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
Brian Haley - Vice President
Ana Stevenson - Clerk
Terry Gage - Member
Paul Long - Member

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent of Educational Services
Joyce Lopes, Assistant Superintendent of Business
Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services

STUDENT ENROLLMENT

School	2009 CBEDS	09/01/10	10/05/10
Sheridan School (K-5)	88	88	84
First Street School (K-5)	411	451	449
Carlin C. Coppin Elementary (K-5)	446	418	420
Creekside Oaks Elementary (K-5)	624	618	622
Twelve Bridges Elementary (K-5)	708	722	717
Foskett Ranch Elementary (K-5)	542	546	543
Lincoln Crossing Elementary (K-5)	608	616	612
Glen Edwards Middle (6-8)	632	693	697
Twelve Bridges Middle School (6-8)	837	844	830
Lincoln High School (9-12)	1,471	1,521	1,496
Phoenix High School (10-12)	80	87	82
PCOE Home School	0	0	0
TOTAL:	**6,447**	**6,609**	**6,552**

Preschool/Head Start

First & J Street	24
Carlin Coppin	23 - A.M. /20 - P.M.
Sheridan	20

Pre-K/Special Ed

Foskett	15
FSS PPPIP	40
Carlin Coppin	6

Adult Education 122

First-5 Program
First Street 20-A.M. / 20-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 2, 2010, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER
790 J Street, Lincoln, CA 95648

AGENDA

2010-2011 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

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

5:45 P.M. START

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

5:50 P.M.

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

   2.1 CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION
   WPUSD, as intervener, v. Edge Development; NTD/Stichler; NTD
   Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100

   2.2 PERSONNEL
   Public Employee Discipline/Dismissal/Release

   2.3 INTERDISTRICT ATTENDANCE APPEAL
   a. Interdistrict Request Appeal 10/11-41
   b. Interdistrict Request Appeal 10/11-42

7:00 P.M.

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

   3.1 CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION
   WPUSD, as intervener, v. Edge Development; NTD/Stichler; NTD
   Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100

   3.2 PERSONNEL
   Public Employee Discipline/Dismissal/Release

   3.3 INTERDISTRICT ATTENDANCE APPEAL
   a. Interdistrict Request Appeal 10/11-41
   b. Interdistrict Request Appeal 10/11-42

4. 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.

4.1 Approval of Meeting Minutes for:
- October 5, 2010, and October 19, 2010 Regular Board of Trustee Meeting

4.2 Approval of Warrants.
4.3 Approve Classified Personnel Report.
4.4 Approve Certificated Personnel Report.
4.5 Approve Ratification of revised Job Description of Paraprofessional, Specialized Physical Health Care.
4.6 Approval of Disclosure Requirements for Quarterly Reports of Investments.
4.7 Approve Bid Award for Cabling Project at Lincoln High School Quote 2010-11.
4.8 Approval of Contract with Decision Insite for a period of three years.
Roll call vote:

5. 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.

6. REPORTS & COMMUNICATION

6.1 Lincoln High School, Student Advisory – Carlos DeLa Fuente
6.2 Western Placer Teacher's Association – Mike Agrippino
6.3 Western Placer Classified Employee Association – Mike Kimbrough
6.4 Superintendent - Scott Leaman
6.5 Deputy Superintendent of Educational Services - Mary Boyle
- Elementary Report Cards

6.6 Asst. Superintendent of Facilities & Maintenance – Cathy Allen
- PG&E Energy Audit

7. ♦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.

7.1 Information **SUPPLEMENTAL ANNUAL REPORT FOR THE PERIOD APRIL 1, 2010 THROUGH JUNE 30, 2010 – Allen** *(10-11 G & O Component IV, V)*

•The Department of Industrial Relations (DIR) has recently adopted a series of amendments to the regulations governing labor compliance programs. One of these newly adopted amendments allows the DIR to require an interim report to align all reporting periods for all labor compliance programs. The attached report is the District's "Supplemental Annual Report" which has been filed with the DIR and satisfies state funding requirements.

