evaluation. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the independent educational evaluation is initiated before or after the filing of a due process hearing proceeding.

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**IDENTIFICATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)**

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an independent educational evaluation, but not at public expense.

If the parent/guardian obtains an independent educational evaluation at private expense, the results of the evaluation shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational evaluation of the student in the student's current educational placement and setting, if any, proposed by the district, regardless of whether the independent educational evaluation is initiated before or after the filing of a due process hearing.

6. If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and the student in the proposed placement, if the student has already been unilaterally placed in the nonpublic school by the parent/guardian. Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

*(cf. 5145.6 – Parental Notifications)*

*(cf. 6159.1 – Procedural Safeguards and Complaints for Special Education)*

*(cf. 6164.41 – Children with Disabilities Enrolled by their Parents in Private School)*

**Parent/Guardian Consent for Evaluations**

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (34 CFR 300.300, 34 CFR 300.301; Education Code 56320, 56321)

Informed parental consent means that the parent/guardian: (34 CFR 300.9)

1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication

8.4.70

**IDENTIFICATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)**

2. Understands and agrees, in writing, to the carrying out of the activity for which his/her consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time
4. Understands that if he/she revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked)

The district shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student. The district shall maintain a record of its attempts to obtain consent, including: (34 CFR 300.300, 300.322;

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (34 CFR 300.300; Education Code 56321)

For a student who is a ward of the state and not residing with his/her parent/guardian, the district may conduct an initial evaluation without obtaining informed consent if any of the following situations exists: (20 USC 1414; 34 CFR 300.300; Education Code 56321.1)

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with California law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

*(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)*



## **IDENTIFICATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)**

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (34 CFR 300.300)

### **Conduct of the Evaluation**

The district shall complete the determination as to whether the student is a student with a disability, conduct the initial evaluation to determine his/her educational needs, and develop an IEP within 60 days of receiving informed parent/guardian consent for the evaluation. (34 CFR 300.300, 34 CFR 300.301; Education Code 56344)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district, county office of education, or special education local plan area (SELPA). (Education Code 56320, 56322)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of his/her IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (34 CFR 300.304)

The district shall also ensure that assessments and other evaluation materials provide relevant information that directly assists persons in determining the student's educational needs and are: (34 CFR 300.304; Education Code 56320)

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis

**IDENTIFICATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)**

2. ~~Provided and administered in the student's native language or other mode of communication and in the form~~ **Provided and administered in the language and form** most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
3. Used for the purposes for which the assessments or measures are valid and reliable
4. Administered by trained and knowledgeable personnel
5. Administered in accordance with any instructions provided by the producer of the assessments
6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient
7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health **and development**, vision (**including low vision**), hearing, social and emotional status, general intelligence, **language function**, academic performance, communicative status, **self-help, orientation and mobility skills, career and vocational ability and interests** and motor abilities. **When appropriate, a developmental history shall be obtained.** The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (34 CFR 300.301)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians; current classroom-based local or state assessments and classroom-based observations; and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (34 CFR 300.305; Education Code 56381)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student
2. The present levels of academic achievement and related developmental needs of the student

8.4.73

**IDENTIFICATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)**

3. Whether the student needs, or continues to need, special education and related services
4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in his/her IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (34 CFR 300.304)

**Eligibility Determination**

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with a disability and, if so, the student's educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

1. Whether the student may need special education and related services
2. The basis for making the determination
3. The relevant behavior noted during the observation of the student in an appropriate setting
4. The relationship of that behavior to the student's academic and social functioning
5. The educationally relevant health, developmental, and medical findings, if any
6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate

8.4.74

**IDENTIFICATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)**

8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368 of the No Child Left Behind Act, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (34 CFR 300.306; Education Code 56329)

If a determination is made that a student has a disability and needs special education and related services, an IEP shall be developed within a total time not to exceed 60 days, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days, from the date of the receipt of the parent/guardian's consent for evaluation, unless the parent/guardian agrees, in writing, to an extension. (34 CFR 300.306; Education Code 56043)

**Independent Educational Evaluation**

The parents/guardians of a student with a disability have the right to obtain an independent educational evaluation at public expense under the same criteria that the district uses for a district-initiated evaluation. An *independent educational evaluation* is an evaluation conducted by a qualified examiner who is not employed by the district. *Public expense* means the district either pays for the full cost of the independent educational evaluation or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (34 CFR 300.502; **Education Code 56329**)

The parent/guardian is entitled to only one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (34 CFR 300.502; **Education Code 56329**)

If a parent/guardian has requested an independent educational evaluation, the district may ask for a reason that he/she objects to the district's evaluation. However, the parent/guardian is not required to provide the reason to the district. (34 CFR 300.502)

Upon receiving the request for an independent educational evaluation, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate
2. Ensure that an independent evaluation is provided at public expense, unless the district can later demonstrate at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

## **IDENTIFICATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)**

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an independent evaluation but not at public expense. (34 CFR 300.502)

The results of an independent evaluation obtained by the parent/guardian, whether at public or private expense, shall be considered by the district if it meets district criteria in any decision made with respect to FAPE and may be presented as evidence at a hearing on a due process complaint. (34 CFR 300.502)

### **Reevaluation**

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (34 CFR 300.303; Education Code 56043, 56381)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these children. (Education Code 56445)

### ***Parent/Guardian Revocation of Consent for Continued Provision of Services***

**If at any time subsequent to the initial provision of services, the student's parent/guardian revokes consent, in writing, for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The district shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (34 CFR 300.300, 300.503)**

**Once the district has ceased providing special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.**

**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:**

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 15, 2011

**ROLL CALL REQUIRED:**

None

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**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:**

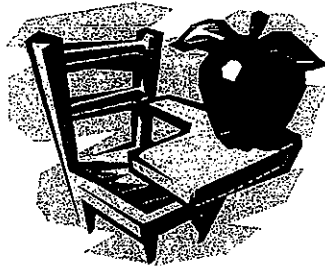
Approve Single Plans for Student Achievement as submitted.

8.5

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

at

**Carlin C. Coppin Elementary School  
#31-66951-6085252  
July 2011 – June 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:

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

**Carlin C. Coppin Elementary School  
150 East 12<sup>th</sup> Street  
Lincoln, CA 95648**

**Western Placer Unified School District**

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

## 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, 26 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. State-of-the-art 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 and the District Student Expectations. 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 Support Providers 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
  - Special Education Individualized Educational Plans (IEP) developed for determining educational goals for students in speech, resource (RSP), and our Special Day Class (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 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 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, 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

## 2010 -11 Accountability Progress Reporting (APR)

### School Report - API Growth and Targets Met 2011 Growth Academic Performance Index (API) Report

California Department of Education  
Assessment and Accountability Division  
9/22/2011



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

2011 Growth API Links:

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

Direct Funded Charter School: No

- 2010-11 APR
- 2010-11 State API
- 2011 Federal AYP and PI

- Summary
- Glossary
- Base
- Guide
- Growth
- AYP
- PI
- Guide

# Met Growth Targets

Schoolwide: Yes  
All Student Groups: No  
All Targets: No

## Groups

	Number of Students Included in 2011 API	Numerically Significant in Both Years	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Student Groups Growth Target
Schoolwide	258		822	824	A	-2	
Black or African American	3	No					
American Indian or Alaska Native	3	No					
Asian	1	No					
Filipino	2	No					
Hispanic or Latino	81	Yes	768	803	A	-35	No
Native Hawaiian or Pacific Islander	0	No					
White	162	Yes	858	843	A	15	Yes
Two or More Races	6	No					
Socioeconomically Disadvantaged	102	Yes	767	764	5	3	No
English Learners	36	No	738	744			
Students with Disabilities	62	Yes	706	704	5	2	No

## Similar Schools

### Median API

2011 Growth	2010 Base
849	836

Click on the median value heading to link to the list of 2010 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2010 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 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. 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 2010 or 2011. APIs based on small

- numbers of students are less reliable and, therefore, should be carefully interpreted.
- "A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2010.
- "B"** means the school did not have a valid 2010 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 2011 Growth API of 710 or a one-point increase from the 2010 Base API to 2011 Growth API for a school or LEA.

**Missing All Subgroup 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 Subgroup Data** - Socioeconomically Disadvantaged, English Learners, and Students with Disabilities groups with missing API data and a "No" under the "Met Subgroup Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2010 Base API to the 2011 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 February 2012.

# 2011 STAR Test Results Coppin (Carlin C.) Elementary School All Students - California Standards Test Scores

Placer County

Western Placer Unified District

Coppin (Carlin C.) Elementary School

31-66951-6085252

266

266

266

County Name:

District Name:

School Name:

CDS Code:

Total Enrollment on First Day of Testing:

Total Number Tested:

Total Number Tested in Selected Subgroup:

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. Additionally, 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	59	74	68	65							

## CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	59	68	55	55							
% of Enrollment	100.0 %	91.9 %	80.9 %	84.6 %							
Students with Scores	59	68	55	55							
Mean Scale Score	372.4	361.2	372.1	364.4							
% Advanced	36 %	26 %	36 %	35 %							
% Proficient	29 %	29 %	29 %	29 %							
% Basic	19 %	31 %	29 %	25 %							
% Below Basic	14 %	7 %	5 %	7 %							
% Far Below Basic	3 %	6 %	0 %	4 %							

## CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	59	70	55	54							
% of Enrollment	100.0 %	94.6 %	80.9 %	83.1 %							
Students with Scores	59	70	55	54							
Mean Scale Score	356.5	415.8	384.1	368.9							
% Advanced	29 %	49 %	36 %	30 %							
% Proficient	25 %	26 %	45 %	19 %							
% Basic	22 %	20 %	9 %	31 %							
% Below Basic	14 %	4 %	9 %	19 %							
% Far Below Basic	10 %	1 %	0 %	2 %							

**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				84.6 %							
Students with Scores				55							
Mean Scale Score				375.3							
% Advanced				29 %							
% Proficient				40 %							
% Basic				20 %							
% Below Basic				7 %							
% Far Below Basic				4 %							

California Department of Education

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# 2011 STAR Test Results Coppin (Carlin C.) Elementary School White - California Standards Test Scores

Placer County

County Name:

Western Placer Unified District

District Name:

Coppin (Carlin C.) Elementary School

School Name:

31-66951-6085252

CDS Code:

266

Total Enrollment on First Day of Testing:

266

Total Number Tested:

168

Total Number Tested in Selected Subgroup:

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. Additionally, 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	59	74	68	65							

## CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	39	41	40	35							
% of Enrollment	66.1 %	55.4 %	58.8 %	53.8 %							
Students with Scores	39	41	40	35							
Mean Scale Score	376.3	376.7	383.6	367.6							
% Proficient and Above	72 %	68 %	73 %	69 %							

## CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	39	42	39	34							
% of Enrollment	66.1 %	56.8 %	57.4 %	52.3 %							
Students with Scores	39	42	39	34							
Mean Scale Score	371.3	436.2	391.4	374.3							
% Proficient and Above	64 %	81 %	90 %	53 %							

## 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				35							
% of Enrollment				53.8 %							
Students with Scores				35							
Mean Scale Score				389.0							
% Proficient and Above				77 %							



# 2011 STAR Test Results Coppin (Carlin C.) Elementary School Hispanic or Latino - California Standards Test Scores

Placer County

Western Placer Unified District

Coppin (Carlin C.) Elementary School

31-66951-6085252

266

266

83

County Name:

District Name:

School Name:

CDS Code:

Total Enrollment on First Day of Testing:

Total Number Tested:

Total Number Tested in Selected Subgroup:

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. Additionally, 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	59	74	68	65							

## CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	17	24	14	16							
% of Enrollment	28.8 %	32.4 %	20.6 %	24.6 %							
Students with Scores	17	24	14	16							
Mean Scale Score	368.0	338.0	338.9	362.6							
% Proficient and Above	53 %	33 %	43 %	56 %							

## CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	17	24	15	16							
% of Enrollment	28.8 %	32.4 %	22.1 %	24.6 %							
Students with Scores	17	24	15	16							
Mean Scale Score	325.1	386.4	365.9	371.9							
% Proficient and Above	35 %	63 %	60 %	44 %							

## 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				16							
% of Enrollment				24.6 %							
Students with Scores				16							
Mean Scale Score				355.9							
% Proficient and Above				63 %							

8.5.11

# 2011 STAR Test Results

## Coppin (Carlin C.) Elementary School

### Economically Disadvantaged - California Standards Test Scores

Placer County

Western Placer Unified District

Coppin (Carlin C.) Elementary School

31-66951-6085252

266

266

104

County Name:

District Name:

School Name:

CDS Code:

Total Enrollment on First Day of Testing:

Total Number Tested:

Total Number Tested in Selected Subgroup:

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. Additionally, 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	59	74	68	65							

#### CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	22	24	22	19							
% of Enrollment	37.3 %	32.4 %	32.4 %	29.2 %							
Students with Scores	22	24	22	19							
Mean Scale Score	339.2	341.8	355.2	360.4							
% Proficient and Above	41 %	38 %	45 %	63 %							

#### CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	22	25	23	19							
% of Enrollment	37.3 %	33.8 %	33.8 %	29.2 %							
Students with Scores	22	25	23	19							
Mean Scale Score	317.0	398.8	376.6	366.2							
% Proficient and Above	36 %	60 %	70 %	47 %							

#### 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				19							
% of Enrollment				29.2 %							
Students with Scores				19							
Mean Scale Score				361.5							
% Proficient and Above				63 %							

# 2011 STAR Test Results

## Coppin (Carlin C.) Elementary School

### Students with Disability - California Standards Test Scores

Placer County

County Name:

Western Placer Unified District

District Name:

Coppin (Carlin C.) Elementary School

School Name:

31-66951-6085252

CDS Code:

266

Total Enrollment on First Day of Testing:

266

Total Number Tested:

51

Total Number Tested in Selected Subgroup:

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. Additionally, 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	59	74	68	65							

#### CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	8	6	5	4							
% of Enrollment	13.6 %	8.1 %	7.4 %	6.2 %							
Students with Scores	8	6	5	4							
Mean Scale Score	*	*	*	*							
% Proficient and Above	*	*	*	*							

#### CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	8	8	5	3							
% of Enrollment	13.6 %	10.8 %	7.4 %	4.6 %							
Students with Scores	8	8	5	3							
Mean Scale Score	*	*	*	*							
% Proficient and Above	*	*	*	*							

#### 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				6.2 %							
Students with Scores				4							
Mean Scale Score				*							
% Proficient and Above				*							

# STUDENT PERFORMANCE DATA SUMMARY (continued)

## School Demographic Characteristics

Data listed below are from the October CBEDS data collection, CAT 6 test and the STAR.

<b>Ethnic/Racial (CBEDS)</b> African American not Hispanic: 1% American Indian or Alaska Native: 1% Asian: 1% Filipino: 1% Hispanic or Latino: 32% Pacific Islander: 1% White not Hispanic: 63% Participants in Free or Reduced Price Lunch: 35% English Language Learners 11% Multi-track year-round school? (CBEDS) – No School Mobility (STAR) NA	<b>Parent Education Level –Highest level (STAR)</b> Not high school graduate 6% High school graduate 19% Some college 36% College graduate 28% Graduate school 11% Average Parent Education Level (STAR) Some college Average Class Size (CBEDS) K-3 = 21/4-5=30 Enrollment in grades 2-11 on first day of testing - (STAR) 266 Number of Students Excused from Testing – 0 Number of Students Tested – (STAR) 266
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## Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
Hispanic	2 <sup>nd</sup> – 5 <sup>th</sup>	In English/Language Arts, 44.4% of our Hispanic students scored proficient or above on the CST. In mathematics 49.4% scored proficient or above.
White	2 <sup>nd</sup> – 5 <sup>th</sup>	In English/Language Arts, 69.1% of our White students scored proficient or above on the CST. In mathematics 66.8% scored proficient or above.
Economically Disadvantaged	2 <sup>nd</sup> – 5 <sup>th</sup>	In English/Language Arts, 43.1% of our economically disadvantaged students scored proficient or above on the CST. In mathematics, the numbers were 52% for economically disadvantaged.
Students with Disabilities	2 <sup>nd</sup> – 5 <sup>th</sup>	43.5% of our special education students are at proficient or above on the CST Eng./LA. In mathematics, 52% scored proficient or above.
All Students	2 <sup>nd</sup> – 5 <sup>th</sup>	60.1% of all students scored proficient or above in English/Language Arts and 62.8% scored at the same level in math.

# SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Language Arts

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

- School wide - Current 60.1% - Target 64.1% (Safe Harbor)
- Hispanic/Latino - Current 44.4% - Target 51.4% (Safe Harbor)
- White - Current 69.1% - Target 72.2% (Safe Harbor)
- SED - Current 43.1% - Target 48.8% (Safe Harbor)
- SWD - Current 43.5% - Target 64.1% (Safe Harbor)

Description of Specific Action to Improve Student Performance	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards <ul style="list-style-type: none"> <li>* All Intervention supplies and material purchased will be related to approve content standards and curriculum.</li> <li>* Lesson plans are developed to align with CA. content standards.</li> <li>* 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.</li> </ul>	All Staff 2011/2012 School Year	<ul style="list-style-type: none"> <li>*Additional Intervention Support Personnel to implement programs</li> <li>*Instructional aide to assist English Learners and their Families</li> <li>*Printing Costs</li> <li>*Intervention Services Providers-partial Support &amp; additional hours</li> </ul>	<ul style="list-style-type: none"> <li>\$18,360</li> <li>\$11,812</li> <li>\$ 6,853</li> <li>\$ 7,000</li> <li>\$13,384</li> <li>\$ 3,146</li> </ul>	<ul style="list-style-type: none"> <li>PRBG (district)</li> <li>EIA</li> <li>SLIG</li> <li>SLIG</li> <li>SLIG</li> <li>SLIG</li> </ul>
Improvement of Instructional Strategies/Materials: <ul style="list-style-type: none"> <li>*Staff will attend various workshops and staff development activities</li> <li>*Ongoing purchases of library materials</li> <li>*Supplemental materials will be purchased to support and enrich core curriculum on an as needed basis</li> </ul>	All Staff 2011/2012 School Year	<ul style="list-style-type: none"> <li>*Conference, sub fees</li> <li>*Library materials</li> <li>*Renaissance Learning</li> <li>*Supplementary materials as needed Program Implementation</li> </ul>	<ul style="list-style-type: none"> <li>\$ 2,000</li> <li>\$ 3,000</li> <li>\$ 3,082</li> <li>\$ 2,000</li> </ul>	<ul style="list-style-type: none"> <li>SLIG</li> <li>SLIG</li> <li>SLIG</li> <li>SLIG</li> </ul>

8515

<p>Extended Learning Time:</p> <ul style="list-style-type: none"> <li>* Students participate in intervention or enrichment programs</li> </ul>	<p>All staff 2011/2012 School Year</p>	<ul style="list-style-type: none"> <li>* Additional support personnel</li> <li>* Supplementary materials as needed</li> </ul>	<p><b>\$1,300</b> <b>\$1,500</b></p>	<p><b>GATE</b> <b>SLIG</b></p>
<p>Staff Development:</p> <ul style="list-style-type: none"> <li>* Staff will participate in monthly professional development meetings</li> <li>* Staff will attend workshops and professional development opportunities as available</li> </ul>	<p>All Staff 2011/2012 School Year</p>	<ul style="list-style-type: none"> <li>* Conference and sub fees</li> </ul>	<p><b>See above</b></p>	<p><b>SLIG</b></p>
<p>Involvement of Parents/Community:</p> <ul style="list-style-type: none"> <li>* Website maintenance</li> <li>* Communication via PTC, SSC, ELAC</li> <li>* Special events involving school community</li> </ul>	<p>All Staff 2011/2012 School Year</p>	<ul style="list-style-type: none"> <li>* Funds allotted for special Events</li> <li>* Printing cost</li> <li>* Trainings, supplies for Parent volunteers</li> </ul>	<p><b>\$250</b> <b>\$500</b> <b>\$100</b></p>	<p><b>SLIG</b> <b>SLIG</b> <b>SLIG</b></p>
<p>Monitoring Program Implementation:</p> <ul style="list-style-type: none"> <li>* Frequent and ongoing assessments</li> <li>* Use of OARS as assessment tools</li> <li>* Anecdotal observations</li> <li>* Use of ESCI assessment in Kindergarten</li> <li>* Use of SWIS as a data collection tool</li> </ul>	<p>All Staff 2011/2012 School Year</p>	<ul style="list-style-type: none"> <li>* additional hours for Support personnel</li> <li>* Renaissance Learning</li> <li>* Supplementary material as needed</li> </ul>	<p><b>\$500</b> <b>\$3,082</b> <b>\$2,000</b></p>	<p><b>SLIG</b> <b>SLIG</b> <b>SLIG</b></p>

8/16

# SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Math

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

- School wide – Current 62.4% - Target 62.8% (Safe Harbor)
- Hispanic/Latino – Current 57% - Target 49.4% (Safe Harbor)
- White – Current 68.8% - Target 71.6% (Safe Harbor)
- SED – Current 48% - Target 52% (Safe Harbor)
- SWD – Current 40.4% - Target 53.2% (Safe Harbor)

Description of Specific Action to Improve Student Performance	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source
<p>Alignment of Instruction with Content Standards:</p> <ul style="list-style-type: none"> <li>* All math supplies and material purchased will be related to approve content standards and curriculum.</li> <li>* Lesson plans are developed to align with CA. content standards.</li> <li>* Benchmarks for achievement are developed to align with CA content standards and are designed to be used as a gauge for measuring a student program.</li> <li>* Math program is followed with fidelity.</li> </ul>	All Staff 2011/2012 School Year	<ul style="list-style-type: none"> <li>*Additional personnel to implement programs</li> <li>*Instructional aide to Assist English Learners and their Families</li> <li>*Printing Costs</li> <li>*Intervention Support Providers-partial support and additional hours</li> </ul>	See above (LA)	EIA EIA SLIG
<p>Improvement of Instructional Strategies/Materials:</p> <ul style="list-style-type: none"> <li>*Staff will attend various math workshops and staff development activities</li> <li>*Ongoing purchases of library materials, as applicable</li> <li>*Supplemental materials will be purchased to support and enrich mathematics program on an as needed basis</li> </ul>	All Staff 2011/2012 School Year	<ul style="list-style-type: none"> <li>*Conference, sub fees</li> <li>*Library materials</li> </ul>	See above (LA)	SLIG

8.5.17

<p><b>Extended Learning Time:</b></p> <ul style="list-style-type: none"> <li>* Students participate in intervention or enrichment programs, as applicable</li> </ul>	<p>All staff 2011/2012 School Year</p>	<ul style="list-style-type: none"> <li>* Additional support personnel</li> <li>* Supplementary materials as needed</li> </ul>	<p><b>See above (LA) See above</b></p>	<p><b>GATE SLIG</b></p>
<p><b>Staff Development:</b></p> <ul style="list-style-type: none"> <li>* Staff will participate in monthly professional development meetings, with math being addressed</li> <li>* Staff will attend workshops and professional development opportunities as available</li> <li>* Staff will participate in observations of other math teachers as needed</li> </ul>	<p>All Staff 2011/2012 School Year</p>	<ul style="list-style-type: none"> <li>* Conference and sub fees</li> </ul>	<p><b>See above (LA)</b></p>	<p><b>SLIG</b></p>
<p><b>Involvement of Parents/Community:</b></p> <ul style="list-style-type: none"> <li>* Website maintenance</li> <li>* Communication via PTC, SSC, ELAC</li> <li>* Special events involving school community</li> </ul>	<p>All Staff 2011/2012 School Year</p>	<ul style="list-style-type: none"> <li>* Funds allotted for special events</li> <li>* Printing cost</li> <li>* Trainings, supplies for Parent volunteers</li> </ul>	<p><b>See above (LA)</b></p>	<p><b>SLIG</b></p>
<p><b>Monitoring Program Implementation:</b></p> <ul style="list-style-type: none"> <li>* Frequent and ongoing assessments</li> <li>* Use of OARS as assessment tools</li> <li>* Anecdotal observations</li> <li>* Use of ESCI assessment in Kindergarten</li> <li>* Use of SWIS as a data collection tool</li> </ul>	<p>All Staff 2011/2012 School Year</p>	<ul style="list-style-type: none"> <li>* additional hours for Support personnel</li> <li>* Renaissance Learning</li> <li>* Supplementary material as needed</li> </ul>	<p><b>See above (LA)</b></p>	<p><b>SLIG</b></p>

8.5.18



## 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.

**SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE: By June of 2012, Carlin C. Coppin School's attendance rate will increase to 95.70%. Our current baseline is 95.20%.**

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: <ul style="list-style-type: none"> <li>Perfect attendance recognition</li> <li>Home visits to encourage reluctant students to attend school</li> </ul>	11/12 Principal Principal			
Staff development and professional collaboration: <ul style="list-style-type: none"> <li>Attend training offered by the county or district related to improving student attendance</li> </ul>	11/12 Principal and appropriate staff			
Involvement of staff, parents and community: <ul style="list-style-type: none"> <li>Weekly clearing of unverified absences each Friday</li> <li>SARB/Attendance letter generated on a regular basis</li> <li>SARB/Attendance letters sent on a regular basis</li> <li>PLC review of students receiving letters</li> </ul>	11/12 Attendance Clerk  Principal Principal			
Monitoring Program Implementation: <ul style="list-style-type: none"> <li>Administration and staff will review monthly ADA percentages provided by the district to identify focus areas</li> </ul>	Staff			

8.5.19

## 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
• .3 ELD Program Specialist	Total \$2,432	EIA
	Total \$2,432	

## 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: \$22,177**

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

\* EIA carryover

**\$ 4,700**

**Gifted and Talented Education (GATE) (Res 0140)**

**Amount: \$ 1,022**

Purpose: To enhance the education of GATE identified Students

\* GATE carryover

**\$ 356**

**School Library Improvement Grant (Res 0395)**

**Amount: \$18,985**

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

\* SLIG carryover

**\$27,738**

**Art & Music Grant (Res 0760)**

**Amount: \$ 600**

\* Art/Music carryover

**\$ 2,281**

Purpose: To promote the arts and music.

**Pupil Retention Block Grant**

**Amount: \$18,360**

Purpose: Intervention Support Providers

**Other State or Local funds (list and describe)**

### 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:**

**\$ 96,219**

# 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	
Jill Nash				X	
Rosanne Johnson				X	
Erin Hermle		X			
Rene McGrath		X			
Niki Swagerty		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).*

## 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:

Attested:

Terri Dorow  
Typed name of school principal

Terri Dorow  
Signature of school principal

12/24/11  
Date

Rosanne Johnson  
Typed name of SSC chairperson

Rosanne Johnson  
Signature of SSC chairperson

10/24/11  
Date

# SINGLE PLAN FOR STUDENT ACHIEVEMENT

6098610

(CDS Code)

## Creekside Oaks Elementary School



**School Years**

**2011-2012**

**Date of this revision: 10/18/11**

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 \_\_\_\_\_.

## **SCHOOL DESCRIPTION AND MISSION STATEMENT**

Creekside Oaks Elementary School serves approximately 630 students in kindergarten through fifth grade. The diverse composition of the student body is 34% Hispanic, 51% Caucasian, and 15% 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 adjoining 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, ELD instruction 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 eight 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 Provider, an English Language Development teacher, two science teachers, and a Music teacher. An innovative collaboration between the district and the Psychology Department of California State University-Sacramento provides individual and small group counseling services to at-risk students with parent permission. Qualified personnel facilitate the counseling program wherein students 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 will soon participate in the training of a program called Positive Behavior Intervention Support. This program promotes character traits of responsible, respectful, and safe. 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; family nights; 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 the STAR Daycare Program on campus, a C.A.R.E. after school program, an after school Chorus, and a band class at a nearby elementary school site in the district.

# 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 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 Study 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 program
  - Title I and ELD 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:**
  - 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 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
  - Nurse aide 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, RSP, English Language Learners, as funds available
  - Computer lab/personnel assistance for students/staff
  - 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 a high 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 re: 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

# Student Performance Data Summary

2010-11

Academic Performance Index (API) School Report

STAR 2011 Percent Tested	Number Included in the 2010 API	2010 API (Base)	2011 Statewide Rank	2010 Similar Schools Rank	2011 Growth Target	2010 API Growth	2011 API Growth Points
100	366	792	5	1	5	788	4

Student Groups	Number of Pupils Included in 2011 API	Numerically Significant	2011 Subgroup API Base	2010 Growth Target	2010 API Growth	2011 API Growth Points
African American, not Hispanic	5	No				
American Indian or Alaska Native	6	No				
Asian	7	No				
Filipino	11	No				
Hispanic or Latino	137	Yes	732	5	740	-8
Pacific Islander	3	No				
White not Hispanic	181	Yes	831	A	824	7
Economically Disadvantaged	199	Yes	756	5	746	10
English Learners	80	Yes	698	5	705	-7
Students With Disabilities	63	No				
Two or More Races	15	No				

2010-11

Standardized Testing and Reporting (STAR)

English Language Arts

Math

Scores are stated as a percent of students scoring at proficient

	2011 Pro/Adv	2012 Target Pro/Adv Safe Harbor	2011 Pro/Adv	2012 Target Prof/Adv Safe Harbor
All Students	53.0%	58.0%	57.7%	62.7%
Hispanic/Latino	35.8%	42.8%	46.7%	52.7 %
English Learners	31.3%	38.3%	43.8%	49.8%
White not Hispanic	64.8%	68.8%	66.3%	70.3%
Socioeconomically Disadvantaged	45.5%	51.5%	51.8%	56.8%
Students With Disabilities	47.5%	53.5%	52.4%	58.4%

Percent of students scoring proficient and advanced for 2010-2011 in grade level subgroups:

## English Language Arts

	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
White not of Hispanic Origin	61	60	76	66
Hispanic/Latino	30	45	45	27
English Learner	24	39	35	21
Socioeconomically Disadvantaged	40	44	57	41
Students with Disabilities	44	50	42	0

**Math**

	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
White not of Hispanic Origin	68	73	68	54
Hispanic/Latino	50	53	57	19
English Learner	48	52	47	13
Socioeconomically Disadvantaged	54	52	65	29
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
<b>07/08</b>	<b>48</b>	<b>26</b>	<b>51</b>	<b>52</b>
<b>08/09</b>	<b>50</b>	<b>33</b>	<b>54</b>	<b>38</b>
<b>09/10</b>	<b>58</b>	<b>37</b>	<b>46</b>	<b>48</b>
<b>10/11</b>	<b>50</b>	<b>53</b>	<b>65</b>	<b>51</b>

**Percent of Students Scoring Proficient or Advanced-Math**

	Grade 2	Grade 3	Grade 4	Grade 5
<b>07/08</b>	<b>57</b>	<b>49</b>	<b>60</b>	<b>70</b>
<b>08/09</b>	<b>59</b>	<b>49</b>	<b>57</b>	<b>57</b>
<b>09/10</b>	<b>73</b>	<b>67</b>	<b>53</b>	<b>39</b>
<b>10/11</b>	<b>61</b>	<b>61</b>	<b>65</b>	<b>39</b>

2010-11

**School Demographic Characteristics**

<b>Ethnic/Racial (STAR)</b> African American not Hispanic: 2% American Indian or Alaska Native: 1% Asian: 2% Filipino: 3% Hispanic or Latino: 36% Pacific Islander: 1% White not Hispanic: 50% Participants in Free or Reduced Price Lunch: 50% English Language Learners (STAR): 22% Multi-track year-round school? (CBEDS) – No School Mobility (STAR): 90%	<b>Parent Education Level (STAR)</b> Not high school graduate: 7% High school graduate: 19% Some college: 30% College graduate: 25% Graduate school: 19% Average Parent Education Level (STAR): 3.27 Average Class Size (CBEDS) K-3: 21 4-6: 31 Enrollment in grades 2-5 on first day of testing - 407 Number of Students Excused from Testing – 0 Number of Students Tested – 407
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**CELDT Test Data Over Years****Percent of students meeting CELDT Criteria**

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

**Student Behavior Data**

	2009-2010	2010-2011
Number of Suspensions	31	17
Days of Suspensions	43	31
Number of Student Citations Issued	118	42

### Student Attendance Data

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

### Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
Hispanic	All grades, especially grades 2 & 5	Data comparing this group to all students and with other subgroups at school
English Learner	All grades, especially grades 2 (ELA) & 5 (ELA and Math)	Data comparing this group to all students at school
Socioeconomically Disadvantaged	All grades (ELA) 5 <sup>th</sup> Grade Math	Data comparing this group to all students at school
Students with Disabilities	Grades 2,4, & 5 (ELA) Grades 3, 4 & 5 (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.
- The newly adopted math curriculum did not appear to greatly affect student learning and math scores continue to be a little ahead of English Language Arts.

## **School Goals for Improving Student Achievement**

- Goal #1: By June 2012, all significant student subgroups will meet AYP proficiency rates for STAR testing in English Language Arts.
- Goal #2: By June 2012, all significant student subgroups will meet AYP proficiency rates for STAR testing in Math.
- Goal #3: The Average Daily Attendance for the 2011-2012 school year at Creekside Oaks will be 95.5%.
- Goal #4: The number of student citations at Creekside Oaks during the 2011-2012 school year will decrease by 10% from the previous school year.

## PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

### SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:

By June, 2012, all significant student subgroups will meet AYP proficiency rates for STAR testing on English Language Arts.

	<u>Current</u>	<u>Safe Harbor Target</u>
Schoolwide	53.0%	58.0%
Hispanic/Latino	35.8%	42.8%
White	64.8%	68.8%
SED	45.5%	51.5%
EL	31.3%	38.3%
SWD	47.5%	53.5%

Description of Specific Action to Improve Student Performance	Implementers Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: <ul style="list-style-type: none"> <li>Teachers collaborate in PLC meetings to insure effective and appropriately aligned instruction is taking place</li> </ul>	Teachers/Principal	None		
Improvement of Instructional Strategies/Materials: <ul style="list-style-type: none"> <li>Purchase annual fee for Accelerated Reader</li> <li>STAR Assessment Incentives</li> <li>English Language Development Intervention</li> <li>Increase library book selection</li> <li>Purchase high level selections of library books for research and novels</li> <li>Enrichment Materials for GATE Students</li> </ul>	Principal Coordinator ELD Teacher Librarian Teachers/Librarian	Subscription fee Prizes Materials Materials Library books Cost of materials	\$3,000 \$750 \$500 \$380 \$500 \$1,000	SLIG SLIG, Site SLIG, Site Donation Title I GATE
Increased Educational Opportunity/Extended Learning Time: <ul style="list-style-type: none"> <li>Computer Lab</li> </ul>	Faculty	Technology Aide Salary	\$12,985	SLIG
Staff Development and Professional Collaboration: <ul style="list-style-type: none"> <li>Workshops/in-services in target areas in English Language Arts.</li> </ul>	Faculty All year	Workshop substitutes	\$1,000	Title I, Site
Involvement of staff, Parents and Community: <ul style="list-style-type: none"> <li>SST Coordinator</li> <li>English Language Intervention Support Teacher</li> <li>Intervention Services Provider</li> <li>Title I Reading Specialist (1<sup>st</sup>-4<sup>th</sup>)</li> <li>ELAC / Title I parent meetings and communications</li> </ul>	ELD & Title I Teacher and Principal	Stipend Salary Salary Salary Materials	\$2400 \$79,756 \$11,729 \$87,618 \$100	Site Title I/EIA SLIG Title I Title I

Auxiliary Services for Students and Parents:	N/A			
Monitoring Program Implementation: <ul style="list-style-type: none"> <li>• PLC Meetings</li> <li>• Utilize OARS to monitor student achievement</li> <li>• ESGI</li> </ul>	Faculty All year Kindergarten	N/A  Yearly subscription	N/A  \$ 750	N/A  Site

8.5.32

## PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

### SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:

By June, 2011, all significant student subgroups will meet AYP proficiency rates for STAR testing in Math.

	<u>Current</u>	<u>Safe Harbor Target</u>
Schoolwide	57.7%	62.7%
Hispanic/Latino	46.7%	52.7%
White	66.3%	70.3%
SED	51.8%	56.8%
EL	43.8%	49.8%
SWD	52.4%	57.4%

8.5.33

Description of Specific Action to Improve Student Performance	Implementers Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: <ul style="list-style-type: none"> <li>Teachers collaborate in grade level PLC meetings to assure that instruction is aligned with standards</li> </ul>	All year			
Improvement of Instructional Strategies/Materials: <ul style="list-style-type: none"> <li>EL Specialist</li> </ul>	Teachers September 2010	Salary	\$79,756	Title I/EIA
Extended Learning Time: <ul style="list-style-type: none"> <li>Computer Lab</li> </ul>	Faculty September	Technology Aide Salary	\$12,985	SLIG
Staff Development and Professional Collaboration: <ul style="list-style-type: none"> <li>Workshops/in-services in target areas such as OARS, HSP math, Professional Learning Communities, GATE etc.</li> </ul>	Faculty All year		\$1,000	Title I/ Site
Involvement of Parents/Community: <ul style="list-style-type: none"> <li>Meetings, communication, conferences</li> </ul>	Parents Title I Staff Principal	Materials	\$250	Title I
Auxiliary Services for Students and Parents: <ul style="list-style-type: none"> <li>Monitoring Program Implementation:               <ul style="list-style-type: none"> <li>PLC Meetings</li> <li>Utilize OARS to monitor student achievement</li> </ul> </li> </ul>	N/A	N/A	N/A	N/A

## PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

### SMART GOAL #3 FOR IMPROVING STUDENT ATTENDANCE:

The Average Daily Attendance for the 2011-2012 school year at Creekside Oaks will be 95.5%.

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: <ul style="list-style-type: none"> <li>Discussion in staff meetings regarding new district attendance procedures.</li> </ul>	Teachers/Principal	None		
Involvement of staff, parents and community: <ul style="list-style-type: none"> <li>Monthly newsletter for parent education</li> <li>Attendance telephone line</li> <li>Title I/ELAC parent meeting</li> <li>Attendance Letters sent home according to district timelines</li> </ul>	Principal Principal Parents/Staff Principal/Attendance Clerk	Paper costs, ink Sticker costs Materials	\$100 \$300 \$50	Site Site Site
Auxiliary services for students and parents: <ul style="list-style-type: none"> <li>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.</li> <li>Awards / incentives to encourage better attendance</li> </ul>	Principal/ Teachers August  Attendance	paper costs, postage  Certificates and prizes None	\$100  \$500	Site  Site
Monitoring program implementation and results: <ul style="list-style-type: none"> <li>Weekly meetings with the principal and attendance clerk.</li> <li>Analysis of goals in School Site Council Meetings</li> </ul>	Principal/Attendance Clerk Principal and SSC	None None		

8.5.34



## PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

### SMART GOAL #4 FOR IMPROVING STUDENT BEHAVIOR:

The number of student citations at Creekside Oaks during the 2011-2012 school year will decrease by 10% from the previous school year.

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:				
<ul style="list-style-type: none"> <li>PROACT Training</li> <li>Training and Implementation of Positive Intervention Behavior Support Program</li> </ul>	Principal PBIS Committee and staff 2011-2012	Registration Substitutes for teachers during training	\$ 150 \$1200	District Site
Involvement of staff, parents and Community				
<ul style="list-style-type: none"> <li>Teacher input on behavior plan</li> <li>Behavior lessons taught by teachers to students</li> </ul>	Teachers, PBIS Committee, 2011-12 Teachers	New behavior report- copies Lesson Copies	\$200 \$50	Site Site
Auxiliary services for students and parents:				
<ul style="list-style-type: none"> <li>Counseling through Sacramento State Interns to help students with social skills and emotional development</li> <li>After school chorus -- 3<sup>rd</sup>-5<sup>th</sup> grade students</li> <li>Fourth and fifth grade student leaders participate as a "Recess Ranger" during morning and afternoon recesses.</li> </ul>	Teachers / Principal All year Teacher/all year Team Ranger Staff	None Teacher/after school Recess Equipment/vests	\$ 886 \$1000	Music Block Grant PTO Funds
Monitoring program implementation and results:				
<ul style="list-style-type: none"> <li>Monthly Student Awards Assembly for those who meet their goal in academics and in good citizenship.</li> </ul>	Principal	Certificates, bracelets, books, Prizes	\$750	Site

## 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
<ul style="list-style-type: none"> <li>ELD Program Specialist to provide direct services to students in our newcomers program.</li> </ul>	\$15,951.20	EIA-LEP

## 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: \$48,167

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: \$28,025

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

#### Other State or Local funds (list and describe)

Amount: \$1,886

#### Allocation

*Arts and Music Block	Code 0760	\$ 886
*GATE	Code 0140	\$ 1,000

### Federal Programs

#### Elementary and Secondary Education Act:

#### Title I: Targeted Assistance Program

Amount: \$111,104

Purpose: Help educationally disadvantaged students achieve grade level proficiency.

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

Amount: \$189,182

8,536

## 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				
Stephany Hammer				X	
Elena Bessette				X	
Joy Forrey				X	
Carmen Brown				X	
Stephanie Cassidy		X			
Ericka Stewart				X	
Isabelle Keeling		X			
April Rennie		X			
Karen Anderson			X		
Numbers of members of each category	1	3	1	5	

## 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:

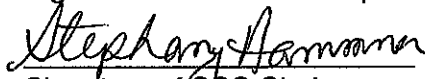
1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes 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 27, 2011

Attested:

Scott Pickett  
Typed name of School Principal

Stephany Hammer  
Typed name of SSC Chairperson

  
Signature of School Principal

  
Signature of SSC Chairperson

10-27-11  
Date

10-27-11  
Date

# SINGLE PLAN FOR STUDENT ACHIEVEMENT

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, 2011/2012 and 2012/2013.** For additional information on school programs and how you may become involved, please contact the following person:

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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 \_\_\_\_\_ 2011

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# 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 71% Hispanic, 26% Caucasian, and 3% 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. Parent volunteers fully implement a monthly art docent program. 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.

### 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.

## 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 third 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.

# 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 2010/2011 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, Cross-age tutoring and support from our Intervention Service Providers.

**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 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. Our school also sponsors a Community Based English Tutoring (CBET) program for parents of our district's English Learners. The goal of the CBET program is to empower adult learners of English to become tutors.

**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.

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## 2010 -11 Accountability Progress Reporting (APR)



### School Report - API Growth and Targets Met 2011 Growth Academic Performance Index (API) Report

California Department of Education  
Assessment and Accountability Division  
9/22/2011

School: First Street  
LEA: Western Placer Unified  
County: Placer  
CDS Code: 31-66951-6117493  
School Type: Elementary

#### 2011 Growth API Links:

<a href="#">School Chart</a>
<a href="#">School Demographic Characteristics</a>
<a href="#">School Content Area Weights</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

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

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

#### Met Growth Targets

Schoolwide: Yes  
All Student Groups: No  
All Targets: No

#### Groups

	Number of Students Included in 2011 API	Numerically Significant in Both Years	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Student Groups Growth Target
Schoolwide	278		829	839	A	-10	
Black or African American	0	No					
American Indian or Alaska Native	2	No					
Asian	6	No					
Filipino	8	No					
Hispanic or Latino	185	Yes	792	799	1	-7	No
Native Hawaiian or Pacific Islander	0	No					
White	73	Yes	894	893	A	1	Yes
Two or More Races	3	No					
Socioeconomically Disadvantaged	206	Yes	793	796	4	-3	No
English Learners	141	Yes	772	790	5	-18	No
Students with Disabilities	36	No	776	763			

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#### Similar Schools

##### Median API

2011 Growth      2010 Base

Click on the median value heading to link to the list of 2010 Base API similar schools. This list contains schools which

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826

825

were selected specifically for the reported school for the 2010 Base API Report.
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Click on the column header to view notes.

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. 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 2010 or 2011. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

**"A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2010.

**"B"** means the school did not have a valid 2010 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 2011 Growth API of 710 or a one-point increase from the 2010 Base API to 2011 Growth API for a school or LEA.

**Missing All Subgroup 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 Subgroup Data** - Socioeconomically Disadvantaged, English Learners, and Students with Disabilities groups with missing API data and a "No" under the "Met Subgroup Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2010 Base API to the 2011 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 February 2012.

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## 2010 -11 Accountability Progress Reporting (APR)



### School Report 2011 Adequate Yearly Progress (AYP) Report

California Department of Education  
Assessment and Accountability Division  
9/22/2011

School: First Street  
LEA: Western Placer Unified  
County: Placer  
CDS Code: 31-66951-6117493  
School Type: Elementary

2011 AYP and PI Links:

<a href="#">School Chart</a>
<a href="#">School PI Status</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

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

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Made AYP: No  
Met 14 of 21 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 2011 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method
<b>Schoolwide</b>	301	300	100	Yes		301	300	100	Yes	
Black or African American	0	0	--	--		0	0	--	--	
American Indian or Alaska Native	2	2	100	--		2	2	100	--	
Asian	6	6	100	--		6	6	100	--	
Filipino	8	8	100	--		8	8	100	--	
Hispanic or Latino	200	200	100	Yes		200	200	100	Yes	
Native Hawaiian or Pacific Islander	0	0	--	--		0	0	--	--	
White	80	79	99	Yes	<u>ER</u>	80	80	100	Yes	<u>ER</u>
Two or More Races	4	4	100	--		4	4	100	--	
Socioeconomically Disadvantaged	221	220	100	Yes		221	221	100	Yes	
English Learners	148	148	100	Yes		148	148	100	Yes	
Students with Disabilities	40	39	98	--		40	39	98	--	

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**Percent Proficient - Annual Measurable Objectives (AMOs)**

GROUPS	English-Language Arts Target 67.6 % Met all percent proficient rate criteria? No					Mathematics Target 68.5 % Met all percent proficient rate criteria? No				
	Valid	Number	Percent	Met	Alternative	Valid	Number	Percent	Met	Alternative
	Scores	At or Above Proficient	At or Above Proficient	2011 AYP Criteria		Scores	At or Above Proficient	At or Above Proficient	2011 AYP Criteria	
<b>Schoolwide</b>	277	153	55.2	No		277	183	66.1	No	
Black or African American	0	--	--	--		0	--	--	--	
American Indian or Alaska Native	2	--	--	--		2	--	--	--	
Asian	6	--	--	--		6	--	--	--	
Filipino	8	--	--	--		8	--	--	--	
Hispanic or Latino	185	87	47.0	Yes	SH	185	108	58.4	No	
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	72	52	72.2	Yes		73	58	79.5	Yes	
Two or More Races	3	--	--	--		3	--	--	--	
Socioeconomically Disadvantaged	205	96	46.8	No		206	118	57.3	No	
English Learners	141	58	41.1	No		141	77	54.6	No	
Students with Disabilities	35	17	48.6	--		35	21	60.0	--	

**Academic Performance Index (API) - Additional Indicator for AYP**

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
839	829	-10	Yes	

**2011 API Criteria for meeting federal AYP:** A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

**Graduation Rate Goal: 90 Percent****Current Year: Graduation Rate Results**

2010 Graduation Rate (Class of 2008-09)	2011 Graduation Rate (Class of 2009-10)	2011 Target Graduation Rate	2011 Graduation Rate Criteria Met	Alternative Method or Exclusion
			N/A	

**Graduation Rate Criteria:** (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

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## 2011 STAR Test Results

### First Street School

### All Students - California Standards Test Scores

County Name: Placer County

District Name: Western Placer Unified District

School Name: First Street School

CDS Code: 31-66951-6117493

Total Enrollment on First Day of Testing: 301

Total Number Tested: 301

Total Number Tested in Selected Subgroup: 301

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. Additionally, 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	82	75	75	69							

#### CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	82	70	70	66							
% of Enrollment	100.0 %	93.3 %	93.3 %	95.7 %							
Students with Scores	82	70	70	66							
Mean Scale Score	357.7	330.6	380.1	364.6							
% Advanced	23 %	13 %	41 %	26 %							
% Proficient	23 %	21 %	34 %	33 %							
% Basic	39 %	30 %	16 %	27 %							
% Below Basic	13 %	23 %	9 %	12 %							
% Far Below Basic	1 %	13 %	0 %	2 %							

#### CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	82	73	72	68							
% of Enrollment	100.0 %	97.3 %	96.0 %	98.6 %							
Students with Scores	82	73	72	68							
Mean Scale Score	372.0	370.8	392.0	415.4							
% Advanced	27 %	34 %	44 %	44 %							
% Proficient	37 %	16 %	35 %	26 %							
% Basic	20 %	21 %	11 %	24 %							
% Below Basic	17 %	25 %	7 %	6 %							
% Far Below Basic	0 %	4 %	3 %	0 %							

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## 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				67							
% of Enrollment				97.1 %							
Students with Scores				67							
Mean Scale Score				394.0							
% Advanced				34 %							
% Proficient				37 %							
% Basic				19 %							
% Below Basic				9 %							
% Far Below Basic				0 %							

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California Department of Education  
Assessment and Accountability Division

CELDT Reporting Home » Reports » School Report

## California English Language Development Test (CELDT) First Street

Year: 2010-2011  
State: CALIFORNIA  
County: Placer  
District: Western Placer Unified  
School: First Street  
Assessment: All Assessments  
Subgroup: All Students  
Report Type: Test Results

Note: The first row in each table contains numbers 1 through 12 which represent Grade 1 through Grade 12 respectively. Additionally, K stands for Kindergarten.

### Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	1 (2.0%)	1 (3.0%)	3 (8.0%)	6 (19.0%)	2 (10.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	13 (6.0%)
Early Advanced	(0.0%)	8 (20.0%)	4 (10.0%)	7 (18.0%)	8 (26.0%)	11 (52.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	38 (17.0%)
Intermediate	3 (6.0%)	15 (37.0%)	27 (68.0%)	17 (43.0%)	13 (42.0%)	8 (38.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	83 (37.0%)
Early Intermediate	11 (22.0%)	15 (37.0%)	7 (18.0%)	9 (23.0%)	3 (10.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	45 (20.0%)
Beginning	37 (73.0%)	2 (5.0%)	1 (3.0%)	4 (10.0%)	1 (3.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	45 (20.0%)
Number Tested	51 (100.0%)	41 (100.0%)	40 (100.0%)	40 (100.0%)	31 (100.0%)	21 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	224 (100.0%)

### Domain Mean Scale Scores

Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	310.7	420.2	460.2	449.7	531.9	548.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Speaking	288.1	427.5	473.6	466.8	512.2	533.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reading	272.7	409.6	457.7	479.2	533.0	552.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Writing	321.7	399.6	466.5	503.4	532.7	539.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0

#### Notes:

- \* Subgroup options vary by year.
- \* Summary data is not provided when there are three or fewer students in a particular subgroup (indicated by three asterisks \*\*\*).
- \* 2010-11 Edition summary results are reported using the common scale that was first used in 2006-07. Results may be compared with the results for 2006-07 and later but should not be compared to results earlier than 2006-07.
- \* Percentage may not add up to 100% in column and row totals due to rounding.

Report generated: Wednesday, October 19, 2011

Data last updated: Tuesday, May 10, 2011

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# 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	Parent Education Level (STAR)	Percent
African American not Hispanic	0	Percent with a response	96
American Indian or Alaska Native	1	Of those with a response:	
Asian	2	Not a high school graduate	28
Filipino	3	High school graduate	22
Hispanic or Latino	66	Some college	20
Pacific Islander	0	College graduate	14
White not Hispanic	27	Graduate school	16
Participants in Free or Reduced Price Lunch	71	Enrollment in grades 2-11 on first day of test	301
English Language Learners (STAR)	43	Students exempted from STAR testing	0
Multi-track year-round school? (CBEDS)	No		
School Mobility (STAR)	92		

## Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
English learners	2 <sup>nd</sup> – 5 <sup>th</sup>	In English/Language Arts, 55.2% of our students scored proficient or above on the CST compared to 41.1% of English learners. In mathematics the numbers were 66.1% for the school and 54.6% for English learners.
Title I and SCE participants	2 <sup>nd</sup> – 5 <sup>th</sup>	The most needy below the 25 <sup>th</sup> percentile receive services through the Title I reading intervention program and after school tutoring groups.
Economically Disadvantaged	2 <sup>nd</sup> – 5 <sup>th</sup>	In English/Language Arts, 46.8% of our economically disadvantaged students scored proficient or above on the CST compared with 55.2% of overall student population. In mathematics, the numbers were 57.3% for economically disadvantaged and 66.1% all students.
Special Education participants	2 <sup>nd</sup> – 5 <sup>th</sup>	17% of our special education students are at proficient or above on the CST Eng./LA and 60% in mathematics compared to the numbers already shared for the general student population.
Other student groups: All Students	2 <sup>nd</sup> – 5 <sup>th</sup>	18.25% of all students scored below/far below basic in English/Language Arts and 15.5% scored at the same level in math.

### 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 fourth graders scored lower than the other grades while our current fifth graders scored slightly better than our promoted fifth graders.
- Our English learners and economically disadvantaged subgroups were not able to meet their AYP targets for the 2010/2011 STAR testing cycle in English /Language Arts or math.
- Our current fifth graders had the highest percentage of students scoring at proficient or advanced on both the English/Language Arts and math portions 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 2012, all significant subgroups will meet AYP proficiency rates for STAR testing in Mathematics.

Goal #2: By June 2012, all significant subgroups will meet AYP proficiency rates for STAR testing in English/Language Arts.

Goal #3: By June 2012, First Street School's attendance rate will increase to 96.52%.

## 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.

<b>SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: By June of 2012, all significant subgroups will meet AYP proficiency rates for STAR testing in mathematics:</b>				
<ul style="list-style-type: none"> <li>Overall – Current 66.1% Target 69.4% (Safe Harbor)</li> <li>Hispanic/Latino – Current 58.4% Target 62.5% (Safe Harbor)</li> <li>White – Current 79.5% Target 82%</li> <li>SED – Current 57.3% Target 61.57% (Safe Harbor)</li> <li>EL – Current 54.6% Target 59.1% (Safe Harbor)</li> </ul>				
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> <li>Curriculum mapping and calibration at each grade level that aligns instruction to California Standards</li> <li>The school will follow a district approved lesson pacing schedule and common assessment guide for each grade level</li> <li>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</li> </ul>	<p>11-12 Teachers <i>Teaching staff</i></p> <p>Teaching staff and principal</p>	<p>Teachers will use Early Release Days</p> <p>Cost associated with implementing intervention for underperforming subgroups (2 ISP's)*</p>	\$23,083	Title I
<p>Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> <li>Support the implementation of the newly adopted math curriculum</li> </ul>		*Intervention Support Provider		

8.9.53

<ul style="list-style-type: none"> <li>Continue the use of Renaissance's Accelerated Math program</li> <li>Implementation of the California standards-based Study Island computer program</li> </ul>	Teaching staff	Cost associated with renewal of Study Island and Renaissance Place computer-based programs	\$3,103 RP \$2,800 SI	SLIBG
Extended Learning Time: <ul style="list-style-type: none"> <li>Supplement the Harcourt HSP Math program with additional manipulatives as needed</li> <li>Continue to support the Accelerated Math program</li> <li>The appropriate school, general and categorical funds will be used to support the mathematics program goals in the school plan</li> <li>The school will provide additional time in mathematics for students needing intervention (at least 15 minutes daily)</li> <li>Offer Homework Club</li> </ul>	11-12 Teachers Principal	Cost of additional manipulatives not included in the Harcourt HSP Math program Cost of materials (paper, ink cartridges) associated with running the program	\$1,500 \$2,000	SLIBG SLIBG
	Teachers Fall & Spring	Certificated Supervisor	\$5,000	SLIBG
Staff development and professional collaboration: <ul style="list-style-type: none"> <li>Provide planning time for teachers during Early Release Days and regularly scheduled grade level meetings</li> <li>As budget permits, allow staff the opportunity to attend related workshops or training</li> <li>The teaching staff will be provided an opportunity to participate in Project GLAD coaching (three days during the 11/12 school year)</li> <li>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)</li> <li>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)</li> </ul>	11-12 Teachers on an on-going basis Principal Teachers Certificated staff  Certificated staff	Cost of workshops or training Cost of training	\$2,000 \$5,000 \$6,000	SLIBG, Staff Dev. Title I Title I
Involvement of staff, parents and community: <ul style="list-style-type: none"> <li>Identify, through SST's, grade level meetings and</li> </ul>	Certificated staff	Cost of SST coordinator	\$2,000	SLIBG

8.5.04

<p>multi-grade articulation meetings, those students in need of academic support services</p> <ul style="list-style-type: none"> <li>• Parent/teacher conferences and on-going communication to discuss academics and if necessary truancy</li> <li>• Use of student folders in the primary grades and student agendas in the intermediate grades (both items include school rules, procedures, etc.)</li> <li>• Regular and timely communication with parents via newsletters, reports, notices, etc.</li> <li>• Implement consistent measures to insure the safety of the students and staff.</li> <li>• English Learner Advisory Committee (ELAC) meetings are held at least 4 times a year</li> <li>• 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</li> <li>• FSS would like to provide students with the opportunity to participate in school sponsored trips and activities regardless of financial hardship</li> </ul>	<p>Teachers</p> <p>Students will use on a regular basis</p> <p>School staff</p> <p>Office staff</p> <p>Administration</p> <p>Title I staff</p> <p>School staff</p>	<p>Cost of folders and agendas</p> <p>The cost associated with the printing of documents and reports</p> <p>The cost associated with "visitor stickers"</p>	<p>\$600</p> <p>\$2,000</p> <p>SLIBG</p> <p>SLIBG</p>
<p>Monitoring Program Implementation:</p> <ul style="list-style-type: none"> <li>• Teachers and administration will monitor student progress on the OARS data management system</li> <li>• Teachers will monitor student progress on our Accelerated Math program</li> <li>• Administration will monitor program implementation through teacher observations, routine classroom walk-throughs, grade level meeting notes, Collaboration Tuesday notes and review of OARS information</li> <li>• Certificated staff and administration will review STAR testing program information to identify focus areas</li> </ul>	<p>09/10</p> <p>Teachers and administration</p> <p>Administration</p>	<p>Cost associated with the renewal of the AM program</p>	<p>SLIBG</p>

8.5.55

## 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 2012, all significant student subgroups will meet AYP proficiency rates for STAR testing on ELA:				
<ul style="list-style-type: none"> <li>Overall – Current 55.2% Target 59.68% (Safe Harbor)</li> <li>Hispanic/Latino – Current 47% Target 52.3% (Safe Harbor)</li> <li>White – Current 72.2% Target 75%</li> <li>SED – Current 46.8% Target 52.1% (Safe Harbor)</li> <li>EL – Current 41.1% Target 47% (Safe Harbor)</li> </ul>				
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: <ul style="list-style-type: none"> <li>Curriculum mapping and calibration at each grade level that aligns instruction to California Standards</li> <li>The school will develop and follow a district adopted lesson pacing schedule and common assessment guide for each grade level</li> <li>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</li> </ul>	11-12 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 / EIA
Improvement of instructional strategies and materials: <ul style="list-style-type: none"> <li>Use of Renaissance's Accelerated Reader (AR) program in grades 1-5</li> <li>Implementation of the California standards-based Study Island computer program</li> </ul>	11-12 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	SLIBG SLIG

8/15/08

<ul style="list-style-type: none"> <li>Continue to add AR leveled books to our library</li> <li>Introduce magazines as reading material in the classrooms and the library</li> <li>Support the classroom teachers by providing materials to enhance our standards-based curriculum</li> <li>Support classroom teachers with English learners by providing them with instructional aide time</li> <li>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)</li> </ul>	<p>Librarian</p> <p>Teachers</p> <p>Instructional Aides</p>	<p>The cost of books</p> <p>The cost of magazine subscriptions</p> <p>Cost of 15 hours a day of instructional aide time</p>	<p>\$5,000</p> <p>\$2,300</p> <p>\$87,000</p>	<p>SLIBG</p> <p>SLIBG</p> <p>EIA-LEP</p>
<p>Extended Learning Time:</p> <ul style="list-style-type: none"> <li>Title I reading intervention for at-risk students in grades K-2</li> <li>Additional support provided by instructional aides in grades 1-5</li> <li>We will provide students with supplemental materials to aid in the mastery of grade level standards</li> <li>Implementation of SRA Reading Mastery and SIPPS as intervention programs for struggling readers</li> <li>Set aside an additional 30-45 minutes for reading/language arts students participating in the intervention program</li> <li>Provide extended learning opportunities to our GATE and High Achiever identified students through the District's W-PEP program</li> <li>Provide extended learning opportunities to our English learners through an ELD summer program</li> </ul>	<p>11-12</p> <p>Title I teacher</p> <p>Instructional Aides</p> <p>Teachers</p> <p>Teachers</p> <p>ISP's</p> <p>Teachers</p> <p>Teachers</p>	<p>Cost of Title I teacher</p> <p>Instructional Aide hourly rate (4.5 hours per day)</p> <p>Cost of materials</p> <p>Cost of curriculum and ISP's</p> <p>Hourly cost for teachers providing enrichment classes</p> <p>Hourly cost for teachers providing instruction</p>	<p>\$87,191</p> <p>\$22,406</p> <p>\$4,200</p> <p>\$18,360</p> <p>\$4,858</p>	<p>Title I</p> <p>Title I/EIA</p> <p>Title I</p> <p>Title I</p> <p>GATE</p>
<p>Staff development and professional collaboration:</p> <ul style="list-style-type: none"> <li>Continue to offer district-sponsored training in the areas of reading and writing</li> <li>Continue to offer staff development opportunities to</li> </ul>	<p>11-12</p> <p>District Office</p> <p>Teachers</p>	<p>Cost of presenters and snacks</p> <p>Cost associated with attending</p>	<p>\$12,698</p>	<p>Staff Dev.</p> <p>Title I</p>