7.2 Information/ Discussion **RESPONSE TO NOTICE OF PREPARATION FOR TURKEY CREEK ESTATES, VILLAGE 1 SPECIFIC PLAN – Allen** *(10-11 G & O Component IV, V)*

•The District received a Notice of Preparation from the County of Placer for Turkey Creek Estates which is located in the County Placer but is considered within the Lincoln sphere of influence and is part of the overall Village 1. This development is somewhat unique in that it is being processed by the developer directly with the County instead of in conjunction with the City of Lincoln Village 1 Specific Plan. The District has responded with the attached information in order to ensure our comments are addressed in the Environmental Impact Report.

7.3 Information/ Discussion **SCHOOL FUNDRAISER INFORMATION – Leaman** *(10-11 G & O Component I, III, IV, V)*

•Based on a Board request, information concerning school-wide fundraiser was collected from each site. The information was collected on last year's fundraisers to ensure a full year of activities. Please note that these are school-wide fundraisers and there could be additional fundraising activities by a single group or athletic team.

7.4 Action **SINGLE PLANS FOR STUDENT ACHIEVEMENT – Boyle** *(10-11 G & O Component I, II, III, IV, V)*

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

Each school annually reviews its most recent student achievement data, identifies areas for improvement, and writes goals to match those needs through the SPSA.

7.5 Information/ Discussion **BUDGET REDUCTIONS – Lopes** *(10-11 G & O Component I, II, III, IV, V)*

• The multi-year projections have been updated to reflect the approved state budget for 2010-11, current enrollment data, and current property tax information. The multi-year projections are presented in the attached information along with several budget reduction scenarios for consideration.

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
- School Fundraising

9.2 BOARD MEMBER REPORTS/COMMENTS

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- November 16, 2010 7:00 P.M., Board of Trustee Meeting, Foskett Ranch School

11. ADJOURNMENT

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

Posted: 10/31/10
h:\wpfiles\board\agendas\110210

DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **Lincoln High School – Main Office Conference Room**
Date: **Tuesday, November 2, 2010**
Time: **5:50 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:
CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

AGENDA ITEM AREA:
Disclosure of Action Taken in Closed Session

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 2, 2010

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to the Existing Litigation of Western Placer Unified School District, as intervener, v. Edge Development; NTD/Stichler; NTD-Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100.

RECOMMENDATION:

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

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Public Employee Discipline/
Dismissal/Release

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Ryan Davis
Director, Human Services

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General

MEETING DATE:
November 2, 2010

ROLL CALL REQUIRED:
Yes

BACKGROUND:

Board of Trustees will disclose any action taken in closed session regarding Discipline/Dismissal/Release.

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session regarding Discipline/Dismissal/Release.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Interdistrict Appeal

AGENDA ITEM AREA:
Disclosure of Action Taken in Closed Session

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 2, 2010

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will discuss disclose any action taken in closed session regarding the following transfer appeals:

a. Interdistrict Request Appeal 10/11-41
b. Interdistrict Request Appeal 10/11-42

ADMINISTRATION RECOMMENDATION:

Disclose any action taken.

wp/rk/factform

CONSENT

AGENDA

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
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5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:
Approval of Minutes:
- October 5, 2010 – Regular Meeting
- October 19, 2010 – Regular Meeting

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 2, 2010

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will consider adoption of the following minutes:
- October 5, 2010 Regular Meeting
- October 19, 2010 Regular Meeting

RECOMMENDATION:

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

4.1

wp/rk/factform

Western Placer Unified School District
Regular Meeting of the Board of Trustees
October 19, 2010, 7:00 P.M.
TWELVE BRIDGES MIDDLE SCHOOL – Multi Purpose Room
770 Westview Drive, Lincoln, CA 95648