<ul style="list-style-type: none"> <li>our certificated staff in the area of language arts</li> <li>Continue our association with CRLP Results</li> <li>As part of implementing the Professional Learning Community model, the school will develop a consistent assessment and monitoring system for the reading/language arts program</li> <li>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).</li> <li>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)</li> <li>Five percent of our Title I allocation will be set aside for staff development</li> </ul>	Teachers	staff development opportunities	\$4,950	EIA-LEP
	Teachers			
	Administration	The equivalent of 5% of the total Title I allocation	\$7,954	Title I
Involvement of staff, parents and community:	11/12	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Dissemination of assessment results to parents</li> <li>Timely academic reports and referral for intervention if necessary</li> <li>Identify, through SST's, grade level meetings and multi-grade articulation meetings, those students in need of academic support services</li> <li>Parent/teacher conferences and on-going communication to discuss academics and if necessary truancy</li> <li>Use of student folders in the primary grades and student agendas in the intermediate grades (both items include school rules, procedures, etc.)</li> <li>Regular and timely communication with parents via newsletters, reports, notices, etc.</li> <li>Implement consistent measures to insure the safety of the students and staff.</li> <li>English Learner Advisory Committee (ELAC) meetings are held at least 4 times a year</li> <li>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</li> </ul>	Teachers	Possible release time for teachers would require substitutes and compensation for an SST coordinator	\$2,000	SLIBG
	Teachers			
	Students will use on a regular basis	The cost of student folders and agendas	\$600	SLIBG
	Teaching staff	The cost associated with the printing of documents & reports		
	Office staff	The cost associated with "visitor stickers"	\$2,000	SLIBG
	Principal	The cost of coffee and snacks provided at meetings	\$250	EIA
	Title I teacher	The cost of coffee and snacks for the workshops, stipends for the	\$500	Title I



<p>would receive materials to take home to implement the strategies</p> <ul style="list-style-type: none"> <li>FSS would like to provide students with the opportunity to participate in school sponsored trips and activities regardless of financial hardship</li> </ul>		<p>teachers and the cost of materials</p> <p>The cost of field trips and/or other activities for those students with financial need</p>	\$500	SLIBG
<p>Monitoring Program Implementation:</p> <ul style="list-style-type: none"> <li>Teachers and administration will monitor student progress on the OARS data management system</li> <li>Teachers will monitor student progress on our Accelerated Reader program</li> <li>Administration will monitor program implementation through teacher observations, routine classroom walk-throughs, grade level meeting notes, Collaboration Tuesday notes and review of OARS information</li> <li>Certificated staff and administration will review STAR testing program information to identify focus areas</li> </ul>	<p>11/12</p> <p>Teachers and Administration Teachers</p> <p>Administration</p> <p>Teachers and Administration</p>			

8.5.59

## 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 2012, First Street School's attendance rate will increase to 96.52%. Our current baseline is 96.02%.**

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: <ul style="list-style-type: none"> <li>Weekly perfect attendance recognition</li> <li>Monthly perfect attendance recognition</li> <li>Home visits to encourage reluctant students to attend school</li> </ul>	11-12 Principal Principal			
Staff development and professional collaboration: <ul style="list-style-type: none"> <li>Attend training offered by the county or district related to improving student attendance</li> </ul>	11-12 Principal and appropriate staff			



## 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
<ul style="list-style-type: none"> <li>• Serve as a liaison between District and Schools.</li> <li>• Prepare and submit various reports (CalWORKS, Title I Data, R-30 Language Census, etc.).</li> <li>• Advise and assist school with program requirements.</li> <li>• Coordinate staff development.</li> <li>• Newcomer teacher to provide additional English language support services to newcomer students.</li> <li>• ELD Program Specialist to provide direct services through in-class support and staff development.</li> </ul>	Total: \$6,503	EIA-LEP
	Total: \$0	Title I Part A
	Total: \$0	Title III

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

8.5.62

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**

<b>Economic Impact Aid/ State Compensatory Education</b> Purpose: Help educationally disadvantaged students succeed in the regular program.	<b>Amount: \$0</b>
<b>Economic Impact Aid/ English Learner Program</b> Purpose: Develop fluency in English and academic proficiency of English learners.	<b>Amount: \$54,765</b>
<b>English Language Acquisition Program (ELAP)</b> Purpose: To help English learners in grades 4 through 8 improve their English proficiency.	<b>Amount: \$0</b>
<b>Gifted and Talented Education (GATE)</b> Purpose: To enhance the education of GATE identified students.	<b>Amount: \$2,587</b>
<b>School Library Improvement Block Grant (Res 3010)</b> Purpose: Improve school response to educational, personal and career needs of all students.	<b>Amount: \$41,094</b>
<b>Arts &amp; Music Block Grant</b> Purpose: To promote the arts and music.	<b>Amount: \$5,472</b>
<b>Other State or Local funds (list and describe)</b>	<b>Amount: \$0</b>

### **Federal Programs**

#### **Elementary and Secondary Education Act:**

<b>Title I: Schoolwide Program</b> Purpose: Upgrade the entire educational program of the school.	<b>Amount: \$0</b>
<b>Title I: Targeted Assistance Program</b> Purpose: Help educationally disadvantaged students achieve grade level proficiency.	<b>Amount: \$192,654</b>
<b>Title V: Innovative Programs</b> Purpose: Support educational improvement, library, media, and at-risk students.	<b>Amount: \$0</b>
<b>Other Federal Funds (list and describe):</b>	

<b>Title III: EL (Res 4201 or 4203)</b>	<b>Amount: \$0</b>
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**Total amount of state and federal categorical funds allocated to this school: \$296,572**

## 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	
Kellie Darbo				X	
Vacant (to be filled 10/31/11)				X	
Brent Wellburn				X	
Dulce Santana				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).*

8.5.64

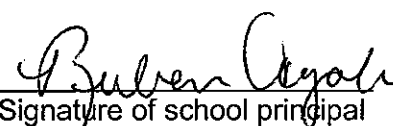
## RECOMMENDATIONS AND ASSURANCES

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 31, 2011

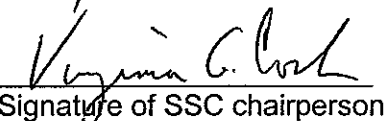
Attested:

Ruben Ayala  
Typed name of school principal

  
Signature of school principal

10/24/11  
Date

Virginia Cosh  
Typed name of SSC chairperson

  
Signature of SSC chairperson

10/24/11  
Date

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

## **FOSKETT RANCH ELEMENTARY SCHOOL**

**October 17, 2011**

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](mailto:kcastillo@wpusd.k12.ca.us)

**Western Placer Unified School District**

The District Governing Board approved this revision of the School Plan on 11/7/2011.



## **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 K/1 classes serve students with special needs. As a part of the district's class size reduction program, five first grade classes, four second grade classes, and four third grade classes operate with 25 students or less. There are two fourth grade classes, a fourth/fifth combination and two fifth grade class serving upper grade students. There are four Kindergarten classes. A private before and after school enrichment program 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. Two Intervention Support Providers assist grade levels to provide intervention to students that need additional support in reading/language arts. A school psychologist provides 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, four full-time psychologists, two full-time nurses, devoted to identifying and serving the special needs of our students.

The Student Success 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.

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-six years, seventeen 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 classroom. English Learners (in grades 2 – 12) that are new to the country are enrolled in a specialized program to learn English. Other English Learners receive English Language Development at their school 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.
5. Services provided by categorical funds to enable under-performing students to meet standards:

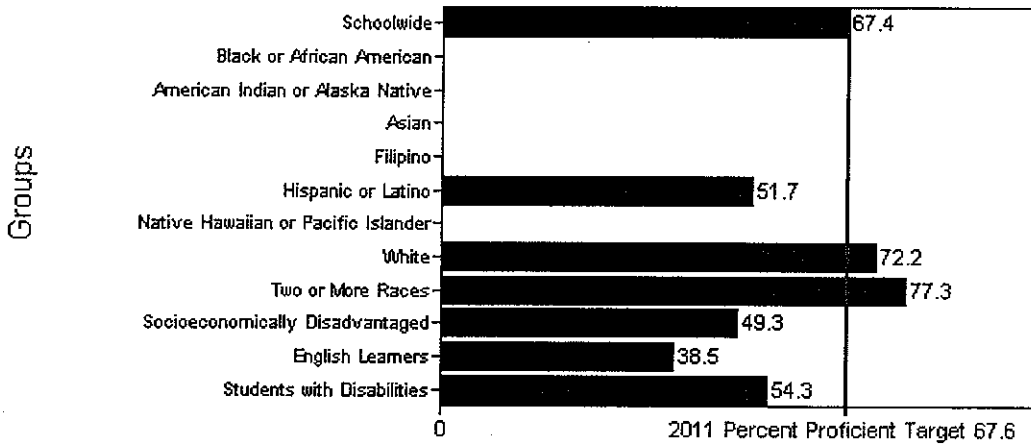
- Leveled reading materials allow teachers to work with small groups of students performing below grade level.
  - After school tutoring materials have been purchased
  - Many various supplemental materials, as requested and funds available, for staff to assist student needs
  - Special education funds 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 2-12) 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
  - Health clerk time available to assist students' physical/health needs
  - 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.
  - First through third grade Class Size Reduction Option 1 with flexibility
  - 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
  - Approximately 200 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)
  - CPS assistance as needed
  - Library time scheduled for all students weekly

- Intervention Support Providers for reading/language arts
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.
  - 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

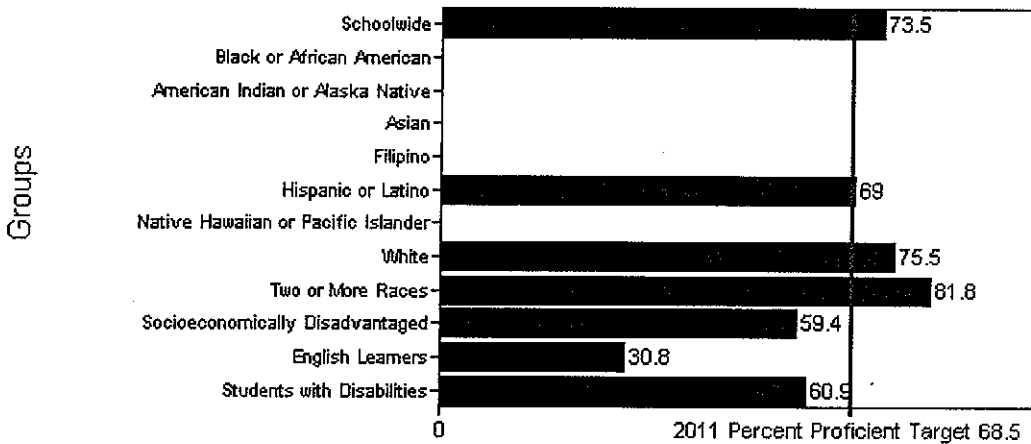
# STUDENT PERFORMANCE DATA SUMMARY

## State Testing and Accountability Reporting (STAR)

### 2010 – 2011 Federal Accountability: Adequate Yearly Progress 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)

2010 Base API	2011 Growth API	Growth in API from 2010 - 2011
854	870	16

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

Grade Level	English Language Arts		
	09	10	11
2 <sup>nd</sup>	61.1	70.4	78.7
3 <sup>rd</sup>	48.3	49.2	50
4 <sup>th</sup>	79.2	59.2	75.6
5 <sup>th</sup>	67.2	73.6	62.7

## Grade Level Report -% Proficient/Advanced Math

Grade Level	Math			Science (5 <sup>th</sup> Only)		
	09	10	11	09	10	11
2 <sup>nd</sup>	76.4	76.5	79.8			
3 <sup>rd</sup>	71.4	65.8	71.8			
4 <sup>th</sup>	83.4	67.1	71.8			
5 <sup>th</sup>	90.4	79.2	69.3	82.5	73.2	72.7

## 2009 – 2010 Discipline Distribution Report

	Total	Kinder	1st	2nd	3rd	4th	5th
Cause/Attempt Injury							
Battery			1				
Dangerous Object/Weapon							
Attempt/Damage Property							
Attempt/Steal Property							
Possess/Use Tobacco							
Obscene Act/Vulgarity/Profanity							
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	81		18	13	17	2	31
Totals	84		20	13	17	2	32

## 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	1						
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



## School Demographic Characteristics

Data listed below are from the October CBEDS data collection and the 2011 Standardized Testing and Reporting Program student answer document.

<b>Ethnic/Racial %'s</b>		<b>Parent Education Level</b>	
African American not Hispanic	3	Not high school graduate	2
American Indian or Alaska Native	1	High school graduate	13
Asian	2	Some college	37
Filipino	1	College graduate	36
Hispanic or Latino	17	Graduate school	11
Pacific Islander	1	Average Parent Education Level	3.41
White not Hispanic	67	<b>% Enrollment for STAR</b>	
Two or More Races	7	Grade 2	29
Participants in Free or Reduced Price Lunch	71	Grades 3 – 5	71
Participants in GATE	6	<b>Enrollment in grades 2-5 on first day of testing</b>	
Number of English Language Learners	3		
Reclassified Fluent English Proficient	1		
Students with Disabilities	10	<b>Number of Students Excused from Testing</b>	0
Multi-track year-round school? (CBEDS)	No	<b>Number of Students Tested</b>	338
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 scores: Hispanic/Latino students, Students with Disabilities and Socioeconomically Disadvantaged students. A gap continues to exist between reading and math but is narrowing. Grade level performance shows that English Language Arts scores increased in grades 2, 3, and 5 from 2009 to 2011 on the CST. Grade 4 scores from the 2009 – 2010 CST decreased by 20 points and increased by 17 points by 2011. We met the federal target for 2011 in math and as Safe Harbor for English/Language Arts. English Language Learners have the lowest percent proficient on the state tests.
- Math** – State tests show relative gaps with the following sub groups: Students with Disabilities, English Language Learners, and Socioeconomically Disadvantaged. Our school scored better in Math than in English Language Arts on the state assessment and the gap is narrowing. English Language Arts is weighted more than math. Grade level performance indicates a decrease from the 2009 – 2010 math CST scores in grades 3 – 5 but is starting to increase again, and 2<sup>nd</sup> grade scores remained constant. The cohort groups continue to increase proficiency from year to year.

### **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.
- Students feel safe going to and while at school.
- Teachers maintain high expectations for student performance.
- Positive relationships exist amongst/between students-staff, staff-staff, parents-staff and students-students.
- Parents are happy with the academics.
- Differentiation continues to be a need.
- There is a need to develop students' social/emotional awareness/skills (ie: bullying, community).
- 19% of the parents indicate that they do not read to or read with their children.
- Discipline referrals to the office decreased from 2010 - 2011.
- A concern exists that students may not be retaining basic math fact skills and may need review strategies.

### **School Goals for Improving Student Achievement:**

- Goal #1: By June 2012, 70.66% of the 2<sup>nd</sup> – 5<sup>th</sup> grade students school-wide will score proficient/advanced in English/Language Arts on the California Standards Test (CST).
- Goal #2: By June 2012, 79% of the 2<sup>nd</sup> – 5<sup>th</sup> grade students school-wide will score proficient/advanced in math on the California Standards Test (CST).
- Goal #3: By June 2012, student referrals to the office will decrease 5% from 64 to 61 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 2012, 70.66% (Safe Harbor) of the 2<sup>nd</sup> – 5<sup>th</sup> 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:** Each sub group will make the following increases in % proficient/advanced on the English Language Arts portion of the CST: Hispanic/Latino – from 51.7 to 56.5% (Safe Harbor), White – from 72 to 79.2%, Socioeconomic Disadvantaged – 49.3 to 54.4% (Safe Harbor), English Learners – 38.5 to 45% (Safe Harbor), Students with Disabilities – 49.3 to 54.4% (Safe Harbor).

**Means of evaluating progress toward this goal:** CA State Assessments, Renaissance (AR) Assessment, 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 '11 ongoing	None		
B. Grade levels and individuals align their yearly SMART goals to contribute to the overall school SMART goals.	Staff/Admin – September/October '11	None		
C. Walkthrough observations monitor instruction aligned to content standards and strategies to address needs of subgroup populations.	Admin – 11/12 ongoing	Cost to copy feedback forms	\$50	SLIG
D. Science lab lessons include targeted opportunities to enhance reading/writing across the curriculum and to address the needs of sub groups.	Staff – 11/12 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 11/12 ongoing	Cost of instructional materials.	\$1,468	Art/Music Grant

LS 8

F. Teachers/students set Accelerated Reader goals each trimester and regularly monitor progress towards those goals.	Staff - 11/12			
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 11/12 ongoing	None		
H. English Language Learners are assessed and monitored to ensure student progress towards EL and state standards.	Staff/Admin 11/12 ongoing	Paper/Copy Costs	\$20	EIA
I. Individual Learning plans are developed for GATE identified students to meet their needs.	Staff/Admin 11/12 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 - 11/12 ongoing	None		
K. Student Success Team (SST) and grade levels meet regularly to develop action plans to address students' needs.	Admin - 10/11 ongoing	None		
L. Accelerated Reader allows students daily independent reading practice and allows staff to conference with students to monitor progress.	Staff/Admin - 11/12 ongoing	Accelerated Reader subscription	\$2900	SLIG
M. Library resources address various needs by allowing students to select materials at their reading levels.	School library tech/staff - 11/12 ongoing	Cost to increase library circulation, incentives, supplies	\$3,500 \$1000	SLIG Kiwanis
N. Supplemental materials and supplies help to differentiate instruction to address the differentiated needs of the learners.	Staff- 11/12 ongoing	\$500 per grade level for supplemental materials aligned to grade level goals, paper, copy costs.	\$6,500 (3,500 mat/ 3,000copy)	SLIG

8.5.78

O. Students use technology resources for solving problems and making informed decisions in technology infused mathematics, science, social studies, language arts.	Staff/Admin- 11/12 ongoing	Programs/Materials/Software/ Technology Cost to update computers, printers, and LCD projector materials.	\$3111 \$3000	SLIG PTO
Extended Learning Time:				
P. Homework club allows identified students the opportunity to receive additional assistance in the content areas.	Staff – Oct 11 – April 26	Hourly rate of certificated staff T/W/TH 45 min. day.	\$35/hour x 49.5 hours = \$1,733	SLIG
Q. After school tutoring allows targeted students the opportunity to participate in additional, direct instruction in language arts.	Staff – Nov 11 through April 12	Hourly rate of certificated staff Materials, copy costs	\$35/hour x 96 hours = \$3,360	SLIG
R. WPEP (Western Placer Extended Program) allows students to participate in after school enrichment programs.	Staff 11/12 ongoing	Hourly rate of certificated staff, materials and supplies	\$1,110	GATE
S. After school choir extends the core curriculum presented during music instruction.	Staff 11/12 ongoing	Hourly rate of certificated staff, materials and supplies	\$1,300	Art/Music Grant
Increased educational opportunity:				
T. Small group language arts instruction addresses the needs of students at-risk of retention.	Staff 11/12 ongoing	Hourly rate of 2 classified staff to help with targeted intervention.	\$ 18,360	Pupil/Ret Block Grant EIA
U. Accelerated Reader provides daily reading practice at students' ZPD (Zone of Proximal Development).	Grade levels – 11/12 ongoing	Accelerated Reader subscription fees, ink, paper (see pg 13, 1. L)	\$ 2,953	
V. The computer lab supports instruction in the content areas.	Staff – 11/12 ongoing	Cost for site license fees, software, hardware, antivirus	\$507	SLIG

8.5.79

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.	Special Education & General Education Staff August 11	Substitute costs for collaboration meetings between special ed, regular ed staff and admin at the beginning of the year to understand the IEP components.	\$100	SLIG
X. Students below grade level in reading utilize the Fluent Reader program to increase word recognition, automaticity, prosody and fluency.	Staff 11/12 ongoing	Cost of yearly subscription	\$200	SLIG
Y. Adopted Language Arts curriculum includes components to address needs of sub group populations.	Staff 11/12 ongoing	No additional costs		
Staff Development and Professional Collaboration:				
Z. Staff members participate in district workshops.	Staff – 11/12 ongoing	Buy-back hours to staff		District
AA. Professional Learning Communities collaborate to further develop strategies to differentiate instruction and to understand targeted populations.	Staff – 11/12 ongoing		None	None
BB. Staff members attend professional workshops and inservices to increase knowledge of English/Language Arts strategies, Professional Learning Communities, standards-based grading, working with sub group populations, assessments, etc.	Staff/Admin – 11/12 ongoing	Workshop/in-service fees and substitute costs.	\$2,982	SLIG
Involvement of Staff, Parents and Community:				
CC. Site goals/mission, student achievement data are presented at Back to School Night.	Staff/Admin – Aug 11		None	

DD.	Principal reports at PTO meetings focus on school activities and student achievement.	Admin – ongoing	None		
EE.	Standards and grading format are presented to parents.	Staff/Admin - Nov 11	(See pg 13, 1. V)		
FF.	School Site Council (SSC) reviews school achievement data to monitor school program success.	SSC – Sept/Oct 11/ Mar-Apr 12/May 12	Copy costs, paper, ink	\$50	SLIG
GG.	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 11	Copy costs, paper, ink, cost of subscription for online parent conference scheduler	\$290	SLIG
HH.	Parents receive reports associated with Accelerated Reader that update them regarding student progress.	Staff/Admin – 11/12 ongoing	Copy costs, ink, paper (see pg 12, 1. G)		
II.	Student Success Team meetings include the parents' input in development of individual learning plans.	Staff/Admin – 11/12 ongoing			
JJ.	Staff meet with parents of GATE students to develop learning plans to ensure academic needs are addressed.	Staff/Admin 11/12 ongoing			
KK.	SSC's data review includes analyzing progress of sub group populations to monitor school program success.	Staff/Admin 11/12 ongoing			
Auxiliary services for students and parents:					
LL.	Kindergarten orientation is held prior to the beginning of a new school year.	Kindergarten staff – Aug 11	Hourly rate for teachers for 2 hours (2 for student orientation)	\$35 per hour x 4 teachers = \$280	SLIG

8. 5. 8. 1

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 – 11/12 ongoing	Substitute costs (see pg 13, 1. R)	
NN.	SSC reviews student progress to monitor program effectiveness.	SSC – Sept 11/ Mar-Apr 12/May 12		
OO.	Staff and students utilize the STAR Released Questions to understand the state test, to practice test-taking strategies.	2 <sup>nd</sup> – 5 <sup>th</sup> grade 11/12 ongoing	Cost to copy the STAR Released Questions at PCOE	\$500
				SLIG
Total Expenditures for Goal #1				\$ 51,774

8.5.82



<p><b>GOAL # 2 for Improving Student Achievement:</b> By June 2012, 76.15% (Safe Harbor) of the 2<sup>nd</sup> – 5<sup>th</sup> graders school-wide will score proficient/advanced in math on the California Standards Test (CST).</p> <p><b>Student groups participating in this goal:</b> All Kindergarten through fifth grade students, high achievers/GATE, English Learners, students not meeting standards, students with disabilities.</p> <p><b>Performance gains expected for these students:</b> By June 2012, each sub group will make the following increases in math on the CST: Hispanic/Latino – from 69 to 73% (Safe Harbor), White – from 75.5 to 79%, Socioeconomic Disadvantaged – from 59.4 to 63.5% (Safe Harbor), English Learners – from 30.8 to 38% (Safe Harbor), Students with Disabilities – from 60.9 to 65% (Safe Harbor).</p> <p><b>Means of evaluating progress toward this goal:</b> CA State Assessments, District Assessments, Grade Level Formative Assessments, Classroom Assessments and Samples.</p> <p><b>Group data needed to measure academic gains:</b> Whole group and significant subgroup data (such as ELL and Students with Disabilities)</p>				
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- 11/12 ongoing	\$500 per grade level for supplemental materials aligned to grade level goals, paper, copy costs.	See 1.N	
B. Grade levels review established Essential Standards, pace standards to set target mastery dates in the area of math.	Staff/Admin – 11/12 ongoing	Substitutes for grade level meetings (see pg 11)		
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 – 11/12 ongoing	Copy Costs, paper	See 1.G	
D. Individual Learning plans are developed for GATE identified students to meet their needs in the area of math.	Teachers/Admin – Fall 11	Copy Costs, paper	See 1.I	
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 11/12 ongoing	Materials/Supplies for students		

F. Supplemental materials and supplies help to differentiate math instruction to meet the needs of the sub group populations.	Staff/Admin 11/12 ongoing	Supplemental materials and supplies for students.	\$800	SLIG
Extended Learning Time:				
G. After-school intervention programs provide additional academic support.	Staff – Nov 11 through May 12	Hourly rate of certificated staff (see pg 12, 1. K)		District SLIG
H. WPEP (Western Placer Extended Program) allows students to participate in after school enrichment programs.	Staff-Nov 11 through May 11		\$1042	GATE
Increased Educational Opportunity:				
I. Adopted math materials include components to address the needs of sub group populations.	Staff 11/12 ongoing	Included in base program		District
Staff Development and Professional Collaboration:				
J. Staff participate in district workshops	Staff/Admin – 11/12 ongoing	Buy-back funds		District
Involvement of Staff, Parents and Community:				
K. Staff meet with parents of Special Education, English Language Learners and students at-risk of retention to develop plans to address their needs.	Staff – Nov 11/ Feb 12/May 12	Costs for translators	\$300	EIA
L. SSC's data review includes analyzing progress of sub group populations to monitor school program success.	SSC – Sept 11/ Mar 12/May/12	Copy costs (see pg 14, 2. Y)		
M. Parents are a part of the Individual Education Plan (IEP) development.	EP Team – 11/12 ongoing			
N. Parents provide input during Student Success Team (SST) meetings.	CST – 11/12 ongoing			

8.5.84

Auxiliary services for students and parents:					
O. Transition meetings are held for special education students entering Kindergarten.	Special & Regular Education Staff -- May/June 12	Substitutes to release teachers to attend IEP meetings.	\$500	EIA	
Monitoring program implementation and results:					
P. SSC monitors program effectiveness as it relates to sub group populations.	SSC -- Oct 11/ Mar 12/ May 12	None			
Q. Administration works with staff to monitor students identified under the district's Promotion/Retention policy.	Staff/Admin -- 11/12 ongoing	None			
R. Administration works with the English Learner Site Assessment Coordinator to monitor student progress according to assessment data.	Site Assessment Coord/Admin -- 11/12 ongoing	Cost of assessment coordinator	Centralized Service		
Total Expenditures for Goal #2 \$ 2,642					

8.5.85

**GOAL # 3** By June 2010, there will be a 5% decrease in discipline referrals to the office from 64 to 61 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 11/12 ongoing	Copy costs, incentives	\$1000	SLIG
B. Assemblies/presentations that focus on social skills, self-esteem and appropriate choices reinforce the school-wide behavior plan.	Staff/Admin 11/12 ongoing	Cost of assemblies	\$2000	Parent Teacher Org.
C. Positive Action, a character education curriculum, focuses on positive reinforcement and preventative intervention	Staff/Admin	Copy costs, incentives, training fees		
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 11/12 ongoing	Copy costs, incentives	\$1200	SLIG
E. Trimester awards highlight students for efforts and achievement in citizenship, effort, academics, attendance.	Staff/Admin	Certificate costs, copy costs, ink	\$500	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		

8.5.86

H. Families have the opportunity to connect with the school community through family nights. Increased educational opportunity:	Staff/Admin 11/12	Materials/Supplies	\$500	PTO
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.	Admin/Staff	Buy-back funds to staff		District
K. Staff participate in outside workshops relating to behavior intervention and discipline as funds allow.	Staff/Admin	Workshop fees, substitute	\$500	SLIG
Involvement of staff, parents and community:				
L. Weekly newsletter sent home from the principal highlighting school events as well as student and teacher accomplishments	Principal	Paper costs, copy cost, Postage for Back to School Newsletter mailing in August.	\$400	SLIG
M. Parent/teacher/student conferences during first trimester of school to review assessment results and develop plans to address students' academic and social needs.	Teachers /Student			
N. Staff send reports to parents to keep them abreast of students' progress.	Admin Teachers	Ink, paper (see pg 19, 3. K)		
O. Volunteers participate in the W.A.T.C.H. DOGS (Dads of Great Students) to contribute to a positive school climate.	Admin/Staff 11/12 ongoing	Copy and supply costs	\$325	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		

8.5.87

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)		
<p>Monitoring program implementation and results:</p> <p>R. Administration monitors attendance and notifies parents of students considered truant.</p> <p>S. Administration monitors citations and works with staff and parents to develop plans to address behavior concerns.</p> <p>T. Staff/administration monitors effectiveness of school behavior plan and Positive Action program to modify as necessary.</p>	Admin	None		
	Admin	None		
	Admin/Staff	None		
Total Expenditures for Goal #3				\$ 3,600

8.5.88

## 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
<ul style="list-style-type: none"><li>• A teacher provides direct services to students new to the country through the Newcomer Program.</li><li>• A district English Language Development support specialist provides direct services to students and teachers.</li></ul>	\$274	EIA

## CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL 2011-2012

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****Amount: \$ 30,963**

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

**EIA**

Purpose: To increase achievement of English Language Learners and struggling students

**Amount: 3,773****Art and Music Grant**

Purpose: To enhance the Art and Music Program

**Amount: 2,768****GATE**

Purpose: To increase the achievement of students in the Gifted and Talented program

**Amount: 2,152****Pupil/Retention Block Grant**

Purpose: To address needs of students at-risk of retention.

**Amount: 18,360**

**Total amount of state and federal categorical funds allocated to this school: Amount: \$ 58,016**



## 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			
Kate Hill		X			
Jennifer Beggerly		X			
Katrina Modellmog			X		
Misty Meachim				X	
Becky Schmich				X	
Anysia Drumheller				X	
Sandy McFarlin				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).

8.5.9-1

## 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: 10/17/11.

Attested:

Kelly Castillo  
Typed name of school principal

Kelly Castillo  
Signature of school principal

10/24/11  
Date

Jennifer Beggerly  
Typed name of SSC chairperson

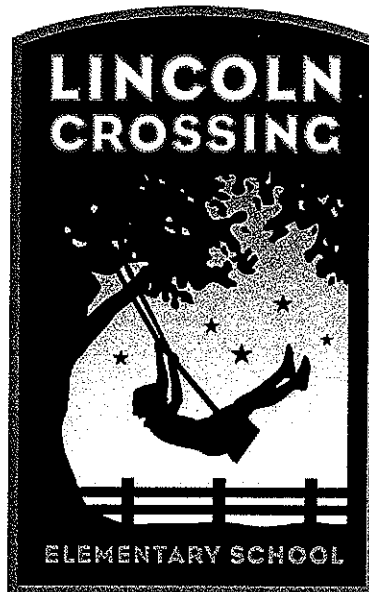
J. A. Beggerly  
Signature of SSC chairperson

10.24.11  
Date

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

## **LINCOLN CROSSING ELEMENTARY SCHOOL**

**31-66951-0113068**



**2011/2012 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](mailto:kkurtz@wpusd.k12.ca.us)

**Western Placer Unified School District**

The District Governing Board approved this revision of the School Plan on \_\_\_\_\_, 2011.

## **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 635 students with 4 kindergarten classes, 4 first grade, 3 second grades, 4 third grades, 3 fourth grades, 3 fifth grades, a first/second combination, a second/third combination, and a fourth/fifth combination. Class sizes average 27 at kindergarten, 25 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

### **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.

## 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

- 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

- 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



# STUDENT PERFORMANCE DATA SUMMARY

## Academic Performance Indicator (API):

	School-wide	White	Socioeconomic Disadvantaged	Hispanic	Disabilities
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	33	45	17	4	2	14	40	29	14	4	28	50	15	6	1	25	30	33	7	5
MA	30	39	21	7	2	47	24	20	9	0	39	41	14	4	1	24	31	26	16	2
SCI																24	44	16	11	5

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	07/08	08/09	09/10	10/11	07/08	08/09	09/10	10/11	07/08	08/09	09/10	10/11
ELA	63	58	67	78	46	46	49	54	68	71	66	78	86	65	72	55
MA	68	57	65	69	74	68	77	71	68	78	73	80	66	69	58	55
SCI													38	38	43	68

8.5.99

**Disaggregated CST/AYP Performance Score Summaries (Percentage of Students Meeting Standards):** Following are the percentage of students' proficient disaggregated by group:

	Language Arts (67.8%)				Mathematics (68.5%)			
	# At/Above Proficient	Percentage	Met AYP	11/12 Growth Target (78.4%)	# At/Above Proficient	Percentage	Met AYP	11/12th Target (79.0%)
Schoolwide	250	65.6	Yes	69.0 (SH)	264	69.3	Yes	72.4 (SH)
Black	--	--	--	--	--	--	--	--
Am\ Indian	--	--	--	--	--	--	--	--
Asian	13	61.9	--	--	17	81.0	--	--
Filipino	17	77.3	--	--	19	86.4	--	--
Hispanic	41	57.7	Yes	61.9 (SH)	44	62.0	No	65.8 (SH)
P Islander	--	--	--	--	--	--	--	--
White	67.4	69.1	Yes	70.7 (SH)	167	70.8	Yes	73.7 (SH)
Two/More	13	68.4	--	--	12	63.2	--	--
SED	29	49.2	Yes	54.3 (SH)	36	61.0	Yes	64.9 (SH)
ELL	9	26.5	--	--	15	44.1	--	--
Disabilities	28	41.3	--	--	37	58.7	--	--

SH: Safe Harbor

8.S.100

**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
<b>Language Arts</b>			
Word Analysis	74/74/79/76	74/76/75/78	77/81/77/79
Reading Comprehension	65/65/73/76	67/64/72/68	61/72/68/64
Literary Response	77/79/84/83	72/69/79/82	77/74/64/64
Written Conventions	74/70/73/79	71/70/66/67	71/71/72/71
Writing Strategies	59/60/63/73	60/70/63/59	59/60/66/56
<b>Math</b>			
Place Value	80/74/79/76	81/79/79/81	
Multiplication, Division	75/72/80/79	79/75/76/78	
Algebra Functions	79/78/76/79	80/79/79/86	80/83/84/85
Measurement, Geometry	74/72/80/80	82/75/86/84	66/69/62/69*
Statistics	79/80/75/79	83/86/86/86	66/76/73/79
Decimals, Fractions			87/87/85/84
Operations, Factoring			82/86/77/79
Estimation			72/75/65/65
<b>Science</b>			
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

8.S.101

# CELDT Data

	K	1	2	3	4	5
Advanced		1		1	1	
		11%		10%	11%	
Early Advanced		3	2	3	2	1
		33%	33%	30%	22%	20%
Intermediate		5	4	3	6	3
		56%	67%	30%	67%	60%
Early Intermediate				2		
				20%		
Beginning				1		1
				10%		20%
Number Tested		9	6	10	9	5

## **Conclusions from Student Performance Data:**

**Language Arts:** Increases in the number of students scoring proficient and advanced were noted at grades 2, 3, and 4 with a decrease in grade 5. All significant subgroups met AYP criteria in this area. Improvement was noted in the areas of comprehension, and writing for second grade; word analysis, literary response and writing conventions for third grade; word analysis for fourth and fifth grades.

**Mathematics:** Increases in the number of students scoring proficient and advanced were noted at grades 1 and 4 with a decrease in grades 3 and 5. White and SED subgroups met AYP with the Hispanic subgroup falling short. Improvement was noted in the areas of algebra functions and statistics for second grade; place value, multiplication; division and algebra functions for third grade; algebra functions, measurement/geometry, statistics, and factoring for fourth grade; algebra functions, measurement/geometry and decimals for fifth grade.

8.5.102

## 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.

8.5.103

## IMPROVEMENT GOALS & BUDGET

**SMART GOAL # 1** By the end of the 11/12ol year, the percentage of students scoring proficient and advanced in the area of English/Language Arts will increase as indicated below:

White: Current: 67.4 Target: 70.7 (Safe Harbor)  
 Hispanic: Current: 57.7 Target: 61.9 (Safe Harbor)  
 SED: Current: 49.2 Target: 54.3 (Safe Harbor)

Description of Specific Actions to Improve Educational Practice	Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>Alignment of instruction with content standards</b> 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 \$633 \$385	SLIG SLIG SLIG GATE EIA
<b>Extended Learning Time</b> 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 Intervention Program ELL/Economically Disadvantaged Support Art Curriculum Support	\$600 \$1550 \$1550 \$18360 \$2000 \$1500 \$150	SLIG SLIG EIA Intervention SLIG EIA Art/Music
<b>Increased Educational Opportunity</b> 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
<b>Staff Development and Professional Collaboration</b> B. Utilization of early release Monday's, staff meetings, trainings outside of school to enhance the delivery of instruction.	Ongoing	Staff Workshops/Trainings	\$1000 \$500	SLIG EIA
<b>Community Support &amp; Student Recognition</b> 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

8.0.104

standards.				
<b>SMART GOAL # 2</b> By the end of the 11/12 school year, the percentage of students scoring proficient and advanced in the area of Math will increase as indicated below: White: Current: 70.8 Target: 73.7 (Safe Harbor) Hispanic: Current: 62.0 Target: 65.8 (Safe Harbor) SED: Current: 61.0 Target: 64.9 (Safe Harbor)				
Description of Specific Actions to Improve Educational Practice	Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>Alignment of instruction with content standards</b> 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 \$633 \$335	SLIG SLIG SLIG GATE EIA
<b>Extended Learning Time</b> A. Provide materials/programs/training that support ELL students.	Ongoing	Accelerated Math	\$1500 \$1500	SLIG EIA
<b>Increased Educational Opportunity</b> A. Integration of instructional strategies to provide challenge opportunities for students identified as above standard.	Ongoing	Recognition of Student Achievement	\$200	SLIG
<b>Staff Development and Professional Collaboration</b> A. Utilization of early release Monday's, staff meetings, trainings outside of school to enhance the delivery of instruction.	Ongoing			
<b>Community Support &amp; Student Recognition</b> 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

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<b>SMART GOAL # 3</b> By the end of the 11/12 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 goal as reported by the classroom teacher and/or an end-of-year student survey.				
<b>SMART GOAL #4:</b> By the end of the 11/12 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
<b>Improvement of instructional strategies and materials</b> 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	\$2400	SLIG
<b>Increased Educational Opportunity/Extended Learning Time</b> 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  Afterschool Clubs (Choir, Broadcast, Drama, etc.)  Assemblies  School Safety/Grandma Cop Program	\$400  \$1000 \$500 \$3000  \$3000  \$100	SLIG  Art/Music GATE SLIG  SLIG  SLIG
<b>Staff Development and Professional Collaboration</b> <b>Community Support &amp; Student Recognition</b> 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 Ongoing			

2.5.106



**Budget Summary:**

	SLIG	EIA	GATE	MUSIC/ART	Intervention
Goal 1	\$11,002	\$3,935	\$633	\$150	\$18,360
Goal 2	\$5,340	\$1,835	\$633		
Goal 3	\$8,900		\$500	\$1,000	
<b>TOTAL:</b>	<b>\$25,242</b>	<b>\$5,770</b>	<b>\$1,766</b>	<b>\$1,150</b>	<b>\$18,360</b>

8.5.107

## 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
<ul style="list-style-type: none"><li>• Newcomer's teacher to provide direct services to Newcomer students.</li><li>• ELD coordinator/coach to provide direct services to students and teachers</li></ul>	\$469	EIA-LEP

## 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

<b>Economic Impact Aide/State Compensatory Education</b> Purpose: Help educationally disadvantaged students succeed in the regular program.	<b>Amount: \$5,706</b> <b>Carryover: \$648</b>
<b>School Library Improvement Grant</b> Purpose: Improve school response to educational, personal and career needs of all students.	<b>Amount: \$25,242</b> <b>Carryover: \$0</b>
<b>Art/Music and P.E. Grant</b> Purpose: Increased academic support in the areas of Art, Music and Physical Education.	<b>Amount: \$874</b> <b>Carryover: \$276</b>
<b>Pupil Retention Block Grant</b> Purpose: Provide early intervention in reading for students in grades K-4.	<b>Amount: \$18,360</b>
<b>GATE</b> Purpose: Improve school response to education, personal and career needs of students identified as Gifted and Talented in grades 2-5.	<b>Amount: \$1,704</b> <b>Carryover: \$62</b>

### Federal Programs

<b>Title III</b>	<b>Amount: \$--</b> <b>Carryover: \$--</b>
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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 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		
Robert Henri			X		
Hilma Valtatie			X		
Pam Soha				X	
Lisa Jonutz					X
OPEN					X
Bill Wickham					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).*

## 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

10/27/2011  
Date

Lisa Jonutz  
Typed name of SSC chairperson

Lisa Jonutz  
Signature of SSC chairperson

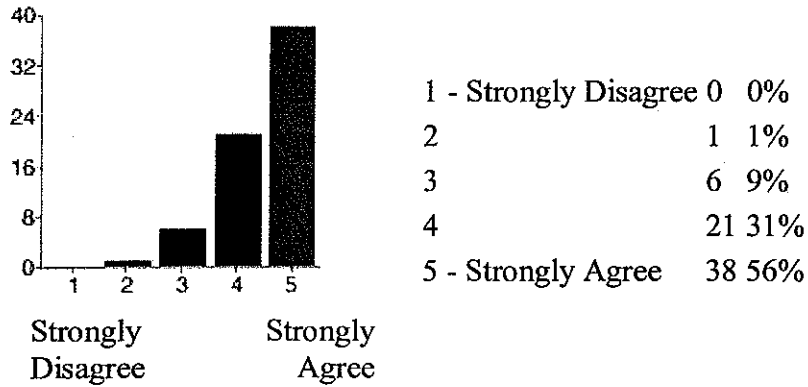
10/27/2011  
Date

# Appendix A

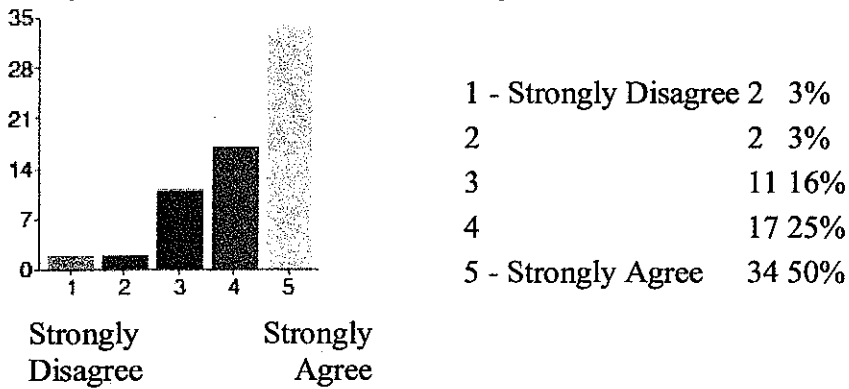
## (2010/2011 Parent Survey Results)

(68 Responses)

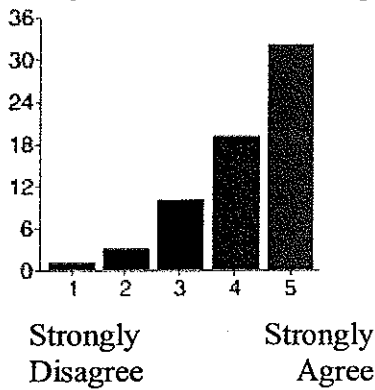
### 1. My child(ren) is making good progress in learning to read.



### 2. My child(ren)'s interest in reading has increased this school year.

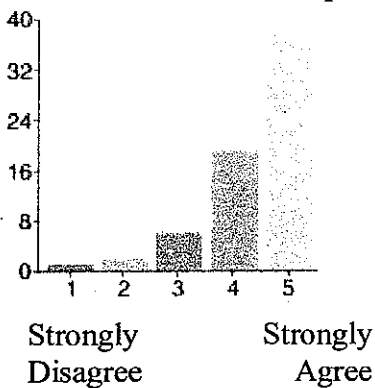


**4. My child(ren) is making good progress in learning math skills.**



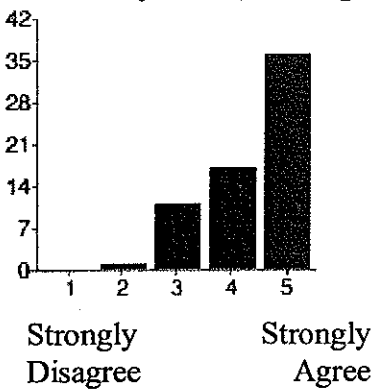
1 - Strongly Disagree	1	1%
2	3	4%
3	10	15%
4	19	28%
5 - Strongly Agree	32	47%

**6. I feel that LCES is a positive environment for my child(ren) to learn.**



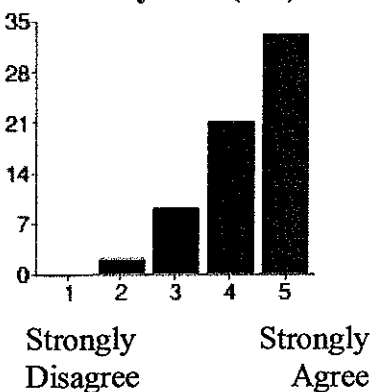
1 - Strongly Disagree	1	1%
2	2	3%
3	6	9%
4	19	28%
5 - Strongly Agree	38	56%

**8. I feel my child(ren) is given opportunities to excel academically.**



1 - Strongly Disagree	0	0%
2	1	1%
3	11	16%
4	17	25%
5 - Strongly Agree	36	53%

**9. I feel my child(ren) receives the help he/she needs to be a successful learner.**



1 - Strongly Disagree	0	0%
2	2	3%
3	9	13%
4	21	31%
5 - Strongly Agree	33	49%

# SINGLE PLAN FOR STUDENT ACHIEVEMENT

Sheridan Elementary School

**For the 2011-2012 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:

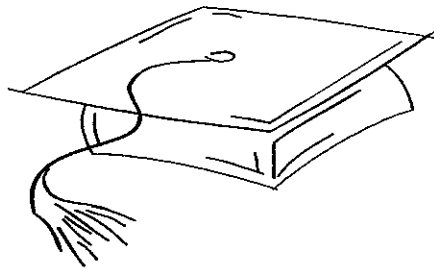
Contact Person : Kris Knutson

Position: Principal

Telephone Number: (530) 633-2591

Address: 4730 H Street, Sheridan, CA 95681

E-mail address: [kknutson@wpusd.k12.ca.us](mailto:kknutson@wpusd.k12.ca.us)





## **Western Placer Unified School District**

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

### **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 58.3%, Hispanic 39.3%, Black/African American 1.2%, and American Indian 1.2 %. 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.

Through class size reduction, class sizes of twenty or less have been implemented in first, second, and third grades for the entire day. Kindergarten has a student to kindergarten staff ratio of less than twenty for the instructional day. 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 29 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 eight 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.

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.

# 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	*Reading Mastery
*Universal Learning Time	*Corrective Reading
*Parent Volunteers	*Cross-age tutoring
*After School Tutoring	
*Fast-Forward Math	
*Accelerated Reader Program	
*ELD	

**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.

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

## 2010 -11 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met  
2011 Growth  
Academic Performance Index (API) Report



California Department of Education  
Assessment and Accountability Division  
9/22/2011

2011 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

2010-11 APR

### Met Growth Targets

Schoolwide: Yes  
All Student Groups: Yes  
All Targets: Yes

8.8.121

# Groups

Groups	Number of Students Included in 2011 API	Numerically Significant in Both Years					Met Student Groups Growth Target
			2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	
Schoolwide	48		809	791	5	18	
Black or African American	0	No					
American Indian or Alaska Native	2	No					
Asian	0	No					
Filipino	0	No					
Hispanic or Latino	22	No	803	750			
Native Hawaiian or Pacific Islander	0	No					
White	24	No	835	821			
Two or More Races	0	No					
Socioeconomically Disadvantaged	29	No	753	736			
English Learners	13	No	761	717			
Students with Disabilities	3	No					

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2010 Growth API is posted even if a school or LEA had no 2009 Base API or if a school had significant population changes from 2009 to 2010. 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 either in 2009 or 2010. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2009.

"B" means the school did not have a valid 2009 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, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2009 Base API Report and has no target information even though the school is no longer an ASAM school.

**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 2010 Growth API of 680 or a one-point increase from 2009 Base API to 2010 Growth API for a school or LEA.



# 2010 -11 Accountability Progress Reporting (APR)

School Report  
2011 Adequate Yearly Progress (AYP) Report

California Department of Education  
Assessment and Accountability Division  
9/22/2011



School: Sheridan  
LEA: Western Placer Unified  
County: Placer  
CDS Code: 31-66951-6031363  
School Type: Elementary

2011 AYP and PI Links:

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

Direct Funded Charter School: No

Made AYP: Yes  
Met 4 of 4 AYP Criteria

## Participation Rate

English-Language Arts Target 95%				Mathematics Target 95%			
Met all participation rate criteria? Yes				Met all participation rate criteria? Yes			
Enrollment	Number	Met		Enrollment	Number	Met	
First	of	2011		First	of	2011	
Day of	Students	AYP	Alternative	Day of	Students	AYP	Alternative
Testing	Tested	Rate	Criteria	Testing	Tested	Rate	Criteria
			Method				Method

GROUPS

8.5.123

Schoolwide	51	51	100	Yes	ER	51	51	100	Yes	ER
Black or African American	0	0	--	--		0	0	--	--	
American Indian or Alaska Native	2	2	100	--		2	2	100	--	
Asian	0	0	--	--		0	0	--	--	
Filipino	0	0	--	--		0	0	--	--	
Hispanic or Latino	22	22	100	--		22	22	100	--	
Native Hawaiian or Pacific Islander	0	0	--	--		0	0	--	--	
White	27	27	100	--		27	27	100	--	
Two or More Races	0	0	--	--		0	0	--	--	
Socioeconomically Disadvantaged	30	30	100	--		30	30	100	--	
English Learners	13	13	100	--		13	13	100	--	
Students with Disabilities	3	3	100	--		3	3	100	--	

### Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 67.6 % Met all percent proficient rate criteria? Yes						Mathematics Target 68.5 % Met all percent proficient rate criteria? Yes					
	Valid Scores	Number Above Proficient	Percent At or Above	Met AYP	Alternative Criteria	Method	Valid Scores	Number Above Proficient	Percent At or Above	Met AYP	Alternative Criteria	Method
<b>Schoolwide</b>	48	24	50.0	Yes	SH		48	28	58.3	Yes	CI	
Black or African American	0	--	--	--			0	--	--	--		
American Indian or Alaska Native	2	--	--	--			2	--	--	--		
Asian	0	--	--	--			0	--	--	--		
Filipino	0	--	--	--			0	--	--	--		
Hispanic or Latino	22	9	40.9	--			22	13	59.1	--		
Native Hawaiian or Pacific Islander	0	--	--	--			0	--	--	--		
White	24	15	62.5	--			24	15	62.5	--		
Two or More Races	0	--	--	--			0	--	--	--		
Socioeconomically Disadvantaged	29	10	34.5	--			29	12	41.4	--		

8.8.24

English Learners

13 3 23.1 -- 13 8 61.5 --

Students with Disabilities

3 -- -- 3 -- --

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	12	11	16	12							

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	12	11	16	12							
% of Enrollment	100.0 %	100.0 %	100.0 %	100.0 %							
Students with Scores	12	11	16	12							
Mean Scale Score	356.8	330.5	355.2	366.1							
% Advanced	0 %	9 %	31 %	17 %							
% Proficient	58 %	18 %	19 %	58 %							
% Basic	33 %	64 %	38 %	17 %							
% Below Basic	0 %	9 %	13 %	8 %							
% Far Below Basic	8 %	0 %	0 %	0 %							

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	12	11	16	12							
% of Enrollment	100.0 %	100.0 %	100.0 %	100.0 %							
Students with Scores	12	11	16	12							
Mean Scale Score	389.7	395.6	349.2	350.4							
% Advanced	42 %	45 %	19 %	25 %							
% Proficient	42 %	36 %	25 %	17 %							
% Basic	0 %	18 %	38 %	33 %							
% Below Basic	17 %	10 %	19 %	17 %							
% Far Below Basic	0 %	0 %	0 %	8 %							

8.5.125

**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				12							
% of Enrollment				100.0%							
Students with Scores				12							
Mean Scale Score				356.6							
% Advanced				8%							
% Proficient				67%							
% Basic				8%							
% Below Basic				17%							
% Far Below Basic				0%							

Ethnic/Racial (STAR)	Percent	Enrollments* (STAR)	Percent
African American (not of Hispanic origin)	4	Grade 2	30
American Indian or Alaska Native	0	Grades 3-5	70
Asian	0	Grade 6	0
Filipino	0	Grades 7-8	0
Hispanic or Latino	26	Grades 9-11	0
Pacific Islander	0		
White (not of Hispanic origin)	70		

\*This is a percentage of all enrollments in grades 2-11.

These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.

Participants in Free or Reduced-Price Lunch (STAR)	47	Parent Education Level (STAR)	94
		Percentage with a response*	
		Of those with a response:	
		Not a high school graduate	8
		High school graduate	38
		Some college	32
		College graduate	20
		Graduate school	2

\*This number is the percentage of student answer documents with stated parent education level information.

Participants in Gifted and Talented Education Program (STAR)	0	Average Parent Education Level (STAR)	Average
		The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."	2.70

Participants in Migrant Education Program (STAR)	0	Average Class Size (CBEDS)	Average
		Grades	19
		K-3	24
		4-6	N/A

English Learners (STAR)	11	Core academic courses in departmentalized programs	
-------------------------	----	--	--

Reclassified Fluent-English-Proficient (RFEF) Students (STAR)	0		
---	---	--	--

Students with Disabilities (STAR)	8		
-----------------------------------	---	--	--

Mobility School, CBEDS Date (STAR)	87		
------------------------------------	----	--	--

8.5.126

**LEA, CBEDS Date (STAR)**

*These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2008 CBEDS data collection and who have been continuously enrolled since that date.*

87

**Fully-Credentialed Teachers (CBEDS)**

**Teachers with Emergency Credentials (CBEDS)**

100

0

**Enrollment in Grades 2-11 on First Day of Testing (STAR)**

Number

53

**Students Exempted from STAR Testing Per Parent Written Request (STAR)**

0

**Number of Students Tested (STAR)**

53

Yes/No

No

**Multi-track, Year-round School (CBEDS)**

8.S.127

## School Goals for Improving Student Achievement:

**Goal #1:** By June, 2012 (using safe harbor), all significant student subgroups will meet AYP proficiency rates for STAR testing on ELA:

Schoolwide .....	Current 50%.....	Target 55%
Hispanic/Latino .....	Current 40.9%.....	Target 46%
White.....	Current 62.5%.....	Target 66%
SED .....	Current 34.5%.....	Target 42%
EL.....	Current 23.1%.....	Target 31%
SWD .....	Current N/A.....	Target 0%

**Goal #2:** By June, 2012, all significant student subgroups will meet AYP proficiency rates for STAR testing on Math:

Schoolwide.....	Current 58.3%.....	Target 62%
Hispanic/Latino.....	Current 59.1%.....	Target 63%
White.....	Current 62.5%.....	Target 66%
SED .....	Current 41.4%.....	Target 45%
EL.....	Current 61.5%.....	Target 68.5%
SWD .....	Current N/A.....	Target 0%

**Goal #3:** By June, 2012, Attendance at Sheridan Elementary School will increase by 1 percent:

2010-2011.....	95.63%.....	Target 96.13%
----------------	-------------	---------------

## PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<p><b>Goal #1:</b> By June, 2012 (using safe harbor), all significant student subgroups will meet AYP proficiency rates for STAR testing on ELA:</p> <p>Schoolwide .....</p> <p>Hispanic/Latino .....</p> <p>White .....</p> <p>SED .....</p> <p>EL.....</p> <p>SWD .....</p> <p>Means of evaluating progress toward this goal: Theme tests, Chapter tests, CBM, CRLP (2<sup>nd</sup> and 3<sup>rd</sup> grades), STAR (state testing); accelerated reader assessment; Reading Mastery</p>				
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Possible Funding Source
<p><b>Alignment of instruction with content standards:</b></p> <p>Student materials are aligned with content standards.</p>	2011-2012	N/A	N/A	N/A

Teachers will continue to focus on this objective.							
--	--	--	--	--	--	--	--

8.S.129

# 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
<b>Increased educational opportunity:</b> 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	2011-2012	One Instructional Aides	\$31,086	EIA Title 1 SBLT
<b>Staff development:</b> Sheridan teachers will be attending staff development trainings provided by the WPUSD and PCOE. Trainings will include HSP, Reading, and writing, along with others.	2011-2012	None	None	EIA
<b>Collaboration:</b> All teaching staff, intervention staff and afterschool staff will attend weekly collaboration meetings Mondays from 7:30-8:30 a.m.. Principal will provide Positive action, physical education and assemblies during this time.	2011-2012	None	None	PTC
<b>Auxiliary services for students and parents:</b> 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.	2011-2012	None	N/A	Lighthouse Resource Center
<b>Monitoring program implementation and results:</b> The principal will monitor all programs and the collection of data.	2011-2012	2011-2012	N/A	N/A

8.5.130



## PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<b>Goal #2:</b> By June, 2012, all significant student subgroups will meet AYP proficiency rates for STAR testing on Math: Schoolwide..... Current 58.3%..... Target 62% Hispanic/Latino..... Current 59.1%..... Target 63% White..... Current 62.5%..... Target 66% SED..... Current 41.4%..... Target 45% EL..... Current 61.5%..... Target 68.5% SWD..... Current N/A..... Target 0%					
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Possible Funding Source	
<b>Alignment of instruction with content standards:</b> All curriculum used at this site is adopted by the WPUUSD and is aligned with the content standards <b>Increased educational opportunity:</b> 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 <b>Collaboration:</b> 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.	2011-2012  2011-2012  2011-2012	N/A  Two Instructional Aides  None	N/A  \$31,086  None	District  EIA Title 1 SBLT  None	

## PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<b>Goal #3: Goal #3:</b> By June, 2012, Attendance at Sheridan Elementary School will increase by 1percent: 2010-2011.....95.63%..... Target 96.13%					
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Possible Funding Source	

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Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Possible Funding Source
<b>Use Aeries to track attendance</b>	2011-2012	N/A	N/A	District
<b>Increased educational opportunity:</b> Increased attendance WILL increase their educational opportunities	2011-2012	N/A Principal will seek donations for incentives	N/A	Donations
<b>Collaboration:</b> Principal will collaborate with parents, staff and District Office to ensure students are adhering to the attendance guidelines set forth by district policy	2011-2012	None	None	None

8.8.132

# 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**  
Purpose: Develop fluency in English and academic proficiency of English learners. **Amount: \$6,189.00**

**EIA contribution toward the .3 ELD Program specialist**  
**Amount: (\$843)**

**Total EIA**  
**Amount: \$5346**

**Arts and Music Grant**  
Purpose: To improve art and music program for all students  
**Amount: \$120.00**

**Gate**  
**Amount: \$ 200.00**

## Federal Programs

**SBLT**  
**Amount: \$ 3,797.00**

**Title I: Targeted Assistance Program (with the 10% reduction)**  
**Amount: \$21,100.00**

**Total amount of state and federal categorical funds allocated to this school:**  
**\$30,463.00**

8.S.133

## 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		
Holly Harper				X	
Amy Kuhl				X	
Lola Sparks				X	
Numbers of members of each category	1	1	1	3	

8.S.134

## 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 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 31, 2011

Attested:

Kris Knutson

Typed name of school principal



                      
Date

Amy Kuehl  
~~+city harper~~

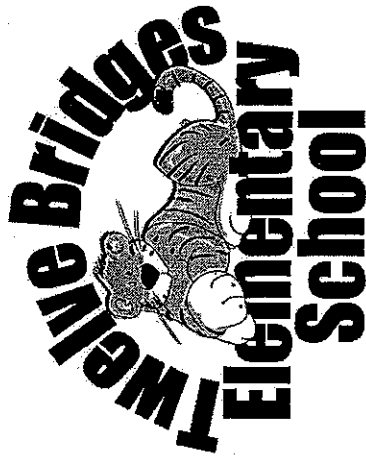
Typed name of SSC chairperson

Amy Kuehl

10/31/11  
Date

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**  
**TWELVE BRIDGES ELEMENTARY SCHOOL**  
**2011-2012**

31-66951-0106443



**Revised October, 2011**

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.S.136

## **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 classroom garden plots, outdoor learning centers, and technology.