MINUTES

2010-2011 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

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

6:10 P.M. START

1. **CALL TO ORDER** – Twelve Bridges Middle School – Multi Purpose Room

Members Present
Paul Carras, President
Brian Haley, Vice President
Ana Stevenson, Clerk
Paul Long, Member
Terry Gage, Member

Others Present
Scott Leaman, Superintendent
Ryan Davis, Director of Personnel Services
Joyce Lopes, Assistant Superintendent of Business
Cathy Allen, Assistant Superintendent of Facilities & Maintenance Services
Rosemary Knutson, Secretary to the Superintendent
Stephanie Dumm, Lincoln News Messenger

6:15 P.M.

2. **CLOSED SESSION** – Twelve Bridges Middle School - Office Conference Room

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

   2.2 **CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION**
   1 Case

   2.3 **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – Twelve Bridges Middle School – Multi Purpose Room

4.1.1

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

No business to report.

3.2 CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION
1 Case

No business to report.

3.3 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

No business to report.

4. SPECIAL ORDER OF BUSINESS
Featuring School: Twelve Bridges Middle School -
Mr. Leaman introduced Twelve Bridges Principal, Stacey Brown. Mr. Brown reviewed the programs that were being presented.
Ms. Campbell introduced Leadership Officers. Karlie Medeiros, Student Body President, reported on student council; Charlie Landon, Treasurer, he reported his jobs are balancing AST budget, fundraisers, activities, dances, they are all to help support the school. Todd Scott, ASB Secretary, he spoke about invisible students, he reported his roll and all that is done to guide these students. Vice President, Brianna Mattal, Student Body, Time Management, Leadership is a very important, and currently with 36 students in Leadership, Budget Management helps students get involved.
Denise Sterns, PTC Treasurer, she has been an officer three years on the board at TBMS. She handles volunteers; movie night; currently working on the October 29th golf tournament; Old Pasta Dinner Night on Nov. 9th; and the BBQ Lunch at the LHS Farm. Fundraisers have provided for teachers needs, which include Transportation; science class supplies; books for 7th grade classes; and document cameras for classrooms. They've risen over $10,000 in the last couple of years.
Science Teachers will share the Philosophy of Science in the middle school grades. The following teachers participated in the presentation: 7th grade Science Teachers, Ms. Ford, Ms. Hladum, and 8th grade Science Teachers, Ms. Amalong, and Ms. Mosbacher. They shared how hands on activities and academic rigor create curiosity and future interest, and demonstrated an Electronic tester.

5. CONSENT AGENDA
5.1 Approve Student Discipline/Stipulated Expulsion for Student #10-11 A.
5.2 Approve Student Discipline/Stipulated Expulsion for Student #10-11 B.

Motion by Ms. Gage, seconded by Mrs. Stevenson, and passed by a 5-0 roll call vote to approve consent agenda as presented. Roll call vote: Haley, Gage, Long, Stevenson, Carras.

4.1.2

6. COMMUNICATION FROM THE PUBLIC

There was no communication from the public.

7. REPORTS & COMMUNICATION

7.1 Lincoln High School, Student Advisory – Carlos DeLa Fuente was not present.

7.2 Western Placer Teacher's Association – Mike Agrippino thanked everyone for all they have done for Glen Edwards. On behalf of the WPTA he shared significant budget issues that will affect students and staff, and hopes for broader perspectives, and plans on taking an active roll in the budget.

7.3 Western Placer Classified Employee Association – Mike Kimbrough also spoke on behalf of the Budget, on behalf the CSEA. CSEA is thankful to the board and Mr. Leaman for saving classified jobs. They hope everyone can work together towards keeping jobs.