Some opportunities available are:

- \*Science curriculum taught by a science specialist each week
- \*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
- \*Character education program embedded school-wide
- \*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, five portable classrooms, library, computer lab, Science room, Art room, RSP and Speech rooms, and a multipurpose room.

## **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.

The principal leads the School Site Council of community members and staff members, which meets regularly to review school goals and monitor the school improvement program. In addition, teachers meet in grade level teams each week to evaluate student performance and develop strategic plans to address the academic and social needs of their students.

8.5.137

### **School Instruction**

Students are taught the California Content standards using state adopted curriculum. Instruction is differentiated to meet the diverse needs of students. In addition to the general curriculum, support services include: Intervention, Resource, Special Day Class, Speech and Language, Science, and Music. Academic tutoring is also offered after school, 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. Resource provides small group instruction specific to identified IEP goals, thus providing access to the core curriculum.

### **School Programs and Practices that Promote a Positive Learning Environment**

To provide enrichment opportunities, our school hosts many after clubs such as: band, choir, science, bird studies, art, chess, and yearbook. We also host several outside agencies providing enrichment opportunities (Mad Science, Starstruck Showcase, etc.).

Character education is emphasized through our school's Character Counts program. A character trait focus is selected each month, it is shared every day in morning announcements with related quotations or examples, and assemblies are held to reinforce positive character and students are recognized.

Twelve Bridges has a strong and active volunteer base. Parents are involved through assisting with the School Site Council (SSC), Parent Teacher Club (PTC), Dads of Great Students (DOGS), Art Docents, Garden Docents, PE Docents, annual events, and regular volunteering within the classroom. There are also SCHOOLS Volunteers from Lincoln Hills. Parents support PTC activities such as educational/enrichment assemblies, family nights and various fundraisers.

8.5.138



## 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, and visual arts.
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
4. Services provided by the regular program to enable under-performing students to meet standards:
  - Small group intervention provided by general education teacher
  - Intervention Support Providers provided for all grade levels for intensive, direct-instruction
  - 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
  - Intervention Support Providers provided for all grade levels for intensive, direct-instruction
  - After school tutoring
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 teaching and teaching low-performing students

8.8.139

8. Family, school, district, and community resources available to assist these students:
- STAR Before and After School Program from 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

8.8.140.

## 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 2011 API	2010 API Base	2011 Growth	2011 Growth Target	2011 API Target	2010 Statewide Rank	2010 Similar Schools Median API Base	2011 Similar Schools API Growth	2010 Similar Schools Rank
467	882	863 (-19)	Met	Met	9	894	901	4

Student Groups 2010-2011		No. of Pupils Included in 2011 API	Numerically Significant	2010 Subgroup API Base	2011 Growth	2011 API Target
African American, not Hispanic		11	No	804	732 (-72)	
American Indian or Alaska Native		0	No	N/A	N/A	
Asian		28	No	877	892 (+15)	
Filipino		23	No	892	885 (-7)	
Hispanic or Latino		56	No	803	794 (-9)	
Pacific Islander		3	No	N/A	N/A	
White not Hispanic		345	Yes	897	875 (-22)	Met
Socio-economically Disadvantaged		46	No	800	735 (-65)	
English Learners		28	No	785	770 (-15)	
Students with Disabilities		79	No	742	692 (-50)	

### School Demographic Characteristics

Ethnic/Racial	Parent Education Level	Parent Education Level
African American not Hispanic	2%	Not high school graduate
American Indian or Alaska Native	0%	High school graduate
Asian	6%	Some college
Filipino	4%	College graduate
Hispanic or Latino	12%	Graduate school
Pacific Islander	1%	Average Parent Education Level
White not Hispanic	74%	Average Class Size (Primary)
Participants in Free or Reduced Price Lunch	10%	Average Class Size (Upper)
English Language Learners (STAR)	5%	Enrollment in grades 2-11 on first day of testing
Multi-track year-round school?	No	Number of Students Excused from Testing
School Mobility (STAR)	96%	Number of Students Tested
		484

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:

Grade	Far Below Basic					Below Basic					Basic					Proficient					Advanced				
	'08	'09	'10	'11		'08	'09	'10	'11		'08	'09	'10	'11		'08	'09	'10	'11		'08	'09	'10	'11	
2 <sup>nd</sup>	2	5	7	5		10	9	10	4		26	20	20	28		38	38	35	33		23	28	29	29	
3 <sup>rd</sup>	0	3	0	5		13	9	2	9		27	26	29	28		52	37	40	36		8	25	29	21	
4 <sup>th</sup>	1	0	0	0		3	2	2	0		18	17	13	7		24	31	25	34		55	50	60	59	
5 <sup>th</sup>	2	3	1	1		5	3	0	6		34	19	18	15		38	33	42	35		21	42	39	44	

## Combined Proficient & Advanced in Language Arts:

Grade	2008	2009	2010	2011
2 <sup>nd</sup>	61	66	64	62
3 <sup>rd</sup>	60	62	69	57
4 <sup>th</sup>	69	81	85	93
5 <sup>th</sup>	59	76	81	79

## Mathematics:

Grade	Far Below Basic					Below Basic					Basic					Proficient					Advanced				
	'08	'09	'10	'11		'08	'09	'10	'11		'08	'09	'10	'11		'08	'09	'10	'11		'08	'09	'10	'11	
2 <sup>nd</sup>	10	13	11	5		10	13	11	13		22	21	17	26		31	37	30	27		35	27	35	30	
3 <sup>rd</sup>	7	3	6	4		7	3	6	5		12	21	22	22		45	28	26	31		35	44	46	38	
4 <sup>th</sup>	2	2	1	0		2	2	1	0		12	16	9	3		30	26	27	25		56	56	62	72	
5 <sup>th</sup>	10	6	2	1		10	6	2	6		15	13	12	14		42	33	41	32		31	48	44	46	

## Combined Proficient & Advanced in Math:

Grade	2008	2009	2010	2011
2 <sup>nd</sup>	66	64	65	57
3 <sup>rd</sup>	80	72	72	69
4 <sup>th</sup>	86	82	89	97
5 <sup>th</sup>	73	81	85	78

## Combined Proficient & Advanced in Science:

Grade	2008	2009	2010	2011
5 <sup>th</sup>	49	64	73	77

8.5.142

## Monthly School-Wide Attendance (Percentage of students present)

Month	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
August	98.2	97.8	97.8	98.07	98.29
September	97.4	97.2	97.1	95.44	97.49
October	96.7	97.2	96.7	95.96	97.37
November	95.9	96.7	96.7	95.79	95.95
December	95.4	95.0	96.2	94.49	96.68
January	94.1	95.1	96.5	96.32	96.14
February	93.7	95.0	93.8	94.73	94.02
March	95.9	95.2	96.4	95.20	95.85
April	95.6	95.1	95.8	95.61	95.66
May	96.8	96.2	95.7	96.28	96.33

### Conclusions from Student Performance Data:

- In language arts, 2<sup>nd</sup> and 3<sup>rd</sup> grade continues to have approximately 38% of students scoring below proficient. There has not been an increasing trend as the upper grades. Teaching to the standards, using adopted curriculum with fidelity, teaching bell to bell, intervention, and articulating with one another will help in this area.
- In mathematics, there was a drop in all grades with the exception of fourth grade in 2011. Fourth grade contributes their gain due to intensive tutoring after school to address specific areas of need. Several teachers have voiced a concern with the new math adoption and the lack of spiraling concepts to increase student's knowledge base coupled with a vigorous pacing guide. Teachers are supplementing the curriculum with other materials, as needed.
- In science, scores continue to increase year to year with an overall growth of 28% over four years. A balance of hands-on labs and use of the adopted textbook will aid in continued growth.
- For subgroups, socio-economically disadvantaged, special education, and English learners will be an area of focus. 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.
- There is a trend of the attendance rate dropping each February. This may be due to the President's week holiday or two three day weekends in a row. Need to emphasize with teachers and families the week before and after are still academic focused weeks.

### 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:

**SMART GOAL #1 English Language Arts Achievement: 75% of 2<sup>nd</sup>-5<sup>th</sup> grade students will score proficient or advanced on the 2012 CST.**

- Kindergarten: 80% of kindergarten students will know 18 out of 25 sight words and identify all the upper/lower case letters by June, 2012.
- First Grade: 90% of students will read a grade level appropriate text with 95% accuracy using district mandated assessments for end of Tri 2 and Tri 3.
- Second Grade: 72% of second graders will score proficient or higher in Written Conventions on the 2012 CST.
- Third Grade: 75% of third grade students will score proficient or above on the 2012 CST.
- Fourth Grade: 80% of fourth graders will score 80% or higher on the writing application and conventions sections of the weekly response to literature paragraphs
- Fifth Grade: 80% of fifth graders students will score 80% or higher on the writing application and conventions sections of the weekly response to literature paragraphs

Description of Specific Actions to Improve Educational Practice	Implementer/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Improvement of instructional strategies and materials: <ul style="list-style-type: none"> <li>RenLearn (Accelerated Reader, STAR Assessment, Math Facts in a Flash)</li> <li>Language Arts Supplemental Materials (Quick Word Handbook; Words I Use)</li> <li>ESGI</li> <li>Purchase of additional library books for students</li> </ul>	Teachers Teachers Teachers/On-going Librarian; As needed	Annual User License (school-wide and home-based) Materials (grades 1-3) Software Cost (Kinder) Books	\$4,750 \$800 \$600 \$500	SLIG SLIG SLIG SLIG
Increased educational opportunity/Extended learning time: <ul style="list-style-type: none"> <li>Intervention Support Provider for Intervention</li> <li>Printing SST, IEP, and Conference Documents</li> <li>After school enrichment for GATE students</li> </ul>	-Principal, Teachers, and ISPs/On-going -Special Ed. Team/On-going -Teachers/On-going	Salary and benefits for two ISPs Ink Cartridges for Printer in Conference Room Teacher pay at \$35/hr. not to exceed 2 hours per week	\$15,000/\$4,000 \$550 \$1,300	SLIG/EIA EIA GATE
Staff development and professional collaboration: <ul style="list-style-type: none"> <li>Staff trainings and workshops to increase knowledge base</li> </ul>	Principal/ Weekly Teachers	Registration; Sub costs	\$2,000	SLIG
Involvement of staff, parents, and community: <ul style="list-style-type: none"> <li>Canyon Creek (On-line conference scheduler)</li> <li>Homework Folders</li> <li>Student Planners</li> </ul>	-Teachers/End of each trimester -Teachers/Fall -Teachers/Fall	Website Fee -Cost of folders (one per student) -Cost of planners (grades 4 and 5)	\$250 \$900 \$750	SLIG SLIG SLIG
Auxiliary services for students and parents: <ul style="list-style-type: none"> <li>After-school band and choir programs</li> </ul>	Teacher/ Weekly	Teacher hourly pay 3x/week @ \$35/hour for 24 weeks	\$2,600	Art/Music
Monitoring program implementation and results: <ul style="list-style-type: none"> <li>Use of OARS and ESGI as assessment tools</li> <li>Use of Collaboration Time for teachers to share data and plan</li> </ul>	Principal and Teachers	None	N/A	N/A

**Total Expenditures for Goal#1:**

\$25,550 (SLIG); \$4,550 (EIA); \$2,600 (Art/Music);  
\$1,300 (GATE)

2,014

<b>SMART GOAL #2 Mathematics Achievement: 75% of 2<sup>nd</sup>-5<sup>th</sup> grade students will score proficient or advanced on the 2012 CST.</b> <ul style="list-style-type: none"><li>Kindergarten: 80% of students will be able to identify numbers 1-30 by the end of the school year</li><li>First Grade: 90% of students will meet the number sense standard by the end of the school year</li><li>Second Grade: 77% of second grade students will score proficient or above on the 2012 CST.</li><li>Third Grade: 75% of third grade students will score proficient or above on the 2012 CST.</li><li>Fourth Grade: 80% of fourth graders will score 80% or higher on all chapter tests during the 2011-12 school year. This includes scores for retests.</li><li>Fifth Grade: 90% of general education students will score 85% or higher on all chapter tests during the 2011-12 school year. This includes scores for retests.</li></ul>				
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased Educational Opportunity/Extended learning time: <ul style="list-style-type: none"><li>After-school tutoring program to provide support for students scoring below proficiency</li><li>For Inspiration and Recognition of Science and Technology (FIRST)</li><li>After school enrichment for GATE Students</li></ul>	Teachers/On-going Teacher/On-going Teacher/On-going	-Teacher pay at \$35/hr. not to exceed 2 hours per week -Registration and materials -Teacher pay at \$35/hr. not to exceed 2 hours per week	\$4,800 \$350 \$1,300	SLIG SLIG GATE
Monitoring program implementation and results: <ul style="list-style-type: none"><li>Use of OARS and ESGI as assessment tools</li><li>Use of Collaboration Time for teachers to share data and plan accordingly</li></ul>	Teachers	No cost associated	N/A	N/A

**Total Expenditures for Goal #2:**

\$5,150 (SLIG); \$1,300 (GATE)

8.5.145

SMART GOAL #3 School-Wide Attendance: Increase site attendance rate from 95.78% to 96.78% by the end of the school year.					
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source	
<ul style="list-style-type: none"> <li>Monthly recognition for students with 100% Perfect Attendance (present entire day=certificate)</li> <li>Trimester Recognition for Perfect Attendance (present entire day=certificate and pin)</li> </ul>	Attendance Clerk/ Principal	Certificates and Pins	\$500	SLIG	

**Total Expenditures for Goal #3: \$500 (SLIG)**

8.5.146



### 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
<ul style="list-style-type: none"> <li>• Serve as a liaison between District and Schools.</li> <li>• Prepare and submit various reports (CalWORKS, Title I Data, R-30 Language Census, etc.).</li> <li>• Advise and assist school with program requirements.</li> <li>• Coordinate staff development.</li> <li>• ELD Program Specialist to provide direct services through in-class support and staff development.</li> </ul>	Total: \$469	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)**

Purpose: Help educationally disadvantaged students succeed in the regular program.

**\$4,597**

##### **School Library Improvement Grant (SLIG)**

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

**\$31,227**

##### **Art and Music**

Purpose: Increase academic support in the areas of Art & Music

**\$3,292**

#### Federal Programs

##### **GATE**

Purpose: Increase academic support students designated as Gifted and Talented

**\$2,693**

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

**\$41,809**

8.5.147

# **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			
Amy Williams		X		
Wendi Foote		X		
Cheryl Wall/Julie Perry		X		
Kathleen Cummings				X
Tonya Hamlin				X
Sheryl Reagan				X
Carrie Pitkin				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: \_\_\_\_\_.

Attested:

Daniela Thompson

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

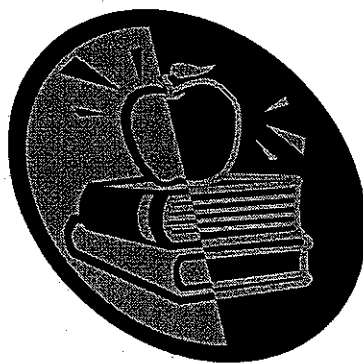
Date

8.5.148

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**at**

**Twelve Bridges Middle School  
#31-66951- 0111385  
2011 - 2012**



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 \_\_\_\_\_, 2011.

## School Description and Mission Statement

**Twelve Bridges Middle School (TBMS)** is one of two middle schools in Western Placer Unified School District, serving 820 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 and a sophisticated science technology classroom, equipped with sixteen student stations for the study and interactive lab stations for such modules as electronic music, CAD and CAM drafting, pneumatics and electronics. 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 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. TBMS also provides a Conflict Mediation Program for students to encourage peaceful resolution of student issues.

### **School Leadership**

**TBMS Principal, Stacey Brown, is in his sixth 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 will allow 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 27<sup>th</sup> 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 Monday of each month at 5:00 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.**

## School Instruction

The **Twelve Bridges** Middle School instructional program is organized around the concept of 6<sup>th</sup> 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 6<sup>th</sup> grade helps with the transition from a single class K-5 environment to a more involved 6-8 curriculum. Students in the 7<sup>th</sup> and 8<sup>th</sup> grade have a more traditional period schedule to help prepare them for a high school environment. Students additionally take an Enrichment class (**Science Technology**, Computer Technology, Art, Choir, Band, **Drama**, **English Learner Support**, **Newcomer** 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 EL (English Learner) program offers assistance to students who are at various levels of proficiency in the English language. Students are served through a pull-out program by an identified EL teacher. EL students may be enrolled in the regular language arts curriculum classes for English immersion, or in intensive intervention classes in the regular program with support services through the EL program. Newcomer students who have little or no English language skills are enrolled in an intensive intervention class with the Newcomer teacher.

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 warnings, lunch detentions and administrative referrals designed to help students gain and maintain control of their own behavior. Regular safety drills and a Conflict Manager Program further assist in keeping **TBMS** students safe. Our **Counselor, 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), EL (English Learner) and intensive intervention students.

**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.

**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. For our English Learners, an EL program provides instruction to small groups of students to facilitate their learning of the English language and to support their learning in regular classes.

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

We provide RSP, Newcomer classes and EL classes through categorical funds to support our underperforming students. The Accelerated Reader program encourages students to read books at their individual reading levels and 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 spring math and language arts testing to determine 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. We have also utilize STAR Reading testing as a part of the Accelerated Reader program to determine student reading levels and to align reading books to individual student levels. Assessment through the Accelerated Math program allows teachers to prescribe individual math objectives to students to supplement regular instruction.



**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. Additionally, TBMS offers TIPS (Topics of Interest to Parents and Students) evenings for student and family information on a variety of topics to support student learning.

**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.

**Twelve Bridges Middle School  
(2011-2012)**

**Student Groups Performing Below Standards or Expectations**

Group	Grade Level	Performance Gap
<u>Economically Disadvantaged</u>	6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> Grades Language Arts	65%, 74% and 62% of 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> graders, respectively, proficient or advanced on state testing compared to school wide 76%, 81% and 75% of students, respectively.
	6/7/8 <sup>th</sup> Grades Math	71%, 67% and 53% of 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> graders (Algebra), respectively, proficient or advanced on state testing compared to school wide 77%, 74%, and 64% of students, respectively.
<u>Hispanic or Latino</u>	6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> Grade Language Arts	59%, 83% and 78% of 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade students proficient or advanced on state testing compared to school wide 76%, 72% and 80% of students respectively.
	6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> Grade Math	60%, 73% and 62% of 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade (Algebra) students proficient or advanced on state testing, compared to school wide 74%, 73% and 57% (Algebra) of students respectively.

## **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 all three grade levels in math and in 6<sup>th</sup> and 7<sup>th</sup> grade Language Arts.
- Hispanic or Latino students improved in both math and ELA for the 7<sup>th</sup> and 8<sup>th</sup> grades. They dropped in both math and ELS in the 6<sup>th</sup> grade.
- Hispanic student scores are increasing at a higher rate than the overall student scores, indicating the achievement gap is closing for those students.
- Intervention programs for students scoring below basic and far below basic are having a positive impact on student achievement scores.

## **School Goals for Improving Student Achievement:**

Goal #1: By June of 2011 all students including significant sub-groups will make specific proficiency Level's In Math.

Goal #2: By June of 2011 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.

## 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.

<b>SMART GOAL # 1 for Improving Student Achievement: By June 2011 all students including significant subgroups will meet specific proficiency rates for STAR testing in Math.</b> <b>(Safe Harbor)</b> Target is 73.9% (S/H) Target is 67.6% (S/H) Target is 71.2% (S/H)					
<b>Description of Specific Actions to Improve Educational Practice</b>		<b>Implementers/ Timeline</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <ul style="list-style-type: none"><li>• Mapping and pacing of year-long curriculum against standards</li><li>• Identifying and teaching of Essential Standards</li><li>• Teacher articulation to align instruction</li></ul>		Fall '11 – 12 Early Release Mondays  Daily common prep			
Improvement of Instructional Strategies/Materials: <ul style="list-style-type: none"><li>• Implement Accelerated Math support in areas needed.</li><li>• Develop "Best Practice" after comparing common assessments.</li></ul>		Math Teachers	Paper/print/scan cards costs Accelerated Math Learning Cards	\$1000	SLIG
Extended Learning Time: <ul style="list-style-type: none"><li>• Math Exploration class</li></ul>		11-12 Math Teachers			

8.5.159

# PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

Description of Specific Action to Improve Student Performance	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>Staff Development:</b> <ul style="list-style-type: none"> <li>Professional Learning Community Conferences</li> <li>Math teacher visitations to other math classes</li> <li>GATE Training</li> </ul>	11-12 Site Staff teachers teachers	Release Time/Substitute teachers	\$500  \$500	SLIG Staff Devel.
<b>Involvement of Parents/Community:</b> <ul style="list-style-type: none"> <li>SBLT</li> <li>Parent Orientation</li> <li>Parent Evening Conferences</li> <li>Monthly News Letter</li> </ul>	11-12 Teachers	Printing	\$500	SLIG
<b>Monitoring Program Implementation:</b> <ul style="list-style-type: none"> <li>OARS data collection and analysis</li> <li>Student performance in Exploration class</li> <li>Student progress through Teacher Ease</li> <li>Curriculum Lead teachers articulate with admin. and peers for student progress.</li> </ul>	11-12 Admin/teachers Teachers All teachers	Contract cost	\$3000	Lottery

8.5.160

## 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 # 2 for Improving Student Achievement: By June of 2012 all students including significant subgroups will meet specific proficiency rates in Language Arts.**

- All Students 10-11 Proficiency was 77%
- Economically Disadvantaged 10-11 was 67%
- Hispanic/Latino 10-11 was 73%

#### **(Safe Harbor)**

- Target is 79.3% (S/H)
- Target is 70.3% (S/H)
- Target is 75.7% (S/H)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: <ul style="list-style-type: none"> <li>Curriculum mapping.</li> <li>Teach Essential Standards</li> </ul>	L/A teachers 11-12			
Improvement of Instructional Strategies/Materials: <ul style="list-style-type: none"> <li>New L/A support materials</li> <li>Accelerated Reader books for low and grade level students</li> <li>Utilize OARS for student assessment and teacher best practices.</li> <li>Common prep for curricular articulation</li> <li>Essay grading release time</li> </ul>	11-12 Teachers Librarian Lang Arts T's  teachers	Misc. Materials New titles for library AR books & tests – all levels  9 teachers X 3 days (\$125 day for subs)	\$1000 \$ 2000 \$1550  \$3375	SLIG SLIG SLIG  SLIG
Extended Learning Time: <ul style="list-style-type: none"> <li>Exploration L/A Intervention classes</li> <li>English Learner classes</li> <li>New Corners Program</li> </ul>	11-12 L/A teachers ELD teacher	Salary	\$35,000	EIA EIA

8.5.161

# 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: <ul style="list-style-type: none"> <li>Release time for teachers to visit other area programs</li> <li>PLC Conferences/Training</li> <li>GATE Training</li> </ul>	Language Arts Teachers 11-12	Substitute teachers 1 T's X 1 days X \$115 (sub) 2T's X 1 days X \$115 (sub)	\$460 \$2000	SLIG Staff Devel
Involvement of Parents/Community: <ul style="list-style-type: none"> <li>SBLT</li> <li>Parent Conferencing Night</li> <li>Dissemination of student progress through Teacher Ease.</li> <li>Parent Teacher Club</li> <li>Monthly News Letter promote parental and community involvement.</li> </ul>	Teachers and community Teachers Teachers Parents Teacher	Contract cost  Paper, printing	\$3,000  \$500	SLIG
Monitoring Program Implementation: <ul style="list-style-type: none"> <li>Teacher Ease student progress to parents</li> <li>Admin. and teachers monitor student progress through OARS.</li> <li>Curriculum Lead Teachers- articulate with admin. and peers for student achievement.</li> </ul>	Teachers Teachers 5 Lead teachers	Copying costs; paper; printing  5 teachers X \$750	\$3,000 \$3,000 \$3750	SLIG SLIG SLIG

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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.

### **GOAL # 3 for Improving Student Achievement: Improve attendance at TBMS from 95.19% to 95.69%.**

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: <ul style="list-style-type: none"> <li>N/A</li> </ul>				
Improvement of Instructional Strategies/Materials: <ul style="list-style-type: none"> <li>N/A</li> </ul>				
Extended Learning Time: <ul style="list-style-type: none"> <li>N/A</li> </ul>				

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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:				
<ul style="list-style-type: none"> <li>Teacher in-service regarding importance of student attendance.</li> <li>District and site data on baseline and site attendance goals.</li> </ul>	11-12			
Involvement of Parents/Community:				
<ul style="list-style-type: none"> <li>Share data regarding attendance baseline and goals with both SBLT and PTC.</li> <li>Letters to parents/community</li> </ul>	11 -12 Site Admin. Site Admin.	Postage/printing	\$300	SLIG
Monitoring Program Implementation:				
<ul style="list-style-type: none"> <li>Site Administration</li> </ul>	11-12	Incentive program	\$4000	District Gen. Fund

8:5164

## 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
ELD Program Specialist Contribution	\$2,298	Economic Impact Aid
Newcomer Teacher Contribution	\$2,291	
	Total: \$4,589	
	Total \$ 0	Title I Part A
	Total: \$ 0	Title III

8.5.16 S

## 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

<b>Economic Impact Aid/ State Compensatory Education</b> Purpose: Help educationally disadvantaged students succeed in the regular program.	<b>Amount: \$ 0</b>
<b>Economic Impact Aid/EIA</b> Purpose: Develop fluency in English and academic proficiency of English learners.	<b>Amount: \$38,125</b> Carryover: \$3,190
<b>Miller-Unruh Special Reading Program</b> Purpose: Prevent and correct reading disabilities at the earliest time for all students.	<b>Amount: \$ 0</b>
<b>Professional Development</b> Purpose: Promote school improvement by long-term professional development of school staff.	<b>Amount: \$ 0</b>
<b>School Library Improvement Block Grant</b> Purpose: Improve school response to educational, personal and career needs of all students.	<b>Amount: \$24,618</b> carryover: \$3,613
<b>Gifted and Talented Education (GATE)</b> Purpose:	<b>Amount: \$3,493</b> carryover: \$458
<b>Art &amp; Music Block Grant</b> ELAP	<b>Amount: \$1,189</b>
<b>Federal Programs</b>	<b>Amount: \$ 0</b>
<b>Elementary and Secondary Education Act:</b>	
<b>Title I: Schoolwide Program</b> Purpose: Upgrade the entire educational program of the school.	<b>Amount: \$ 0</b>
<b>Title I: Targeted Assistance Program</b> Purpose: Help educationally disadvantaged students achieve grade level proficiency.	<b>Amount: \$ 0</b>
<b>Title V: Innovative Programs</b> Purpose: Support educational improvement, library, media, and at-risk students.	<b>Amount: \$ 0</b>
<b>Other Federal Funds (list and describe):</b> Title III: EL	<b>Amount: \$ 0</b>
<b>Total amount of state and federal categorical funds allocated to this school:</b>	<b>\$ 74,686</b>

8.8.166

## 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
Dennis Stearns	Chairperson				X	
Stacey Brown		X				
Denis Alves					X	
Valerie Keeler					X	
Renee Evans					X	
DeeAnn Ralphs					X	
Ann Long			X			
Krystal Arnold			X			
Tracy Campbell			X			
Eric Bost			X			
Scott Trembinski						X
Numbers of members of each category		1	4		5	1

8.5.167

*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
  - ☐ 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 19, 2009

Attested:

8.5.1608

Stacey Brown  
Name of school principal

Signature of school principal

Date

Dennis Stearns  
Name of SBLT chairperson

Signature of SBLT chairperson

Date

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT AT PHOENIX HIGH SCHOOL**

**2011-2012**

**CDS Code: 31-66951-3130036**

**Date of this revision: 10-13-11**

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:	<u><a href="mailto:mdoherty@wpusd.k12.ca.us">mdoherty@wpusd.k12.ca.us</a></u>

**Western Placer Unified School District**

**The District Governing Board approved this revision of the School Plan on \_\_\_\_.**

88.170



## **School Vision and Mission**

Phoenix High School's vision is one in which staff, community, and students work together to encourage responsibility and enthusiasm for learning. Our mission statement is: *"Where caring leads to success in learning."*

All students are expected to be successful, to meet our Expected School-wide Learning Results, and standards set by our school and district. Graduates of Phoenix High School are expected to be:

- Technologically Literate
- Effective Communicators
- Achievers
- Collaborative Learners
- Honest Citizens

## **School Profile/Facilities**

Phoenix High School serves as the off-site continuation school for the Western Placer Unified School District. Student enrollment varies in number throughout the year with an average enrollment of 80 students. The campus is made up of relocatable buildings consisting of 8 classrooms, an office, restroom facilities, a weight training room. The school provides 65, 800 minutes of instruction per year, with 8 minimum days scheduled.

## **School Leadership**

The Principal has been at Phoenix High School for 1 years and has a total of 20 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.

## **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:

- 6 fully credentialed teachers

Safety, cleanliness of facility:

- All facilities are regularly cleaned, maintained, and in 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.

## School Instruction/Programs & Practices

Phoenix uses a combination of individualized and direct instruction, with a core curriculum broken into units, allowing students to progress at their own rate. Credit is earned on the basis completing work, representing approximately twelve hours per credit. With the CHASEE 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.

### ANALYSIS OF CURRENT EDUCATIONAL PRACTICES

The following statements characterize educational practice at this school:

**1. Alignment of curriculum, instruction and materials to content and performance 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, utilizing a portion of its EIA funding, purchased the Accelerated Math program to assist its students to improve their academic skills in math. Future purchased will be made to enhance the Language Arts program. Title I and EIA funds are used to supplement the various academic subjects and to address the varied academic deficiencies of our Title I students. Special education students are supported by a 1/5-FTE RSP teacher who works with identified students 1 period per day. The RSP teacher works closely with all staff to help them modify the curricular needs of their mainstreamed students. We are trying to increase her time to two periods per day because of her caseload and student needs.

**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. Initial test results from the STAR Renaissance program, previous CST results, and transcript analysis are used to address areas of academic weakness, 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 the STAR Renaissance Reading 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
- School Counselor
- Dedicated Teaching Staff
- Special Education services
- School nurse
- Afternoon, on-site, individualized instruction program

**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 under performing 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, afternoon programs, etc. 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:				
2008	2009	Growth	All Comp.	ELA	Math	AYP	Grad. Rate
478	535*	+62	Yes	Yes	Yes	Yes	Yes
2009	2010	Growth	All Comp.	ELA	Yes	AYP	Grad. Rate
540	561**	+21	Yes	No	No	No**	Yes
2010	2011	Growth	All Comp.	ELA	Yes	AYP	Grad. Rate
556	642***	+86	Yes	Yes	Yes		Yes

\* Phoenix High School did make its AYP growth target in 2009 and was in 1st year of Program Improvement (PI – 1).

\*\* Phoenix High School did not make its AYP target growth rate in 2010 and is in 2<sup>nd</sup> year of Program Improvement (PI – 1).

\*\*\* Phoenix High School did make its AYP growth target in 2011 and was in 2nd year of Program Improvement (PI – 2).

## STUDENT PERFORMANCE DATA SUMMARY (continued)

### Student Testing and Reporting (STAR)

% Tested	Subject – Language Arts					
	School year 08-09		School year 09-10		School year 10-11	
	100%		100%		100%	
Grade Level	10 <sup>th</sup>	10 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Advanced	0%	5%	5%	0%	0%	10%
Proficient	0%	5%	5%	11%	7%	10%
Basic	15%	23%	23%	19%	33%	33%
Below Basic	25%	27%	27%	25%	40%	33%
Far Below Basic	60%	41%	41%	44%	20%	14%

# STUDENT PERFORMANCE DATA SUMMARY (continued)

## School Demographic Characteristics (2010-2011)

Group	Grade Level	Performance Levels (Language Arts)									
		Advanced		Proficient		Basic		Below Basic		Far Below Basic	
		10	11	10	11	10	11	10	11	10	11
All Students	9	0%	0%	50%	0%	0%	0%	0%	100%	50%	0%
	10	0%	0%	5%	7%	23%	33%	27%	33%	41%	20%
	11	0%	10%	11%	10%	19%	33%	25%	33%	44%	14%
Economically Disadvantaged	9	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%
	10	0%	0%	0%	8%	29%	25%	29%	50%	43%	17%
	11	0%	6%	0%	12%	10%	35%	30%	29%	60%	18%
Students With Disabilities	9	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	10	0%	0%	0%	0%	33%	33%	33%	33%	33%	33%
	11	0%	0%	0%	0%	0%	60%	33%	0%	57%	40%
English Learners	9	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%
	10	0%	0%	0%	0%	0%	25%	40%	75%	60%	0%
	11	0%	0%	0%	0%	0%	33%	11%	44%	83%	22%

School Demographic Characteristics:

### *Conclusions from Student Data:*

Based upon the assessment data provided, the majority of students at Phoenix High School score at Basic or below on state standardized tests.

### *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: Improving Student Performance in Language Arts
- Goal #2: Improving Student Performance in Mathematics
- Goal #3: Improving Student Performance on CHSEE
- Goal #4: Improving Student Attendance
- Goal #5: Improving Student Graduation Rate

## PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<b>SMART GOAL # 1 FOR IMPROVING STUDENT PERFORMANCE in LANGUAGE/ARTS:</b> Phoenix High School students will increase their 2011 Growth Academic Performance Index (API) Score of 642 by 05% to 674, including ALL the significant subgroups – Spring 2012 CST. OR increase AYP/LA from 24.3 to 31.9 using "Safe Harbor".					
<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/ Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	
<b><i>Alignment of Instruction with Content Standards:</i></b> <ul style="list-style-type: none"> <li>All programs are aligned with state standards, as are the regular instructional materials used.</li> </ul>	Ongoing				
<b><i>Improvement of Instructional Strategies/Materials:</i></b> <ul style="list-style-type: none"> <li>Continued LA instruction to address low achieving/remedial students.</li> <li>Direct-instruction class, individual student learning plans &amp; curriculum to address students working below grade level.</li> <li>Pre/post testing – Star Reading</li> <li>Ongoing Renaissance Assessments</li> <li>Odysseyware/Aventa credit recovery &amp; virtual classes.</li> <li>Blended Educational Strategies – Team Collaboration</li> </ul>	Ongoing	Technology Instructional Materials	\$15,000.00 \$5,000.00	Title I/EIA	
<b><i>Extended Learning Time:</i></b> <ul style="list-style-type: none"> <li>All materials can be taken home.</li> <li>Tutoring sessions are also available in the afternoon</li> <li>RSP Services</li> <li>Counseling and Career Development</li> </ul>	Ongoing		\$366.00	Title 1/EIA	
<b><i>Staff Development:</i></b> <ul style="list-style-type: none"> <li>Staff attends CCEA yearly conference as well as numerous subject level workshops as deemed necessary and beneficial to student learning.</li> <li>County workshops for Program Improvement and EL training.</li> <li>10% of Title I funds are set aside for staff development.</li> <li>PLC Intervention training</li> </ul>	Ongoing	Transportation/Meals/Housing	\$1,388.00	Title I, General funds	
<b><i>Involvement of Parents/Community:</i></b> <ul style="list-style-type: none"> <li>Results of state tests and CHSEE are mailed home for each student.</li> <li>Yearly (start of each school year) notification of Program Improvement (PI) status.</li> <li>School newsletter</li> <li>SBLT meeting</li> <li>Parent conferences.</li> </ul>	Ongoing	Mailing/Postage, Materials	\$1,388.00	Title I/EIA	
<b><i>Monitoring Program Implementation:</i></b> <ul style="list-style-type: none"> <li>Trimester divided into 6-week sessions. Student progress is evaluated.</li> <li>Trimester grading reports.</li> <li>Number of credits completed.</li> <li>Formative and summative assessments.</li> </ul>	Ongoing	Copy Materials Printing	\$1,000.00	Title 1/EIA	

## PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<b>SMART GOAL # 2 FOR IMPROVING STUDENT PERFORMANCE IN MATH:</b> The Renaissance Place Math test designates a grade level equivalency based on the student's performance. Overall, the grade level equivalence from beginning of the year to the end of the year will increase by one full grade level (from 5.99 to 6.99).					
<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/ Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	
<b>Alignment of Instruction with Content Standards:</b> <ul style="list-style-type: none"> <li>All programs are aligned with state standards, as are the regular instructional materials used.</li> <li>Students are placed in courses relevant to their grade level assessed on Star Math</li> </ul>	Ongoing				
<b>Improvement of Instructional Strategies/Materials:</b> <ul style="list-style-type: none"> <li>Continued Math instruction to address low achieving/remedial students.</li> <li>Direct-instruction class, individual student learning plans &amp; curriculum to address students working below grade level.</li> <li>Pre/post testing – Math</li> <li>Ongoing Renaissance Assessments</li> <li>Odysseyware/Aventa credit recovery &amp; virtual classes.</li> <li>Blended Educational Strategies – Team Collaboration</li> </ul>	Ongoing	Technology Renaissance Place & Ace Math Renewal Materials.	\$15,000.00 \$5,000.00	Title I./ EIA	
<b>Extended Learning Time:</b> <ul style="list-style-type: none"> <li>All materials can be taken home.</li> <li>Tutoring sessions are also available in the afternoon</li> </ul>	Ongoing				
<b>Staff Development:</b> <ul style="list-style-type: none"> <li>Staff attends CCEA yearly conference as well as numerous subject level workshops as deemed necessary and beneficial to student learning.</li> <li>County workshops for Program Improvement and EL training.</li> <li>10% of Title I funds are set aside for staff development.</li> <li>PLC Intervention training</li> </ul>	Ongoing	Transportation/Meals/Housing	\$1,388.00	Title I./EIA	
<b>Involvement of Parents/Community:</b> <ul style="list-style-type: none"> <li>Results of state tests and CHSEE are mailed home for each student.</li> <li>Yearly (start of each school year) notification of Program Improvement (PI) status.</li> <li>School newsletter</li> <li>SBLT meeting</li> <li>Parent conferences.</li> </ul>	Ongoing	Mailings/Postage, Materials	\$1,388.00	Title I./EIA	
<b>Monitoring Program Implementation:</b> <ul style="list-style-type: none"> <li>Trimester divided into 6-week sessions. Student progress is evaluated.</li> <li>Trimester grading reports.</li> <li>Number of credits completed.</li> <li>Formative and summative assessments.</li> </ul>	Ongoing	Copy Materials Printing	\$1,000.00	Title 1/EIA	

8.8.177

## PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<b>SMART GOAL # 3 FOR IMPROVING STUDENT PERFORMANCE ON CASHEE TEST:</b> 50% of 10 <sup>th</sup> grade students and 60% of 11 <sup>th</sup> grade students will pass the California High School Exit Exam (CAHSEE), 100% of 12 <sup>th</sup> grade students will have passed the CAHSEE. (Past results have shown approximately 46% of 10 <sup>th</sup> grade, and 45% of 11 <sup>th</sup> grade students pass the exam).				
<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/ Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>Alignment of Instruction with Content Standards:</b> <ul style="list-style-type: none"> <li>All programs are aligned with state content standards, as are the materials used.</li> </ul>	Ongoing			
<b>Improvement of Instructional Strategies/Materials:</b> <ul style="list-style-type: none"> <li>Implementation of the Hampton-Brown EDGE Reading, writing and L/A program through direct-instruction classes, which are aligned with state content standards.</li> <li>Ace Math, blueprints, OARS test.</li> <li>Direct instruction CAHSEE classes</li> <li>Odysseyware/Aventa</li> </ul>	Ongoing	Technology Instructional Materials	\$6,400.00	CAHSEE
<b>Extended Learning Time:</b> <ul style="list-style-type: none"> <li>All materials can be taken home.</li> <li>Tutoring sessions are also available in the afternoon</li> <li>SCHOOLS Volunteers</li> </ul>	Ongoing			
<b>Staff Development:</b> <ul style="list-style-type: none"> <li>Staff attends CCEA yearly conference as well as numerous subject level workshops as deemed necessary and beneficial to student learning.</li> <li>County workshops for Program Improvement and EL training.</li> <li>10% of Title I funds are set aside for staff development.</li> </ul>	Ongoing	Transportation/Meals/Housing	See Goal #1&#2	See Goal #1&#2
<b>Involvement of Parents/Community:</b> <ul style="list-style-type: none"> <li>Results of state tests and CHSEE are mailed home for each student.</li> <li>Yearly (start of each school year) notification of Program Improvement (PI) status.</li> <li>School newsletter</li> <li>SBLT meeting</li> <li>Parent conferences.</li> </ul>	Ongoing	Mailings/Postage, Materials	See Goal #1&#2	See Goal #1&#2
<b>Monitoring Program Implementation:</b> <ul style="list-style-type: none"> <li>Trimester divided into 6-week sessions. Student progress is evaluated.</li> <li>Trimester grading reports.</li> <li>Number of credits completed.</li> <li>Formative and summative assessments.</li> </ul>	Ongoing	Copy Materials Printing	\$1,000.00	Title 1/EIA

8.5.178



## PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<b>SMART GOAL # 4 FOR IMPROVING STUDENT PERFORMANCE - ATTENDANCE:</b> 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 85% of the targeted credits or 61 credits per student.				
<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/ Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>Alignment of Instruction with Content Standards:</b> <ul style="list-style-type: none"> <li>All programs are aligned with state content standards, as are the materials used.</li> </ul>	Ongoing			
<b>Improvement of Instructional Strategies/Materials:</b> <ul style="list-style-type: none"> <li>Students are scheduled into classes to address the needs of low achieving/remedial students.</li> <li>Counseling services, career planning and special education services are available to all students.</li> <li>Direct-instruction class, individual student learning plans &amp; standards based curriculum support student learning.</li> <li>Pre/post testing – Ongoing Renaissance Assessments</li> <li>Odysseyware/Aventa - credit recovery &amp; virtual classes.</li> <li>Blended Educational Strategies – Team Collaboration</li> </ul>	Ongoing	Technology Instructional Materials  Phone Intercom System	\$10,000.00  \$10,000.00	Title 1/EIA  Safety
<b>Extended Learning Time:</b> <ul style="list-style-type: none"> <li>All materials can be taken home.</li> <li>Tutoring is available during school and in the afternoon.</li> </ul>	Ongoing			
<b>Staff Development:</b> <ul style="list-style-type: none"> <li>Staff attends CCEA yearly conference as well as numerous subject level workshops as deemed necessary and beneficial to student learning.</li> <li>County workshops for Program Improvement and EL training.</li> <li>10% of Title I funds are set aside for staff development.</li> </ul>	Ongoing	Transportation/Meals/Housing	See Goal #1	See Goal #1
<b>Involvement of Parents/Community:</b> <ul style="list-style-type: none"> <li>Results of state tests and CHSEE are mailed home for each student.</li> <li>Yearly (start of each school year) notification of Program Improvement (PI) status.</li> <li>School newsletter</li> <li>SBLT meeting</li> <li>Parent conferences.</li> </ul>	Ongoing	Mailings/Postage, Materials	See Goal #1	See Goal #1
<b>Monitoring Program Implementation:</b> <ul style="list-style-type: none"> <li>Trimester divided into 6-week sessions. Student progress is evaluated.</li> <li>Trimester grading reports.</li> <li>Number of credits completed.</li> <li>Formative and summative assessments.</li> </ul>	Ongoing			

## PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<b>SMART GOAL # 5 FOR IMPROVING STUDENT PERFORMANCE – GRADUATION RATE:</b> 40% of our (52) 12 <sup>th</sup> grade students will complete the requirements for graduation or earn enough credits to return to LHS by June, 2011. (Past performance shows approximately 25% of all 12 <sup>th</sup> grade students enrolled meet graduation requirements).					
<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/ Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	
<b>Alignment of Instruction with Content Standards:</b> <ul style="list-style-type: none"> <li>All programs are aligned with state content standards, as are the materials used.</li> </ul>	Ongoing				
<b>Improvement of Instructional Strategies/Materials:</b> <ul style="list-style-type: none"> <li>Improve curriculum and technology to support and assist students demonstrate learning using a variety of modalities.</li> <li>Create hands-on activities engaging students in a virtual curriculum.</li> <li>Odysseyware/Aventa credit recovery</li> <li>GED Prep Instruction</li> </ul>	Ongoing	Instructional Materials	\$5,000.00	Title 1/EIA	
<b>Extended Learning Time:</b> <ul style="list-style-type: none"> <li>All materials can be taken home.</li> <li>Tutoring sessions are also available in the afternoon</li> </ul>	Ongoing				
<b>Staff Development:</b> <ul style="list-style-type: none"> <li>Staff attends CCEA yearly conference as well as numerous subject level workshops as deemed necessary and beneficial to student learning.</li> <li>County workshops for Program Improvement and EL training.</li> <li>10% of Title I funds are set aside for staff development.</li> </ul>	Ongoing	Transportation/Meals/Housing	See Goal #1&#2	See Goal #1&#2	
<b>Involvement of Parents/Community:</b> <ul style="list-style-type: none"> <li>Results of state tests and CHSEE are mailed home for each student.</li> <li>Yearly (start of each school year) notification of Program Improvement (PI) status.</li> <li>School newsletter</li> <li>SBLT meeting</li> <li>Parent conferences.</li> </ul>	Ongoing	Mailings/Postage, Materials	See Goal #1&#2	See Goal #1&#2	
<b>Monitoring Program Implementation:</b> <ul style="list-style-type: none"> <li>Trimester divided into 6-week sessions. Student progress is evaluated.</li> <li>Trimester grading reports.</li> <li>Number of credits completed.</li> <li>Formative and summative assessments.</li> </ul>	Ongoing				

8.8.180

**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)	\$6,811.00	N/A	N/A	NA
			\$1,089.00	
2. Economic Impact Aid (LEP)			\$7,141.00 \$19,538.00 (carryover)	-
3. Title I Part A (Helping Disadvantaged Youth)			\$14,768.00 \$10,000.00 (carryover)	
4. Title 1 Parent Involv'nt Professional Devl'mt			\$2,876.00 (10% of above)	
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	\$1,695.00 \$10,000.00 \$6400.00	N/A	N/A	N/A
11. TOTAL Consolidated Application Funds	\$24,906.00		\$55,412.00	-

**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

## 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
John Wyatt	X				
Jenifer Nelson		X			
Clint Nelson		X			
Cindy Farris		X			
Tracy Gruber		X			
Jeanine Troxel			X		
Carroll Pribble				X	
Edith Morales				X	
Diane Gomez				X	
Angie Brito				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.*

## 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 20, 2011

**Attested:**

Michael Doherty  
Typed name of Principal

Michael Doherty  
Signature of Principal

10/20/2011  
Date

Carroll Pribble  
Typed name of SSC chairperson

[Signature]  
Signature of SCC chairperson

10-20-11  
Date

SINGLE PLAN FOR STUDENT ACHIEVEMENT  
AT LINCOLN HIGH SCHOOL

3 66951 3134657

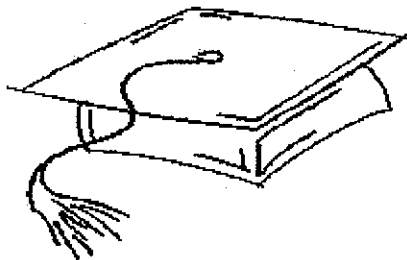
CDS Code

Date of this revision October 17, 2011

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

2011 -2012



**Western Placer Unified School District**

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



## **Expected School-Wide Learning Results ESLRs**

(To be revisited 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 Basic Educational Data System reported an enrollment of 1514. 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-four certificated staff delivers the educational tenets of the site and district. Placer County Regional Opportunity Programs (R.O.P.) augment the staff with four teachers. A principal, assistant principal (2) and three counselors complete the certificated staff.*

*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-based leadership team (SBLT) consisting of school personnel, parents, community member, and a student. The SBLT meets on a regular basis for updates about the school and to discuss issues of concern.*

*Lincoln High School has department heads for English, Science, Math and Social Science. Teachers in other areas, such as Foreign Language, Special Education and Vocational Education have assumed the role of defacto department chairs.*

*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 Computer Science. Honors courses are offered in English, Science, History, American Literature, Anatomy, and World Cultures. The school is exploring a middle college concept. We hope to partner with Sierra College during the 2011-2012 school year.

LHS prides itself on its strong **Career Tech Ed** course offerings, recognizing the growing need for highly skilled, technically trained individuals in today's labor market. Programs in Idesign, 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 760 acre farm, a learning environment unique among California high schools. Courses such as Ag Science, Environmental Studies, Ranch Management, Natural History, Ag Biology, and Special Field Studies meet the science standards and provide an alternative to traditional science courses.

LHS also provides its **special-needs** students with the programs they need for success in the classroom. CLAD/SDAIE 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 on campus.

LHS offers a wide range of **Fine and Visual Performing Art** classes, including drama, choir, band, guitar, floral design, ceramics, painting, keyboard lab, and music appreciation. The choir is recognized throughout the region and performed at Carnegie Hall last 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 782. 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 Practices 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, softball, track, tennis and boy's and girl's golf).*
- *Campus clubs (Art, Band, CSF, Drama, Foreign Language, Interact, Jazz Band, MECHA, Ski, VICA, 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, Virtual Enterprise, Accounting, Graphics, Computer Video, Computer Applications, Introduction to the Workplace)*

*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 makes 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 State Standards and is aligned to the State Frameworks as reflected in Lincoln High School's expected school-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.*

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 pacing guides, standards, and intervention strategies. They have attended conferences such as: the Asilomar Mathematics conference, PLC workshop, OARS inservice, and the Dufour conference. Professional 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 to all of our students regardless of ability level or special needs. Each student has a four-year plan developed when they enter the 9<sup>th</sup> 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 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 to 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 on 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.*

**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 English, science and math. Overall, social science scores did not change significantly.*

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)

- Algebra Intervention class
- Academic Decathlon
- BEST/PBIS Program
- Link Crew
- CAHSEE classes
- Outside reading requirement
- New textbooks
- School and District website
- New technology
- Aeries Gradebook
- Tutoring before during, and after school
- EAP
- PIQE (Parent Institute for Quality Education)
- Robotics
- Lighthouse
- Schools Connect 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. The PIQE had been implemented to increase parent involvement.*

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 underperforming students. Lincoln High School offers AVID classes for freshmen-seniors. Students with low STAR tests are placed in CAHSEE math and English classes. In the past, an algebra intervention class is offered to students struggling with math. 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 2011 Percent Tested	Number Included in the 2011 API	2011 API (Base)	2011 Statewide Rank	2011 Similar Schools Rank	2011 Growth Target	2011 API Target
99%	1036	782	NA	NA	5	770

Student Groups	Number of pupils included in 2011 API	Numerically significant	2010 Subgroup API Base	2011 Growth Target	2011 API Target
African American, not Hispanic	24	No			
American Indian or Alaska Native	6	No			
Asian	32	No			
Filipino	25	No			
Hispanic or Latino	254	Yes	697	5	731
Pacific Islander	6	No			
White not Hispanic	665	Yes	784	5	800
Economically Disadvantaged	331	Yes	704	6	717
EL	124	Yes	617	9	644
Stu Disability	101	No			

## STUDENT PERFORMANCE DATA SUMMARY (continued)

### School Demographic Characteristics

Data listed below are from the CAT 6 test and the STAR Apportionment Information Report

Multi-track year-round school?	NO	Parent Education Level (Stanford 9)	
		Not high school graduate	7%
		High School graduate	23%
School Mobility (STAR)	97		
		Some college	32%
English learners	124		
		College graduate	26%
		Graduate	
		School	13%
		Average Parent Education	
		Level (STAR)	3.14
		Average Class	
		Size (CBEDS)	25
		Number of Students Excused from	
		Testing	3
		Number of Students	
		Tested	1096

### 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 the board. Although scores remained status quo last year, scores have improved significantly since the inception 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 intervention 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 English across the board.*

## **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 Smart Goals.

**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 782-805

White students: from 800-820

Hispanic students: from 731-755

Socioeconomically disadvantaged: from 717-740

English Learners: from 644-675

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: All four curricular areas have lesson plans and pacing guides that address state standards	All teachers Ongoing	Teacher time And substitutes	\$3,000	EIA
All four curricular areas identify essential standards, based on the STAR test results, and utilize common assessments. OARS is used to analyze & identify areas and students needing remediation	All teachers Ongoing	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials:				
Paper & print ink	All teachers Ongoing	Materials i.e. Computers, staff development, and tutoring	\$3,000	EIA
Continue to develop and increase student enrollment in AVID program.	Ongoing	N/A	N/A	N/A
AVID tutors	Ongoing	N/A	\$2,000	EIA



Library books	Ongoing	Library books	\$3,000	EIA/CAHSEE
OARS training for staff as needed				
Peer Tutoring	Teachers	Four days per week	\$20,000	AVID/CAHSEE
Extended Learning Time: CAHSEE classes. Before and after school tutoring	Ongoing	Study guides, books, workbooks, and tutoring.	\$15,000.00	CAHSEE
Enrichment trips		Ashland Oregon (Shakespeare) Science Fair A.P. Testing	\$3,800.00	GATE
STRIPES	All Teachers Ongoing	N/A	N/A	N/A
Algebra I & Algebra Intervention class (3 trimesters)	Ongoing	N/A	N/A	N/A
Staff Development: Staff has attended several PLC trainings. Early release is designed for staff development, analyzing data, and sharing successful teaching techniques.	Ongoing	AVID	\$1,000.00	EIA
AVID Educational trips	Ongoing	Training for AVID, OARS, etc.	\$5,000.00	EIA/CAHSEE
Staff and administrator attended week long AVID conference. Teacher initiated workshops and conferences. OARS & AERIES training.	Ongoing (Train additional administrators and teachers)			
Involvement of Parents/Community: SBLT				

<b>Aeries online grading system.</b> <b>Parent phone calls and e-mails.</b> <b>Paper, ink, postage, &amp; copies</b> <b>PIQE</b>	<b>Ongoing</b>	<b>Supplies</b>	<b>\$500.00</b>	<b>ADMIN</b>
<b>Monitoring Program Implementation:</b> <b>STAR Test Results</b> <b>CHSEE Results</b> <b>Department meetings to review common assessments</b> <b>OARS</b>	<b>Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>STRIPES</b>	<b>Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Grade Analysis</b>	<b>Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Leadership Team</b>	<b>Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

**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 86% to 90%.**Schoolwide AYP** Proficient will increase from 66.5% in English to 70%.Hispanic in **English** from 57% proficient to 62% (Continue Safe Harbor)Socioeconomically Disadvantaged in **English** from 44.7% proficient to 50%.White students in **English** from 69.1% to 75%**Schoolwide AYP** proficient in math will increase from 59.2% to 67%Hispanic in **math** will increase from 44.1% proficient to 50% (Continue Safe Harbor)Socioeconomically Disadvantaged in **Math** from 43.4% proficient to 50%.Whites in **Math** will increase from 65.2% to 70% proficient

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: <b>English &amp; math classes are aligned to the standards.</b>	<b>Classroom teacher</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Review essential standards creating common assessments. Use OARS to identify strength &amp; weaknesses. Use PLC's to regularly review results.</b>	<b>Department chairs &amp; classroom teachers.</b>	N/A	N/A	N/A
Extended Learning Time: <b>STRIPES, before &amp; afterschool tutoring (LHS Peer Tutoring), and CAHSEE classes.</b>	<b>Admin, instructors, &amp; Peer tutors.</b>	<b>Materials &amp; tutors</b>	<b>\$10,000.00</b>	<b>CAHSEE</b>
Staff Development: <b>OARS Training, Early Release Days, and Conferences that apply to CAHSEE.</b>	<b>Instructors</b>	<b>Conferences</b>	<b>\$1,000.00</b>	<b>CAHSEE</b>
Involvement of Parents/Community: <b>Email &amp; phone calls to parents explaining offerings.</b>	<b>Robocall</b>	N/A	N/A	N/A

	<b>Instructors</b>			
Monitoring Program Implementation: Results for exam.	<b>Counselors/Admin</b>	N/A	N/A	N/A

**SCHOOL WIDE GOAL****SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE:**

To increase the number of students that reach **A-G requirement** from 31.7% to 40% of the graduating seniors by 2012.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>A-G courses already aligned with standards.</b>	<b>Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Improvement of Instructional Strategies/Materials: <b>After school tutoring, additional A-G classes, and adding pathways. Four year plans and increasing AVID program. Apply for 2 A-G classes.</b>	<b>Ongoing</b> <b>College night &amp; PSAT</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Extended Learning Time: <b>Tutoring offered before and after school for students that want extra help or more of a challenge.</b> <b>STRIPES</b>	<b>Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Staff Development: <b>Use PLC's to develop classes and move forward with A-G process.</b>	<b>Instructors, Counselors, &amp; Admin</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Involvement of Parents/Community: <b>Flyers have been made and posted online to inform community.</b>	<b>Counselors</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Monitoring Program Implementation: <b>Meeting with students yearly to go over 4 year plans and pathways starting in 9<sup>th</sup> grade.</b>	<b>Ongoing</b> <b>Counselors</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

**ENGLISH**

**SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:** Students in **English 9** will have 68% of their population perform at the proficient or better level on the CST exam, an improvement of 5% over last year.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>Development of pacing guides and learning targets</b>	<b>Full Dept</b> <b>Pacing guides-completed</b> <b>Learning targets-Grades 9-10/Grades 11-12</b> <b>Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Common Assessments through OARS activities and essay norming.</b>	<b>Full Dept</b> <b>Essay Norming: already in place</b> <b>OARS activities: Ongoing</b>  <b>Use of Early Release Days</b>	N/A	N/A	N/A
Extended Learning Time: <b>Tutoring before and after school, particularly through writing lab.</b>	<b>Full Dept:</b> <b>In Place</b> <b>Ongoing</b>	N/A	N/A	N/A
Staff Development: <b>Essay norming, training, PD workshops, OARS training</b>	<b>Full Dept: In place and ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <b>AERIES grades access; newspaper communications</b>	<b>Full Dept: In place/ongoing</b>	N/A	N/A	N/A

**SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:** White Students in English 9 will have 74% of their population perform at the proficient or better level on the CST exam, an improvement of 3% over last year.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>Development of pacing guides and learning targets</b>	<b>Full Dept</b> Pacing guides-completed Learning targets- Grades 9-10 Grades 11-12 Ongoing	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Common Assessments through OARS activities and essay norming.</b>	<b>Full Dept</b> Essay Norming: already in place OARS activities: Ongoing	N/A	N/A	N/A
Extended Learning Time: <b>Tutoring before and after school, particularly through writing lab.</b>	<b>Full Dept:</b> In Place	N/A	N/A	N/A
Staff Development: <b>Essay norming, training, OARS training</b>	<b>Full Dept: In place and ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <b>AERIES grades access; newspaper communications</b>	<b>Full Dept: In place/ongoing</b>	N/A	N/A	N/A

**SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE:** Socio-Economic Students with disabilities in **English 9** will have 55% of their population perform at the proficient or better level on the CST exam, an improvement of 7% over last year.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>Development of pacing guides and learning targets</b>	<b>Full Dept</b> <b>Pacing guides-completed</b> <b>Learning targets-Grades 9-10</b> <b>Grades 11-12</b> <b>Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Common Assessments through OARS activities and essay norming.</b>	<b>Full Dept</b> <b>Essay Norming: already in place</b> <b>OARS activities: Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: <b>Tutoring before and after school, particularly through writing lab.</b>	<b>Full Dept:</b> <b>In Place</b>	N/A	N/A	N/A
Staff Development: <b>Essay norming, training, OARS training</b>	<b>Full Dept: In place and ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <b>AERIES grades access; newspaper communications</b>	<b>Full Dept: In place/ongoing</b>	N/A	N/A	N/A