7.4 Superintendent - Scott Leaman reported the following:

- Update on the Glen Edwards Fire that happened last week. He commended the staff at Glen Edwards. We have found places for everyone on campus, and stabilized the situation. Extensive environmental testing is being done, insurance is on board looking at what needs to be replaced, and we have had a pretty heavy presence on campus from the district office. He shared how hard it is to experience something like that, and commended the cleanup crew for doing a fantastic job. Many members were involved, and we will continue to work on the situation and keep the board updated. The district has sent out extensive emails to the staff to keep them updated on the situation, as well as phone messages to parents.
- Continue to put out information on Measure J.
- The 10,000 steps challenge is continuing.
- This Friday's Football game is against Bear River.

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

8.1 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.

- BB 9012 Board Member Electronic Communications
- BB 9223 Filling Vacancies

Motion by Mr. Long, seconded by Mr. Haley, and passed by a 5-0 vote to approve policies as presented.

8.2 Information **BUDGET ASSUMPTIONS REVIEW – Lopes** *(10-11 G & O Component I, IV, V)*

•The district is currently deficit spending and faced with budget reductions in the next two fiscal years. The Board of Trustees has given direction to staff to achieve a balanced budget by 2012-13. The budget committee will begin meeting in December 2010 to identify reduction recommendations for the Board of Trustees. The Board of Trustees needs to give the budget committee a target amount of reductions for 2011-12 and 2012-

13. In preparation, the Board will review budget assumptions for the current year and for multiple year projections. The 2010-11 final budget as approved by the state will be incorporated in the assumptions we will review tonight.

Joyce Lopes reviewed a power point which included the following:

- 2010-11 State Budget - School Services Review
- Budget Assumptions
  - Revenue
  - Expenditures
- Multi-Year Projections considerations

Joyce reported the next steps for the Board of Trustees will be to provide direction to the Budget Committee by the first Board Meeting in November.

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
- School Fundraising

9.2 BOARD MEMBER REPORTS/COMMENTS

Mrs. Gage spoke on the current situation of the state budget and shared we will continue to have challenges, so we need to keep an eye on the budget. She is considering playing in the Twelve Bridges Middle School Golf Tournament.
Mrs. Stevenson shared the same concerns, and will also keep an eye on the budget. She also reported she would be working the Golf Tournament, and invited everyone out to Turkey Creek to participate. She thanked Mr. Brown for the presentation.
Mr. Haley shared its great to get out at to the sites and see enthusiastic teachers.
Mr. Long thanked Mr. Brown for the presentation, and enjoys the enthusiasm of the teachers. He shared Valley View has had some struggles in the past years, but hopefully are back on track, with some good fundraisers they've had to keep them going. Has been working on deals with the OLE property, fingers crossed on upcoming meeting he has scheduled with Thunder Valley. Freshman Zebras beat Placer.
Mr. Carras spoke on budget predictions, and shared this district did not cause this turmoil, and budget reductions are not the fault of the board.

10. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
  - November 2, 2010 7:00 P.M., Lincoln High School, Performing Arts Theater
  - November 16, 2010 7:00 P.M., Foskett Ranch Elementary School

4.1.4

11. ADJOURNMENT

Motion by Mrs. Stevenson, seconded by Mr. Carras, and passed by 5-0 vote there being no further business to adjourned meeting at 8:40 p.m.

Paul Carras, Board President

Ana Stevenson, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

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

Western Placer Unified School District
Regular Meeting of the Board of Trustees
October 5, 2010, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER
790 J Street, Lincoln, CA 95648

MINUTES

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.

6:10 P.M. START

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

Members Present
Paul Carras, President
Brian Haley, Vice President
Ana Stevenson, Clerk
Paul Long, Member
Terry Gage, Member

Others Present
Scott Leaman, Superintendent
Ryan Davis, Director of Personnel Services
Joyce Lopes, Assistant Superintendent of Business
Cathy Allen, Assistant Superintendent of Facilities & Maintenance Services
Rosemary Knutson, Secretary to the Superintendent
Carlos DeLa Fuente, Student Advisor
Stephanie Dumm, Lincoln News Messenger

6:15 P.M.