**SMART GOAL #4 FOR IMPROVING STUDENT PERFORMANCE:** Socio-Economic Students with disabilities in **English 9** was not significant.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>Development of pacing guides and learning targets</b>	<b>Full Dept</b> <b>Pacing guides-completed</b> <b>Learning targets-Grades 9-10</b> <b>Grades 11-12</b> <b>Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Common Assessments through OARS activities and essay norming.</b>	<b>Full Dept</b> <b>Essay Norming: already in place</b> <b>OARS activities: Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: <b>Tutoring before and after school, particularly through writing lab.</b>	<b>Full Dept:</b> <b>In Place</b>	N/A	N/A	N/A
Staff Development: <b>Essay norming, training, OARS training</b>	<b>Full Dept: In place and ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <b>AERIES grades access; newspaper communications</b>	<b>Full Dept: In place/ongoing</b>	N/A	N/A	N/A

**SMART GOAL #5 FOR IMPROVING STUDENT PERFORMANCE:** English Learner Students in **English 9** will have 13% of their population perform at the proficient or better level on the CST exam, an improvement of 4% over last year.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>Development of pacing guides and learning targets</b>	<b>Full Dept</b> Pacing guides-completed Learning targets- Grades 9-10 Grades 11-12 Ongoing	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Common Assessments through OARS activities and essay norming.</b>	<b>Full Dept</b> Essay Norming: already in place OARS activities: Ongoing	N/A	N/A	N/A
Extended Learning Time: <b>Tutoring before and after school, particularly through writing lab.</b>	<b>Full Dept:</b> In Place	N/A	N/A	N/A
Staff Development: <b>Essay norming, training, OARS training</b>	<b>Full Dept: In place and ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <b>AERIES grades access; newspaper communications</b>	<b>Full Dept: In place/ongoing</b>	N/A	N/A	N/A

**SMART GOAL #6 FOR IMPROVING STUDENT PERFORMANCE:** Male Students in English 9 will have 65% of their population perform at the proficient or better level on the CST exam, an improvement of 6% over last year.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>Development of pacing guides and learning targets</b>	<b>Full Dept</b> <b>Pacing guides-completed</b> <b>Learning targets-</b> <b>Grades 9-10</b> <b>Grades 11-12</b> <b>Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Common Assessments through OARS activities and essay norming.</b>	<b>Full Dept</b> <b>Essay Norming: already in place</b> <b>OARS activities: Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: <b>Tutoring before and after school, particularly through writing lab.</b>	<b>Full Dept:</b> <b>In Place</b>	N/A	N/A	N/A
Staff Development: <b>Essay norming, training, OARS training</b>	<b>Full Dept: In place and ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <b>AERIES grades access; newspaper communications</b>	<b>Full Dept: In place/ongoing</b>	N/A	N/A	N/A

**SMART GOAL #7 FOR IMPROVING STUDENT PERFORMANCE:** Female Students in **English 9** will have 71% of their population perform at the proficient or better level on the CST exam, an improvement of 3% over last year.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>Development of pacing guides and learning targets</b>	<b>Full Dept</b> <b>Pacing guides- completed</b> <b>Learning targets- Grades 9-10</b> <b>Grades 11-12</b> <b>Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Common Assessments through OARS activities and essay norming.</b>	<b>Full Dept</b> <b>Essay Norming: already in place</b> <b>OARS activities: Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: <b>Tutoring before and after school, particularly through writing lab.</b>	<b>Full Dept:</b> <b>In Place</b>	N/A	N/A	N/A
Staff Development: <b>Essay norming, training, OARS training</b>	<b>Full Dept: In place and ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <b>AERIES grades access; newspaper communications</b>	<b>Full Dept: In place/ongoing</b>	N/A	N/A	N/A

**SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:** The entire group of students in **English 10** will have 62% of their population perform at the proficient or better level on the CST exam, an improvement of 4% over last year.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>Development of pacing guides and learning targets</b>	<b>Full Dept</b> <b>Pacing guides- completed</b> <b>Learning targets- Grades 9-10</b> <b>Grades 11-12</b> <b>Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Common Assessments through OARS activities and essay norming.</b>	<b>Full Dept</b> <b>Essay Norming: already in place</b> <b>OARS activities: Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: <b>Tutoring before and after school, particularly through writing lab.</b>	<b>Full Dept: In Place</b>	N/A	N/A	N/A
Staff Development: <b>Essay norming, training, OARS training</b>	<b>Full Dept: In place and ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <b>AERIES grades access; newspaper communications</b>	<b>Full Dept: In place/ongoing</b>	N/A	N/A	N/A

**SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:** Socio-economically disadvantaged students in **English 10** will have 45% of their population perform at the proficient or better level on the CST exam, an improvement of 1% over last year.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>Development of pacing guides and learning targets</b>	<b>Full Dept</b> <b>Pacing guides- completed</b> <b>Learning targets- Grades 9-10</b> <b>Grades 11-12</b> <b>Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Common Assessments through OARS activities and essay norming.</b>	<b>Full Dept</b> <b>Essay Norming: already in place</b> <b>OARS activities: Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: <b>Tutoring before and after school, particularly through writing lab.</b>	<b>Full Dept:</b> <b>In Place</b>	N/A	N/A	N/A
Staff Development: <b>Essay norming, training, OARS training</b>	<b>Full Dept: In place and ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <b>AERIES grades access; newspaper communications</b>	<b>Full Dept: In place/ongoing</b>	N/A	N/A	N/A

**SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE:** Male students in **English 10** will have 58% of their population perform at the proficient or better level on the CST exam, an improvement of 3% over last year.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>Development of pacing guides and learning targets</b>	<b>Full Dept</b> <b>Pacing guides- completed</b> <b>Learning targets- Grades 9-10</b> <b>Grades 11-12</b> <b>Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Common Assessments through OARS activities and essay norming.</b>	<b>Full Dept</b> <b>Essay Norming: already in place</b> <b>OARS activities: Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: <b>Tutoring before and after school, particularly through writing lab.</b>	<b>Full Dept: In Place</b>	N/A	N/A	N/A
Staff Development: <b>Essay norming, training, OARS training</b>	<b>Full Dept: In place and ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <b>AERIES grades access; newspaper communications</b>	<b>Full Dept: In place/ongoing</b>	N/A	N/A	N/A

**SMART GOAL #4 FOR IMPROVING STUDENT PERFORMANCE:** Female students in English 10 will have 65% of their population perform at the proficient or better level on the CST exam, an improvement of 4% over last year.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>Development of pacing guides and learning targets</b>	<b>Full Dept</b> Pacing guides-completed Learning targets- Grades 9-10 Grades 11-12 Ongoing	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Common Assessments through OARS activities and essay norming.</b>	<b>Full Dept</b> Essay Norming: already in place OARS activities: Ongoing	N/A	N/A	N/A
Extended Learning Time: <b>Tutoring before and after school, particularly through writing lab.</b>	<b>Full Dept:</b> In Place	N/A	N/A	N/A
Staff Development: <b>Essay norming, training, OARS training</b>	<b>Full Dept: In place and ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <b>AERIES grades access; newspaper communications</b>	<b>Full Dept: In place/ongoing</b>	N/A	N/A	N/A



**SMART GOAL #5 FOR IMPROVING STUDENT PERFORMANCE:** English Learner students in **English 10** will have 14% of their population perform at the proficient or better level on the CST exam, an improvement of 1% over last year.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>Development of pacing guides and learning targets</b>	<b>Full Dept</b> <b>Pacing guides- completed</b> <b>Learning targets- Grades 9-10</b> <b>Grades 11-12</b> <b>Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Common Assessments through OARS activities and essay norming.</b>	<b>Full Dept</b> <b>Essay Norming: already in place</b> <b>OARS activities: Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: <b>Tutoring before and after school, particularly through writing lab.</b>	<b>Full Dept: In Place</b>	N/A	N/A	N/A
Staff Development: <b>Essay norming, training, OARS training</b>	<b>Full Dept: In place and ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <b>AERIES grades access; newspaper communications</b>	<b>Full Dept: In place/ongoing</b>	N/A	N/A	N/A

**SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:** The entire population of students in **English 11** will have 55% of their population perform at the proficient or better level on the CST exam, an improvement of 3% over last year.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>Development of pacing guides and learning targets</b>	<b>Full Dept</b> <b>Pacing guides-completed</b> <b>Learning targets-Grades 9-10</b> <b>Grades 11-12</b> <b>Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Common Assessments through OARS activities and essay norming.</b>	<b>Full Dept</b> <b>Essay Norming: already in place</b> <b>OARS activities: Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: <b>Tutoring before and after school, particularly through writing lab.</b>	<b>Full Dept:</b> <b>In Place</b>	N/A	N/A	N/A
Staff Development: <b>Essay norming, training, PD workshops, OARS training</b>	<b>Full Dept: In place and ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <b>AERIES grades access; newspaper communications</b>	<b>Full Dept: In place/ongoing</b>	N/A	N/A	N/A

**SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:** Socio-Economically Disadvantaged students in **English 11** will have 34% of their population perform at the proficient or better level on the CST exam, an improvement of 2% over last year.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>Development of pacing guides and learning targets</b>	<b>Full Dept</b> <b>Pacing guides- completed</b> <b>Learning targets- Grades 9-10</b> <b>Grades 11-12</b> <b>Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Common Assessments through OARS activities and essay norming.</b>	<b>Full Dept</b> <b>Essay Norming: already in place</b> <b>OARS activities: Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: <b>Tutoring before and after school, particularly through writing lab.</b>	<b>Full Dept:</b> <b>In Place</b>	N/A	N/A	N/A
Staff Development: <b>Essay norming, training, PD workshops, OARS training</b>	<b>Full Dept: In place and ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <b>AERIES grades access; newspaper communications</b>	<b>Full Dept: In place/ongoing</b>	N/A	N/A	N/A

**SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE:** Male students in English 11 will have 56% of their population perform at the proficient or better level on the CST exam, an improvement of 1% over last year.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>Development of pacing guides and learning targets</b>	<b>Full Dept</b> <b>Pacing guides- completed</b> <b>Learning targets- Grades 9-10</b> <b>Grades 11-12</b> <b>Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Common Assessments through OARS activities and essay norming.</b>	<b>Full Dept</b> <b>Essay Norming: already in place</b> <b>OARS activities: Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: <b>Tutoring before and after school, particularly through writing lab.</b>	<b>Full Dept:</b> <b>In Place</b>	N/A	N/A	N/A
Staff Development: <b>Essay norming, training, PD workshops, OARS training</b>	<b>Full Dept: In place and ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <b>AERIES grades access; newspaper communications</b>	<b>Full Dept: In place/ongoing</b>	N/A	N/A	N/A

**SMART GOAL #4 FOR IMPROVING STUDENT PERFORMANCE:** Female students in **English 11** will have 53% of their population perform at the proficient or better level on the CST exam, an improvement of 3% over last year.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>Development of pacing guides and learning targets</b>	<b>Full Dept</b> <b>Pacing guides- completed</b> <b>Learning targets- Grades 9-10</b> <b>Grades 11-12</b> <b>Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Common Assessments through OARS activities and essay norming.</b>	<b>Full Dept</b> <b>Essay Norming: already in place</b> <b>OARS activities: Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: <b>Tutoring before and after school, particularly through writing lab.</b>	<b>Full Dept: In Place</b>	N/A	N/A	N/A
Staff Development: <b>Essay norming, training, PD workshops, OARS training</b>	<b>Full Dept: In place and ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <b>AERIES grades access; newspaper communications</b>	<b>Full Dept: In place/ongoing</b>	N/A	N/A	N/A

**SMART GOAL #5 FOR IMPROVING STUDENT PERFORMANCE:** Hispanic students in English 11 will have 35% of their population perform at the proficient or better level on the CST exam, an improvement of 2% over last year.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>Development of pacing guides and learning targets</b>	<b>Full Dept</b> <b>Pacing guides-</b> <b>completed</b> <b>Learning targets-</b> <b>Grades 9-10</b> <b>Grades 11-12</b> <b>Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Common Assessments through OARS activities and essay norming.</b>	<b>Full Dept</b> <b>Essay Norming: already in place</b> <b>OARS activities: Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: <b>Tutoring before and after school, particularly through writing lab.</b>	<b>Full Dept:</b> <b>In Place</b>	N/A	N/A	N/A
Staff Development: <b>Essay norming, training, PD workshops, OARS training</b>	<b>Full Dept: In place and ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <b>AERIES grades access; newspaper communications</b>	<b>Full Dept: In place/ongoing</b>	N/A	N/A	N/A

**SMART GOAL #6 FOR IMPROVING STUDENT PERFORMANCE:** White students in English 11 will have 60% of their population perform at the proficient or better level on the CST exam, an improvement of 1% over last year.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <b>Development of pacing guides and learning targets</b>	<b>Full Dept</b> Pacing guides-completed Learning targets- Grades 9-10 Grades 11-12 Ongoing	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <b>Common Assessments through OARS activities and essay norming.</b>	<b>Full Dept</b> Essay Norming: already in place OARS activities: Ongoing	N/A	N/A	N/A
Extended Learning Time: <b>Tutoring before and after school, particularly through writing lab.</b>	<b>Full Dept:</b> In Place	N/A	N/A	N/A
Staff Development: <b>Essay norming, training, PD workshops, OARS training</b>	<b>Full Dept: In place and ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <b>AERIES grades access; newspaper communications</b>	<b>Full Dept: In place/ongoing</b>	N/A	N/A	N/A

**MATH GOALS****SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:**

Tenth Grade: 20% of the tenth grade students in **Integrated Math** will be Proficient or Advanced on the 2012 STAR test (15% increase).

Eleventh Grade: 20% of the tenth grade students in **Integrated Math** will be Proficient or Advanced on the 2012 STAR test (12% increase).

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: <b>Review pacing guide for Integrated Math &amp; modify as necessary</b>	All math teachers Ongoing	N/A	N/A	N/A
<b>Determine basic math skills expected of continuing students.</b>	All math teachers Ongoing	N/A	N/A	N/A
Improvement of Instructional Strategies and/or Materials:				
<b>Integrated Math teachers develop a more comprehensive mapping to account for the lack of a single valid book curriculum.</b>	All Integrated teachers Ongoing	N/A	N/A	N/A
<b>Math teachers to share favorite lesson plans</b>	All math teachers Ongoing	N/A	N/A	N/A
<b>Math teachers to share methods of teaching</b>	All math teachers Ongoing	N/A	N/A	N/A
<b>Follow Common Assessment schedule located on Google Docs</b>	All math teachers Ongoing	N/A	N/A	N/A
<b>OARS testing across the class as appropriate.</b>	All math teachers A common test is given to all students of all classes to assess student performance	N/A	N/A	N/A
<b>Re-evaluate validity of assessments to ensure students are learning essential standards.</b>	All math teachers Ongoing	N/A	N/A	N/A



<b>STAR test results</b>	<b>All math teachers STAR test results studied each year to determine areas of instruction for student weakness</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Basic Math Skills re- taught and re-tested as needed</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>STAR test questions during lectures</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>IEP and 504 accommodations and modifications will be followed</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Extended Learning Time:</b>				
<b>Tutoring and homework help offered as requested</b>	<b>All math teachers Available by teacher before school, during lunch, and after school every day</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Peer tutoring offered Monday – Thursday</b>	<b>Peer tutors/Math teachers Tutoring hours are 3:15 – 5:30 PM in the Library</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>CMTs help the students learn from the material</b>	<b>As appropriate Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>CAHSEE classes</b>	<b>One or two classes each year Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>STRIPES intervention activities for all students</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Collaborate with RSP and SDC teachers as necessary</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

<b>Staff Development:</b>				
<b>Math teachers to share favorite lesson plans</b>	<b>All math teachers. ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Math teachers to share methods of teaching</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Get additional training on the new Smart Boards Implement the tool in the classroom</b>	<b>Select teachers October 2011</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Involvement of Parents and Community:</b>				
<b>Aeries online grading system</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Additional math websites by teacher</b>	<b>As appropriate Some teachers have an additional website for parents to learn information about the classes</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Lincoln Hills SCHOOLS program</b>	<b>Volunteer Tutors Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Monitoring Program Implementation:</b>				
<b>OARS testing across the classes</b>	<b>All math teachers A common test is given to all students of all classes to assess student performance</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Teachers will compare OARS results to identify Essential Standards that have not been mastered and share alternative teaching methods for those standards</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>STAR test results</b>		<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

<p><b>Review WASC action items that pertain to the Math department and ensure these are being done</b></p>	<p><b>All math teachers STAR test results studied each year to determine areas of instruction for student weakness</b></p> <p><b>All math teachers By March 2012</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>
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**MATH GOALS****SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:****Integrated Math 2**

25% of all tenth grade students in Integrated Math 2 will be Proficient or Advanced on the 2012 STAR test (5% increase).

20% of all eleventh grade students in Integrated Math 2 will be Proficient or Advanced on the 2012 STAR test (9% increase).

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: <b>Review pacing guide for Integrated Math 2 &amp; modify as necessary</b>	<b>All math teachers Ongoing</b>	N/A	N/A	N/A
<b>Determine basic math skills expected of continuing students.</b>	<b>All math teachers Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies and/or Materials:				
<b>Integrated Math 2 teachers develop a more comprehensive mapping to account for the lack of a single valid book curriculum.</b>	<b>All Integrated teachers Ongoing</b>	N/A	N/A	N/A
<b>Math teachers to share favorite lesson plans</b>	<b>All math teachers Ongoing</b>	N/A	N/A	N/A
<b>Math teachers to share methods of teaching</b>	<b>All math teachers Ongoing</b>	N/A	N/A	N/A
<b>Follow Common Assessment schedule located on Google Docs</b>	<b>All math teachers Ongoing</b>	N/A	N/A	N/A
<b>OARS testing across the class as appropriate.</b>	<b>All math teachers A common test is given to all students of all classes to assess student performance</b>	N/A	N/A	N/A
<b>Re-evaluate validity of assessments to ensure</b>	<b>All math teachers</b>	N/A	N/A	N/A

<b>students are learning essential standards.</b>	<b>Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>STAR test results</b>	<b>All math teachers STAR test results studied each year to determine areas of instruction for student weakness</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Basic Math Skills re- taught and re-tested as needed</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>STAR test questions during lectures</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>IEP and 504 accommodations and modifications will be followed</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Extended Learning Time:</b>				
<b>Tutoring and homework help offered as requested</b>	<b>All math teachers Available by teacher before school, during lunch, and after school every day</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Peer tutoring offered Monday – Thursday</b>	<b>Peer tutors/Math teachers Tutoring hours are 3:15 – 5:30 PM in the Library</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>CMTs help the students learn from the material</b>	<b>As appropriate Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>CAHSEE classes</b>	<b>One or two classes each year Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>STRIPES intervention activities for all students</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Collaborate with RSP and</b>				

<b>SDC teachers as necessary</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Staff Development:				
<b>Math teachers to share favorite lesson plans</b>	<b>All math teachers. ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Math teachers to share methods of teaching</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Get additional training on the new Smart Boards Implement the tool in the classroom</b>	<b>Select teachers October 2011</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Involvement of Parents and Community:				
<b>Aeries online grading system</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Additional math websites by teacher</b>	<b>As appropriate Some teachers have an additional website for parents to learn information about the classes</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Lincoln Hills SCHOOLS program</b>	<b>Volunteer Tutors Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Monitoring Program Implementation:				
<b>OARS testing across the classes</b>	<b>All math teachers A common test is given to all students of all classes to assess student performance</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Teachers will compare OARS results to identify Essential Standards that have not been mastered and share alternative teaching methods for those standards</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

<b>STAR test results</b>	<b>All math teachers STAR test results studied each year to determine areas of instruction for student weakness</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Review WASC action items that pertain to the Math department and ensure these are being done</b>	<b>All math teachers By March 2012</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

**MATH GOALS**

**SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:**

**Algebra 1**

Ninth Grade:

40% of all ninth grade students in **Algebra 1** will be Proficient or Advanced on the 2012 STAR test (3% increase)

Tenth Grade:

45% of all tenth grade students in **Algebra 1** will be Proficient or Advanced on the 2012 STAR test (5% increase)

Eleventh Grade:

All groups NA

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:				
<b>Determine Basic Math Skills expected of continuing math students</b>	<b>All math teachers</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Improvement of Instructional Strategies/Materials:				
<b>Math teachers to share favorite lesson plans.</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Math teachers to share methods of teaching.</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Follow Common assessment schedule located on Google Docs</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>OARS testing across the classes as appropriate</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>STAR test results</b>	<b>All math teachers STAR test results studied each year</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Basic Math Skills re-taught and re-tested as needed.</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>



<b>STAR test questions during lectures</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>IEP and 504 accommodations and modifications will be followed</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Extended Learning Time:				
<b>Tutoring and homework help offered as requested</b>	<b>All math teachers Available by teacher</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Peer tutoring offered Monday – Thursday</b>	<b>Peer Tutors/Math teachers</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>CAHSEE classes</b>	<b>One or two classes each year Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>STRIPES intervention activities for all students</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Collaborate with RSP and SDC teachers as necessary</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Staff Development:				
<b>Math teachers to share favorite lesson plans</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Math teachers to share methods of teaching</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Get additional training on the Smart Boards Implement the tool in the classroom</b>	<b>Select teachers October 2011</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Involvement of Parents/Community:				
<b>Aeries online grading system</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

<b>Additional math websites by teacher</b>	<b>As appropriate Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Lincoln Hills SCHOOLS program</b>	<b>Volunteer tutors Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Monitoring Program Implementation:				
<b>OARS testing across the classes</b>	<b>All math teachers Common Assessment for all chapters by end of school year</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Teachers will compare OARS results to identify Essential Standards that have not been mastered and share alternative teaching methods for those standards</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>STAR test results</b>	<b>All math teachers Studied each year</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Review WASC action items that pertain to the Math department and ensure these are being done</b>	<b>All math teachers March 2012</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

# **MATH GOALS**

## **SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:**

### **Algebra 2**

#### **Ninth Grade:**

69% of all ninth grade students in **Algebra 2** will be Proficient or Advanced on the 2012 STAR test (4% increase).

#### **Tenth Grade:**

36% of all tenth grade students in **Algebra 2** will be Proficient or Advanced on the 2012 STAR test (2% increase).

#### **Eleventh Grade:**

14% of all eleventh grade students in **Algebra 2** will be Proficient or Advanced on the 2012 STAR test (1% increase).

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards:				
<b>Review pacing guide for Algebra 2 and modify as necessary</b>	<b>All Algebra 2 teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Determine Basic Math Skills expected of continuing math students</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Improvement of Instructional Strategies/Materials:				
<b>Math teachers to share favorite lesson plans and methods of teaching.</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Follow Common Assessment schedule located on Google Docs</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>OARS testing across the classes as appropriate</b>	<b>All math teachers Common test to all students</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>STAR test results</b>	<b>All math teachers Studied each year</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Basic Math Skills re-taught and re-tested as needed.</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

<b>STAR test questions during lectures</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>IEP and 504 accommodations and modifications will be followed</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Extended Learning Time:</b>				
<b>Tutoring and homework help offered as requested</b>	<b>All math teachers Available by teacher before school, during lunch, and after school every day</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Peer tutoring offered Monday – Thursday help the students learn from the material</b>	<b>Peer Tutors/Math teachers As appropriate Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>CAHSEE classes</b>	<b>One or two classes each year Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>STRIPES intervention activities for all students</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Collaborate with RSP and SDC teachers as necessary</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Staff Development:</b>				
<b>Math teachers to share favorite lesson plans</b>	<b>All math teachers ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Math teachers to share methods of teaching</b>	<b>All math teachers ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Get additional training on the new Smart Boards Implement the tool in the classroom</b>	<b>Select teachers October 2011</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

<b>Involvement of Parents/Community:</b>  <b>Aeries online grading system</b>  <b>Additional math websites by teacher</b>  <b>Lincoln Hills SCHOOLS program</b>	<b>All math teachers</b> <b>Ongoing</b>	N/A	N/A	N/A
	<b>As appropriate</b> <b>Some teachers have an additional website for parents to learn information about the classes</b>	N/A	N/A	N/A
	<b>Volunteer Tutors</b> <b>Ongoing</b>	N/A	N/A	N/A
<b>Monitoring Program Implementation:</b>  <b>OARS testing across the classes</b>  <b>Teachers will compare OARS results to identify Essential Standards that have not been mastered and share alternative teaching methods for those standards</b>  <b>STAR test results</b>  <b>Review WASC action items that pertain to the Math department and</b>	<b>All math teachers</b> <b>A common test is given to all students of all classes to assess student performance. All text material will be completed by the end of school year 2011-12</b>	N/A	N/A	N/A
	<b>All math teachers</b> <b>Ongoing</b>	N/A	N/A	N/A
	<b>All math teachers</b> <b>STAR test results studied each year to determine areas of instructional student weaknesses by</b>	N/A	N/A	N/A
	<b>All math teachers</b> <b>By March 2012</b>	N/A	N/A	N/A

ensure these are being done				
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<b>MATH GOALS</b>
<b>SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:</b>
<b>Precalculus</b>
Ninth Grade:
All groups NA
Tenth Grade:
71% of all tenth grade students in <b>Precalculus</b> will be Proficient or Advanced on the 2012 STAR test (24% increase).
Eleventh Grade:
46% of all tenth grade students in <b>Precalculus</b> will be Proficient or Advanced on the 2012 STAR test (3% increase).

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:				
<b>Determine Basic Math Skills expected of continuing math students</b>	All math teachers Ongoing	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials:				
Math teachers to share favorite lesson plans	All math teachers Ongoing	N/A	N/A	N/A
Math teachers to share methods of teaching	All math teachers Ongoing	N/A	N/A	N/A
STAR test results	All math teachers STAR test results studied each year to determine areas of instruction for student weakness	N/A	N/A	N/A
Basic Math Skills re-taught and re-tested as needed.	All math teachers Ongoing	N/A	N/A	N/A
STAR test questions during lectures	All math teachers Ongoing	N/A	N/A	N/A

<b>IEP and 504 accommodations and modifications will be followed</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Extended Learning Time:				
<b>Tutoring and homework help offered as requested</b>	<b>All math teachers Available by teacher before school, during lunch, and after school every day</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Peer tutoring offered Monday – Thursday</b>	<b>Peer Tutors/Math teachers Tutoring hours are 3:15 - 5:30 P.M. in the Library</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>CAHSEE classes</b>	<b>One or two classes each year Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>STRIPES intervention activities for all students</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Collaborate with RSP and SDC teachers as necessary</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Staff Development:				
<b>Math teachers to share favorite lesson plans</b>	<b>All math teachers. Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Math teachers to share methods of teaching</b>	<b>All math teachers, Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Get additional training on the new Smart Boards Implement the tool in the classroom</b>	<b>Select teachers October 2011</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>



Involvement of Parents/Community:				
<b>Aeries online grading system</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Additional math websites by teacher</b>	<b>As appropriate Some teachers have an additional website for parents to learn information about the classes</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Lincoln Hills SCHOOLS program</b>	<b>Volunteer Tutors Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Monitoring Program Implementation:				
<b>OARS testing across the classes</b>	<b>All math teachers A common test is given to all students of all classes to assess student performance. All text material complete by the end of school year 2011-12.</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Teachers will compare OARS results to identify Essential Standards that have not been mastered and share alternative teaching methods for those standards</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>STAR test results</b>	<b>All math teachers STAR test results studied each year to determine areas of instruction for student weakness</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Review WASC action items</b>	<b>All math teachers</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

that pertain to the Math department and ensure these are being done	By March 2012			
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<b>MATH GOALS</b>
<b>SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:</b>
<b>Geometry</b>
Ninth Grade: 52% of all ninth grade students in <b>Geometry</b> will be Proficient or Advanced on the 2012 STAR test (7% increase).
Tenth Grade: 20% of all tenth grade students in <b>Geometry</b> will be Proficient or Advanced on the 2012 STAR test (4% increase).
Eleventh Grade: 25% of all eleventh grade students in <b>Geometry</b> will be Proficient or Advanced on the 2012 STAR test (5% increase).

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:  <b>Determine Basic Math Skills expected of continuing math students</b>	<b>All math teachers</b> <b>Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials:  <b>Math teachers to share favorite lesson plans</b>	<b>All math teachers</b> <b>Ongoing</b>	N/A	N/A	N/A
<b>Math teachers to share methods of teaching</b>	<b>All math teachers</b> <b>Ongoing</b>	N/A	N/A	N/A
<b>Re-evaluate validity of assessments to ensure students are learning essential standards</b>	<b>All math teachers</b> <b>Ongoing</b>	N/A	N/A	N/A
<b>OARS testing across the classes as appropriate</b>	<b>A common test is given to all students of all classes to assess student performance</b>	N/A	N/A	N/A

<b>Follow Common Assessment schedule located on Google Docs</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>STAR test results</b>	<b>All math teachers STAR test results studied each year to determine areas of instruction for student weakness</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Basic Math Skills re-taught and re-tested as needed.</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>STAR test questions during lectures</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>IEP and 504 accommodations and modifications will be followed</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Use Kuta worksheets to review topics</b>	<b>All Geometry teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Extended Learning Time:</b>				
<b>Tutoring and homework help offered as requested</b>	<b>All math teachers Available by teacher before school, during lunch, and after school every day</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Peer tutoring offered Monday – Thursday</b>	<b>Peer Tutors/Math teachers Tutoring hours are 3:15 - 5:30 P.M. in the Library</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>CAHSEE classes</b>	<b>One or two classes each year Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>STRIPES intervention</b>	<b>All math teachers</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

<b>activities for all students</b>	<b>Ongoing</b>			
<b>Collaborate with RSP and SDC teachers as necessary</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Staff Development:</b>				
<b>Math teachers to share favorite lesson plans</b>	<b>All math teachers. Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Math teachers to share methods of teaching</b>	<b>All math teachers, Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Get additional training on the new Smart Boards Implement the tool in the classroom</b>	<b>Select teachers October 2011</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Involvement of Parents/Community:</b>				
<b>Aeries online grading system</b>	<b>All math teachers Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Additional math websites by teacher</b>	<b>As appropriate Some teachers have an additional website for parents to learn information about the classes</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Parent phone calls and e-mail</b>	<b>All math teachers Type of communication done as appropriate and needed. Some classroom reports are sent weekly by e-mail to interested parents.</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Lincoln Hills SCHOOLS program</b>	<b>Volunteer Tutors Ongoing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

Monitoring Program Implementation:				
OARS testing across the classes	All math teachers A common test is given to all students of all classes to assess student performance. All text material complete by the end of school year 2011-12.	N/A	N/A	N/A
Teachers will compare OARS results to identify Essential Standards that have not been mastered and share alternative teaching methods for those standards	All math teachers Ongoing	N/A	N/A	N/A
STAR test results	All math teachers STAR test results studied each year to determine areas of instruction for student weakness	N/A	N/A	N/A
Review WASC action items that pertain to the Math department and ensure these are being done	All math teachers By March 2012	N/A	N/A	N/A

Overall
<b>SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:</b> We will increase the percentage of Advanced/Proficient students in <b>World Cultures/World History</b> from 47% to over 55% in group identified as 10 <sup>th</sup> graders who take the STAR test.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: -Use of California State Standards -California Blueprints -LHS Pacing Guide -Peer Language Support	Instructors Ongoing	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: -Use of Essential Standards to guide curriculum focus -Daily STAR Question opener for review -Interactive Notebook/Portfolios-{Evidence of Learning} -Common Assessments [Mid-Term-Final] -Data Analysis of Results of Mid-Term, Final and Formative common assessments utilizing OARS	Instructors Ongoing	N/A	N/A	N/A
Extended Learning Time: -STRIPES -Peer Tutoring after school -Individual assistance with Teacher	Tutors before & afterschool Classroom tutors Instructors	N/A	N/A	N/A
Staff Development: -Early Release Days -Self Initiated Learning {Webinars}	Instructors Ongoing	N/A	N/A	N/A
Involvement of Parents/Community: -Parent Communication through email and Aeries	Instructors Ongoing	N/A	N/A	N/A
Monitoring Program Implementation:		N/A	N/A	N/A

-Peer Collaboration of Program Tools -Subject Matter Horizontal Articulation	<b>Instructors Ongoing</b>			
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Economically Disadvantaged Sub Group
<b>SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:</b> We will increase the percentage of Advanced/Proficient students in <b>World Cultures/World History</b> from 33% to 35% in the sub group identified as Economically Disadvantaged

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:  -Use of California State Standards -California Blueprints -LHS Pacing Guide	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials:  -Use of Essential Standards to guide curriculum focus -Daily STAR Question opener for review -Interactive Notebook/Portfolios-{Evidence of Learning} -Common Assessments [Mid-Term-Final] -Data Analysis of Results of Mid-Term, Final, and Formative common assessments utilizing OARS	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Extended Learning Time:  -STRIPES -Peer Tutoring after school -Individual assistance with Teacher	<b>Tutors before &amp; afterschool Classroom tutors Instructors</b>	N/A	N/A	N/A
Staff Development:  -Early Release Days -Self Initiated Learning {Webinars}	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: -Parent Communication through email and Aeries	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Monitoring Program Implementation:	<b>Instructors</b>	N/A	N/A	N/A



-Peer Collaboration of Program Tools -Subject Matter Horizontal Articulation	<b>Ongoing</b>			
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**WORLD CULTURES 10<sup>th</sup> grade/Hispanic-Latino Sub Group****SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE:**

We will increase the percentage of Advanced/Proficient students in **World Cultures/World History** from 37% to 40% in the sub group identified as Hispanic-Latino.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: -Use of California State Standards -California Blueprints -LHS Pacing Guide -Peer Language Support -Bilingual Materials when available	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: -Use of Essential Standards to guide curriculum focus -Daily STAR Question opener for review -Interactive Notebook/Portfolios-{Evidence of Learning} -Common Assessments [Mid-Term-Final] -Data Analysis of Results of Mid-Term, Final, & Formative common assessments utilizing OARS	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: -STRIPES -Peer Tutoring after school -Individual assistance with Teacher	<b>Tutors before &amp; afterschool Classroom tutors Instructors</b>	N/A	N/A	N/A
Staff Development: -Early Release Days -Self Initiated Learning {Webinars}	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: -Parent Communication through email and Aeries	<b>Instructors Ongoing</b>	N/A	N/A	N/A

Monitoring Program Implementation: -Peer Collaboration of Program Tools -Subject Matter Horizontal Articulation	Instructors Ongoing	N/A	N/A	N/A

**SMART GOAL #4 FOR IMPROVING STUDENT PERFORMANCE:**

We will increase the percentage of Advanced/Proficient students in **World Cultures/World History** from 20% to 23% in the sub group identified as English Learners.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: -Use of California State Standards -California Blueprints -LHS Pacing Guide -Peer Language Support -Bilingual Materials when available	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials:  -Use of Essential Standards to guide curriculum focus -Daily STAR Question opener for review -Interactive Notebook/Portfolios- {Evidence of Learning} -Common Assessments [Mid-Term-Final] -Data Analysis of Results of Mid-Term, Final and Formative common assessments utilizing OARS	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: -STRIPES -Peer Tutoring after school -Individual assistance with Teacher	<b>Tutors before &amp; afterschool Classroom tutors Instructors</b>	N/A	N/A	N/A
Staff Development: -Early Release Days -Self Initiated Learning {Webinars}	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: -Parent Communication through email and Aeries	<b>Instructors Ongoing</b>	N/A	N/A	N/A

Monitoring Program Implementation: -Peer Collaboration of Program Tools -Subject Matter Horizontal Articulation	Instructors Ongoing	N/A	N/A	N/A
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White
<b>SMART GOAL #5 FOR IMPROVING STUDENT PERFORMANCE:</b> We will increase the percentage of Advanced/Proficient students in <b>World Cultures/World History</b> from 50% to 60% in the sub group identified as White.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: -Use of California State Standards -California Blueprints -LHS Pacing Guide	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: -Use of Essential Standards to guide curriculum focus -Daily STAR Question opener for review -Interactive Notebook/Portfolios- {Evidence of Learning} -Common Assessments [Mid-Term-Final] -Data Analysis of Results of Mid-Term, Final and Formative common assessment utilizing OARS	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: -STRIPES -Peer Tutoring after school -Individual assistance with Teacher	<b>Tutors before &amp; afterschool Classroom tutors Instructors</b>	N/A	N/A	N/A
Staff Development: -Early Release Days -Self Initiated Learning {Webinars}	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: -Parent Communication through email and Aeries	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Monitoring Program Implementation: -Peer Collaboration of Program	<b>Instructors</b>	N/A	N/A	N/A

Tools -Subject Matter Horizontal Articulation	Ongoing			
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Students with Disabilities

**SMART GOAL #6 FOR IMPROVING STUDENT PERFORMANCE:**

We will increase the percentage of Advanced/Proficient students in **World Cultures/World History** from 13% to 20% in the sub group identified as Students with Disabilities.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: -Use of California State Standards -California Blueprints -LHS Pacing Guide	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials:  -Use of Essential Standards to guide curriculum focus -Daily STAR Question opener for review -Interactive Notebook/Portfolios-{Evidence of Learning} -Common Assessments [Mid-Term-Final] -Data Analysis of Results of Mid-Term, Final and Formative common assessment utilizing OARS -Implement IEP goals -Collaboration with RSP teachers and aides	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: -STRIPES -Peer Tutoring after school -Individual assistance with Teacher -Follow IEP Criteria per Student	<b>Tutors before &amp; afterschool Classroom tutors Instructors</b>	N/A	N/A	N/A
Staff Development: -Access to IEP's online or through OARS -Early Release Days -Self Initiated Learning {Webinars}	<b>Instructors Ongoing</b>	N/A	N/A	N/A



Involvement of Parents/Community: -Parent Communication through email and Aeries	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Monitoring Program Implementation:	<b>Instructors Ongoing</b>	N/A	N/A	N/A

<b>Overall</b>
<b>SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:</b> We will increase from 53% to 57% of 11 <sup>th</sup> grade students in <b>U.S. History</b> who take the STAR test scoring in Advanced or Proficient.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: <ul style="list-style-type: none"> <li>- Use of CA. state standards</li> <li>- LHS pacing guide</li> <li>- Essential Standards for 11<sup>th</sup> grade</li> </ul>	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: <ul style="list-style-type: none"> <li>- Common Assessments (summative &amp; formative)</li> <li>- Collaboration with fellow teachers</li> <li>- Data analysis of results of Mid-Term, Final, and Formative common assessments utilizing OARS</li> </ul>	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: <ul style="list-style-type: none"> <li>- STRIPES</li> <li>- Individual assistance with teacher</li> </ul>	<b>Tutors before &amp; afterschool Classroom tutors Instructors</b>	N/A	N/A	N/A
Staff Development: <ul style="list-style-type: none"> <li>- Early Release Days</li> </ul>	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: <ul style="list-style-type: none"> <li>- Parent communication through AERIES, email and online calendars</li> </ul>	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Monitoring Program Implementation: <ul style="list-style-type: none"> <li>- Early Release Days</li> <li>- Collaboration with fellow Teachers</li> </ul>	<b>Instructors Ongoing</b>	N/A	N/A	N/A

**White Students****SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:**

We will improve the previous year's STAR test score ('10-'11) of 11<sup>th</sup> grade students in U.S. History from 59% in Proficient/Advanced categories to 62%.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: -LHS Pacing Guide - California Blueprints - Use of CA. state standards	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: - Daily STAR question opener for review - Common Assessments [Mid-term & Final] - Data Analysis of Results of Mid-Term, Final and Formative common assessments utilizing OARS.	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: - STRIPES - Peer tutoring after school - Individual assistance with Teacher	<b>Tutors before &amp; afterschool Classroom tutors Instructors</b>	N/A	N/A	N/A
Staff Development: - Individual and Group training on OARS - Individual work/practice with OARS - Early Release Days	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: - Parent communication through ARIES, email and online calendars	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Monitoring Program Implementation: -Use of OARS	<b>Instructors Ongoing</b>	N/A	N/A	N/A

-Subject Matter Horizontal Articulation				
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<b>Hispanic/Latino Students</b>
<b>SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE:</b>
We will improve the previous year's ('10-'11) STAR test scores of 11 <sup>th</sup> grade students in U.S. History who tested in Advanced/Proficient from 38% to 50%.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: -LHS Pacing Guide - California Blueprints - Use of CA. state standards - Use of Bilingual Materials when available	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: - Common Assessments (summative & formative) - Collaboration with fellow teachers - Data analysis of results of Mid-Term, Final and Formative common assessments utilizing OARS - Use of Essential Standards to guide curriculum focus	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: - STRIPES - Peer tutoring after school - Individual assistance with Teacher	<b>Tutors before &amp; afterschool Classroom tutors Instructors</b>	N/A	N/A	N/A
Staff Development: - Individual and Group training on OARS - Individual work/practice with OARS - Early Release Days	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: - Parent communication through ARIES, email and online calendars - Use of translator when necessary	<b>Instructors Ongoing</b>	N/A	N/A	N/A

Monitoring Program Implementation: -Use of OARS -Subject Matter Horizontal Articulation	<b>Instructors Ongoing</b>	N/A	N/A	N/A
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**Economically Disadvantaged Students****SMART GOAL #4 FOR IMPROVING STUDENT PERFORMANCE:**

We will improve the previous year's ('10-'11) STAR test scores of 11<sup>th</sup> grade students in U.S. History who tested in Advanced/Proficient from 38% to 45%.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: - LHS pacing guide - Use of CA. state Standards	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: - Daily STAR question opener for review - Common Assessments [Mid-term & Final] - Data Analysis of Results of Mid-Term, Final and Formative common assessments utilizing OARS.	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: - STRIPES - Peer tutoring after school - Individual assistance with Teacher	<b>Tutors before &amp; afterschool Classroom tutors Instructors</b>	N/A	N/A	N/A
Staff Development: - Individual and Group training on OARS - Individual work/practice with OARS - Early Release Days	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: - Parent communication through ARIES, email and online calendars	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Monitoring Program Implementation: - Subject matter horizontal Articulation -Peer Collaboration	<b>Instructors Ongoing</b>	N/A	N/A	N/A

**Students with Disabilities****SMART GOAL #5 FOR IMPROVING STUDENT PERFORMANCE:**

We will improve the percent of students in U.S. History with disabilities in the 11<sup>th</sup> grade that are taking the STAR test performing at Advanced/Proficient from 10% to 20%.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: -LHS Pacing Guide - California Blueprints - Use of CA. state standards	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: - Common Assessments (summative & formative) - Collaboration with fellow teachers/ Special Ed., SDC, etc... - Data analysis of results of Mid-Term, Final, and Formative common assessments utilizing OARS	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: - STRIPES - Peer tutoring after school - Individual assistance with Teacher	<b>Tutors before &amp; afterschool Classroom tutors Instructors</b>	N/A	N/A	N/A
Staff Development: - Individual and Group training on OARS - Individual work/practice with OARS - Early Release Days	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Involvement of Parents/Community: - Parent communication through ARIES, email and online calendars	<b>Instructors Ongoing</b>	N/A	N/A	N/A
Monitoring Program Implementation:	<b>Instructors</b>	N/A	N/A	N/A



- Subject matter horizontal Articulation -Peer Collaboration	<b>Ongoing</b>			
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**SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:**

- Overall –
  - Reduce 9-11 grade average **Biology** STAR scores of Below Basic from 6% to 5%
  - Increase 9-11 grade average **Biology** STAR scores of Proficient from 33% to 35%
  - Increase Advanced-Proficient from 68%-70%

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: Common Assessments and Pacing Guides Department wide constructed using State Standards	<b>Teachers Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: Utilizing OARS, Common Assessments and After School Tutoring to ensure students are presented with up to date materials. Attending Conferences on current issues/curricula (PASCO)	<b>Teachers Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	<b>Tutors Teachers</b>	Tutoring Program	\$10,000	<b>EIA</b>
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	<b>Teachers Ongoing</b>	Conferences and Substitute Pay	\$5000	<b>District Science Dept.</b>
Involvement of Parents/Community: Utilizing the Aeries portal & Parent Institute to communicate with parents. Community Volunteers helping with Farm, and the annual Science Expo.	<b>Teachers Volunteers</b>	N/A	N/A	N/A

Monitoring Program Implementation: Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.	Teachers/Admin	N/A	N/A	N/A
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**SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:**

- Socioeconomic Disadvantaged —
  - Increase Advanced/Proficient from 47%-50%

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: Common Assessments and Pacing Guides Department wide constructed using State Standards	<b>Teachers</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Improvement of Instructional Strategies/Materials: Utilizing OARS, Common Assessments and After School Tutoring to ensure students are presented with up to date materials. Attending Conferences on current issues/curricula (PASCO)	<b>Teachers</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	<b>Teachers Tutors</b>	Tutoring Program	\$10,000	<b>EIA</b>
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	<b>Teachers Ongoing</b>	Conferences and Substitute Pay	\$5000	<b>District Science Dept.</b>
Involvement of Parents/Community: Utilizing the Aeries portal & Parent Institute to communicate with parents. Community Volunteers helping with Farm, and the annual Science Expo.	<b>Teachers Volunteers</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Monitoring Program				

Implementation: Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.	Teachers/Admin	N/A	N/A	N/A
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**SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE:**

- White Students –
  - Increase 9 -11 grade average **Biology** STAR scores of Proficient/Advanced from 70% to 75% by reducing the average Basic scores.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: Common Assessments and Pacing Guides Department wide constructed using State Standards	Teachers	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: Utilizing OARS, Common Assessments and After School Tutoring to ensure students are presented with up to date materials.	Teachers	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	Tutors Teachers	Tutoring Program	\$10,000	EIA
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	Teachers Ongoing	Conferences and Substitute Pay	\$5000	District Science Dept.
Involvement of Parents/Community: Utilizing the Aeries portal & Parent Institute to communicate with parents. Community Volunteers helping with Farm, and the annual Science Expo.	Teachers Volunteers	N/A	N/A	N/A
Monitoring Program Implementation:	Teachers/Admin			

Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.		N/A	N/A	N/A
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**SMART GOAL #4 FOR IMPROVING STUDENT PERFORMANCE:**

- EL Students –
  - The total number of EL students taking the **Biology** STAR test was not significant.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: Common Assessments and Pacing Guides Department wide constructed using State Standards	<b>Teachers</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: Utilizing OARS, Common Assessments and After School Tutoring to ensure students are presented with up to date materials.	<b>Teachers</b>	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	<b>Tutors Teachers</b>	Tutoring Program	\$10,000	EIA
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	<b>Teachers Ongoing</b>	Conferences and Substitute Pay	\$5000	<b>District Science Dept.</b>
Involvement of Parents/Community: Utilizing the Aeries portal & Parent Institute to communicate with parents. Community Volunteers helping with Farm, and the annual Science Expo.	<b>Teachers Volunteers</b>	N/A	N/A	N/A
Monitoring Program Implementation: Common Assessments, Department and District Meeting with Science	<b>Teachers/Admin</b>	N/A	N/A	N/A



instructors to align standards, and Pacing guides.				
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**SMART GOAL #5 FOR IMPROVING STUDENT PERFORMANCE:**

- Hispanic Students –
  - Increase Advanced/Proficient from 54%-60% in **Biology**
  - Increase 10<sup>th</sup> grade **Biology** STAR scores of Proficient or Above from 40% to 50%

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: Common Assessments and Pacing Guides Department wide constructed using State Standards	<b>Teachers</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: Utilizing OARS, Common Assessments and After School Tutoring to ensure students are presented with up to date materials.	<b>Teachers</b>	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	<b>Teachers Tutors</b>	Tutoring Program	\$10,000	<b>EIA</b>
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	<b>Teachers Ongoing</b>	Conferences and Substitute Pay	\$5000	<b>District Science Dept.</b>
Involvement of Parents/Community: Utilizing the Aeries portal & Parent Institute to communicate with parents. Community Volunteers helping with Farm, and the annual Science Expo.	<b>Teachers Volunteers</b>	N/A	N/A	N/A
Monitoring Program Implementation: Common Assessments,	<b>Teachers/Admin</b>	N/A	N/A	N/A

Department and District Meeting with Science instructors to align standards, and Pacing guides.				
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**SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:**

- Overall –
  - Raise the overall Proficient or Advanced scores on the **Chemistry** portion of the STAR exam from 60% to 65% (10<sup>th</sup>) and 38% to 45% (11<sup>th</sup>)

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: Common Assessments and Pacing Guides Department wide constructed using State Standards	<b>Teachers Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: Utilizing OARS, Common Assessments and After School Tutoring to ensure students are presented with up to date materials. Attending Conferences on current issues/curricula (PASCO)	<b>Teachers Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	<b>Tutors Teachers Ongoing</b>	Tutoring Program	\$10,000	EIA
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	<b>Teachers</b>	Conferences and Substitute Pay	\$5000	District Science Dept.
Involvement of Parents/Community: Utilizing the Aeries portal & Parent Institute to communicate with parents. Community Volunteers helping with Farm, and the annual Science Expo.	<b>Teachers Volunteers Ongoing</b>	N/A	N/A	N/A
Monitoring Program				

Implementation: Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.	Teachers/Admin	N/A	N/A	N/A
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**SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:**

- Socioeconomic Disadvantaged –
  - Increase Advanced/Proficient from 43%-50% in **Chemistry**

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: Common Assessments and Pacing Guides Department wide constructed using State Standards	<b>Teachers Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: Utilizing OARS, Common Assessments and After School Tutoring to ensure students are presented with up to date materials. Attending Conferences on current issues/curricula (PASCO)	<b>Teachers Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	<b>Tutors Teachers Ongoing</b>	Tutoring Program	\$10,000	<b>EIA</b>
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	<b>Teachers</b>	Conferences and Substitute Pay	\$5000	<b>District Science Dept.</b>
Involvement of Parents/Community: Utilizing the Aeries portal & Parent Institute to communicate with parents. Community Volunteers helping with Farm, and the annual Science Expo.	<b>Teachers Volunteers Ongoing</b>	N/A	N/A	N/A
Monitoring Program				

Implementation: Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.	<b>Teachers/Admin</b>	N/A	N/A	N/A
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**SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE:**

- White Students –
  - Increase the **Chemistry** STAR exam scores of Proficient/Advanced from 59% to 55% for 10<sup>th</sup> grade and 43% to 50% for 11<sup>th</sup> grade.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: Common Assessments and Pacing Guides Department wide constructed using State Standards	<b>Teachers Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: Utilizing OARS, Common Assessments and After School Tutoring to ensure students are presented with up to date materials. Attending Conferences on current issues/curricula (PASCO)	<b>Teachers Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	<b>Teachers Ongoing</b>	Tutoring Program	\$10,000	EIA
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	<b>Teachers</b>	Conferences and Substitute Pay	\$5000	<b>District Science Dept.</b>
Involvement of Parents/Community: Utilizing the Aeries portal & Parent Institute to communicate with parents. Community Volunteers helping with Farm, and the annual Science Expo.	<b>Teachers Volunteers</b>	N/A	N/A	N/A



Monitoring Program Implementation: Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.	Teachers/Admin	N/A	N/A	N/A
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**SMART GOAL #4 FOR IMPROVING STUDENT PERFORMANCE:**

- Hispanic Students –
  - Increase **Chemistry** STAR Proficient scores from 54% to 60% (10<sup>th</sup> grade) and 18% to 25% (11<sup>th</sup> grade).

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: Common Assessments and Pacing Guides Department wide constructed using State Standards	<b>Teachers Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: Utilizing OARS, Common Assessments and After School Tutoring to ensure students are presented with up to date materials. Attending Conferences on current issues/curricula (PASCO)	<b>Teachers Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	<b>Teachers Tutors</b>	Tutoring Program	\$10,000	<b>EIA</b>
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	<b>Teachers</b>	Conferences and Substitute Pay	\$5000	<b>District Science Dept.</b>
Involvement of Parents/Community: Utilizing the Aeries portal & Parent Institute to communicate with parents. Community Volunteers helping with Farm, and the annual Science Expo.	<b>Teachers Volunteers</b>	N/A	N/A	N/A
Monitoring Program				

Implementation: Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.	Teachers/Admin	N/A	N/A	N/A
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<b>SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:</b> <ul style="list-style-type: none"> <li>Overall – <ul style="list-style-type: none"> <li>Increase 9-11 grade <b>Earth Science</b> Advanced/Proficient scores from 27%-35%</li> </ul> </li> </ul>				
<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: Common Assessments and Pacing Guides Department wide constructed using State Standards	<b>Teachers Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: Utilizing OARS, Common Assessments and After School Tutoring to ensure students are presented with up to date materials. Attending Conferences on current issues/curricula (PASCO)	<b>Teachers Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	<b>Teachers Tutors</b>	Tutoring Program	\$10,000	EIA
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	<b>Teachers</b>	Conferences and Substitute Pay	\$5000	<b>District Science Dept.</b>
Involvement of Parents/Community: Utilizing the Aeries portal & Parent Institute to communicate with parents. Community Volunteers helping with Farm, and the annual Science Expo.	<b>Teachers Volunteers</b>	N/A	N/A	N/A
Monitoring Program Implementation: Common Assessments,	<b>Teachers/Admin</b>	N/A	N/A	N/A

Department and District Meeting with Science instructors to align standards, and Pacing guides.				
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**SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:**

- Socioeconomic Disadvantaged –
  - Increase Advanced/Proficient from 17% to 25% in Earth Science

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: Common Assessments and Pacing Guides Department wide constructed using State Standards	<b>Teachers 2010-2011</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: Utilizing OARS, Common Assessments and After School Tutoring to ensure students are presented with up to date materials. Attending Conferences on current issues/curricula (PASCO)	<b>Teachers 2010-2011</b>	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	<b>Teachers Tutors</b>	Tutoring Program	\$10,000	
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	<b>Teachers</b>	Conferences and Substitute Pay	\$5000	
Involvement of Parents/Community: Utilizing the Aeries portal & Parent Institute to communicate with parents. Community Volunteers helping with Farm, and the annual Science Expo.	<b>Teachers Volunteers</b>	N/A	N/A	N/A
Monitoring Program Implementation:	<b>Teachers/Admin</b>	N/A	N/A	N/A

Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.				
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**SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE:**

- White Students –
  - Increase Advanced/Proficient from 33%-40% in Earth Science

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: Common Assessments and Pacing Guides Department wide constructed using State Standards	<b>Teachers 2010-2011</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: Utilizing OARS, Common Assessments and After School Tutoring to ensure students are presented with up to date materials. Attending Conferences on current issues/curricula (PASCO)	<b>Teachers 2010-2011</b>	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	<b>Teachers Tutors</b>	Tutoring Program	\$10,000	EIA
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	<b>Teachers</b>	Conferences and Substitute Pay	\$5000	<b>District Science Dept.</b>
Involvement of Parents/Community: Utilizing the Aeries portal & Parent Institute to communicate with parents. Community Volunteers helping with Farm, and the annual Science Expo.	<b>Teachers Volunteers</b>	N/A	N/A	N/A
Monitoring Program Implementation:	<b>Teachers/Admin</b>	N/A	N/A	N/A



Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.				
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**SMART GOAL #4 FOR IMPROVING STUDENT PERFORMANCE:**

- EL Students –
  - Increase Advanced/Proficient from 3%-10% in **Earth Science**

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: Common Assessments and Pacing Guides Department wide constructed using State Standards	<b>Teachers Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: Utilizing OARS, Common Assessments and After School Tutoring to ensure students are presented with up to date materials. Attending Conferences on current issues/curricula (PASCO)	<b>Teachers Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	<b>Teachers Tutors</b>	Tutoring Program	\$10,000	<b>EIA</b>
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	<b>Teachers Ongoing</b>	Conferences and Substitute Pay	\$5000	<b>District Science Dept.</b>
Involvement of Parents/Community: Utilizing the Aeries portal & Parent Institute to communicate with parents. Community Volunteers helping with Farm, and the annual Science Expo.	<b>Teachers Volunteers</b>	N/A	N/A	N/A

Monitoring Program Implementation: Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.	<b>Teachers/Admin</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
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**SMART GOAL #5 FOR IMPROVING STUDENT PERFORMANCE:**

- Hispanic Students –
  - Increase Advanced/Proficient from 14%-20% in **Earth Science**

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: Common Assessments and Pacing Guides Department wide constructed using State Standards	<b>Teachers Ongoing</b>	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: Utilizing OARS, Common Assessments and After School Tutoring to ensure students are presented with up to date materials. Attending Conferences on current issues/curricula (PASCO)	<b>Teachers Ongoing</b>	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	<b>Teachers Tutors</b>	Tutoring Program	\$10,000	EIA
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	<b>Teachers</b>	Conferences and Substitute Pay	\$5000	District Science Dept.
Involvement of Parents/Community: Utilizing the Aeries portal & Parent Institute to communicate with parents. Community Volunteers helping with Farm, and the annual Science Expo.	<b>Teachers Volunteers</b>	N/A	N/A	N/A
Monitoring Program				

Implementation: Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.	<b>Teachers/Admin</b>	N/A	N/A	N/A
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**SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:**

- **PHYSICS Overall –**
  - Students will increase advanced/proficient STAR score from 58% to 65%.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: Common Assessments and Pacing Guides Department wide constructed using State Standards	Instructor ongoing	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: Utilizing OARS, Common Assessments and After School Tutoring to ensure students are presented with up to date materials. Attending Conferences on current issues/curricula (PASCO)	Instructor ongoing	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	Before, during & afterschool tutors & instructors.	Tutoring Program	\$10,000	EIA
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	Instructor ongoing	Conferences and Substitute Pay	\$5000	District office & science department
Involvement of Parents/Community: Utilizing the Aeries portal & Parent Institute to communicate with parents. Community Volunteers helping with Farm, and the annual Science Expo.	Instructor ongoing	N/A	N/A	N/A
Monitoring Program	Instructor ongoing	N/A	N/A	N/A

Implementation: Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.				
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**SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:**

- White Students –
  - Increase 11 grade average **Physics** STAR scores of Proficient/Advanced from 67% to 75% by reducing the average Basic scores.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: Common Assessments and Pacing Guides Department wide constructed using State Standards	Instructor ongoing	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: Utilizing OARS, Common Assessments and After School Tutoring to ensure students are presented with up to date materials. Attending Conferences on current issues/curricula (PASCO)	Instructor ongoing	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	Before, during & afterschool tutors & instructors.	Tutoring Program	\$10,000	EIA
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	Instructor ongoing	Conferences and Substitute Pay	\$5000	District office & science department
Involvement of Parents/Community: Utilizing the Aeries portal & Parent Institute to communicate with parents. Community Volunteers helping with Farm, and the annual Science Expo.	Instructor ongoing	N/A	N/A	N/A



Monitoring Program Implementation: Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.	Instructor ongoing	N/A	N/A	N/A

**SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE:**

- Hispanic Students –

The total number of Hispanic students taking the **Physics STAR** test was not significant.

<b>Description of Specific Action to Improve Student Performance</b>	<b>Implementers/Timelines</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of Instruction with Content Standards: Common Assessments and Pacing Guides Department wide constructed using State Standards	Instructor ongoing	N/A	N/A	N/A
Improvement of Instructional Strategies/Materials: Utilizing OARS, Common Assessments and After School Tutoring to ensure students are presented with up to date materials. Attending Conferences on current issues/curricula (PASCO)	Instructor ongoing	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	Before, during & afterschool tutors & instructors.	Tutoring Program	\$10,000	EIA
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	Instructor ongoing	Conferences and Substitute Pay	\$5000	District office & science department
Involvement of Parents/Community: Utilizing the Aeries portal & Parent Institute to communicate with parents. Community Volunteers helping with Farm, and the annual Science Expo.	Instructor ongoing	N/A	N/A	N/A
Monitoring Program	Instructor ongoing	N/A	N/A	N/A

Implementation: Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.				
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## 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: \$39,360**

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: \$84,383**

**Carryover** **Amount: \$0**

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

**GATE** **Amount: \$ 4,942**

Purpose: For use in A.P. and honors classes.

**Carryover** **Amount: \$0**

**Art/Music Block Grant** **Amount: \$2,137**

**Carryover** **Amount: \$0**

#### **Other Federal Funds (list and describe):**

**Agricultural Incentive Grant** **Amount: \$17,042**

**School Safety & Violence Prevention** **Amount: \$24,013**

Purpose: For materials needed at the school farm.

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

**AMOUNT: \$141,877**

## 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 2011-2012

Names	Principal	Teacher	School Staff	Parent	Student
Barbara Green			X		
Jay Berns	X				
Jim Spratling			X		
Klye Lowe					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

## 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 10/17/11

Attested:

Jay N. Berns  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

10/17/11  
Date

\_\_\_\_\_  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

10/17/11  
Date