2. **CLOSED SESSION** – Lincoln High School - Office Conference Room
   - 2.1 **PERSONNEL**
     Public Employee Discipline/Dismissal/Release
   - 2.2 **CONFERENCE WITH LABOR NEGOTIATOR**
     Update on Certificated & Classified Negotiations
   - 2.3 **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
     Mary Doe, John Doe and Jane Doe, vs. Western Placer Unified School District

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE**–Lincoln High Theater
   The Board of Trustees will disclose any action taken in Closed Session regarding the following items:
   - 3.1 **PERSONNEL**
     Public Employee Discipline/Dismissal/Release

4.1.6

No action to report

3.2 CONFERENCE WITH LABOR NEGOTIATOR
Update on Certificated & Classified Negotiations

No action to report

3.3 CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION
Mary Doe, John Doe and Jane Doe, vs. Western Placer Unified School District

No action to report

4. CONSENT AGENDA

4.1 Approval of Meeting Minutes for:
- September 7, 2010, and September 21, 2010 Regular Board of Trustee Meeting

4.2 Approval of Warrants.
4.3 Approve Classified Personnel Report.
4.4 Approve Certificated Personnel Report.
4.5 Approve Student Discipline/Expulsion Re-Entry of Student #09-10 A
4.6 Approve Disabled Veteran Business Enterprises Participation Goal.

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

5. COMMUNICATION FROM THE PUBLIC
No communication from the public.

6. REPORTS & COMMUNICATION

6.1 Lincoln High School, Student Advisory – Carlos DeLa Fuente reported the following:
- CFS reported on the trip students took to check out all the colleges.
- The Robotic team is looking at competing in San Francisco, and will apply for a grant.
- LHS schedule has cut 5 minutes off Tuesday, Wednesday and Thursday. The purpose of this change is so teachers can help students that are falling behind.

6.2 Western Placer Teacher's Association, Mike Agrippino had no report
6.3 Western Placer Classified Employee Association, Mike Kimbrough had no report
6.4 Superintendent, Scott Leaman reported the following:
- Placer County School Boards Association Annual Banquet will be held on November 15th.
- Interested party looking into purchasing 3 acres of the Twelve Bridges property. They were informed the district was not interested in selling.
- Attending City Council meetings.
- Things are going well at all the sites.
- We're off to a great year.

4.1.7

7. PUBLIC HEARING

Education Code 60119 requires that the governing board of a school district hold an annual instructional materials public hearing to determine whether the district has sufficient standards-aligned textbooks or instructional materials for students in each of its schools. A ten-day notice of the public hearing is required. Notices of Public Hearing were sent to news media and to our local schools on September 9, 2010.

Mr. Carras opened the public hearing for anyone interested in speaking. There being no questions the public hearing was closed.

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

8.1 Action **RESOLUTION NO. 10/11.7 RE INSTRUCTIONAL MATERIALS - Boyle** *(10-11 G & O Component III, IV, V)*

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

Western Placer Unified School District has followed state requirements regarding the adoption of appropriate standards-aligned textbooks for grades K – 12 and provides sufficient textbooks and instructional materials in all core academic areas.

Mary Boyle reported the public hearing is required annually to ensure all students have textbooks. Motion Mrs. Stevenson, seconded by Mrs. Gage, and passed by a 5-0 roll call vote. Roll call vote: Gage, Long, Stevenson, Haley, Carras

8.2 Information **BASIC AID ANALYSIS - Lopes** *(10-11 G & O Component III, IV, V)*

•Basic Aid status is defined as the point at which the property taxes of a district exceed apportionment. At that point, the district receives its proportional share of property taxes. Western Placer Unified School District has been in a basic aid status for several years. However, the District is also sponsor of Horizon Charter School. Under Education Code 47663 this made the District eligible for supplemental funding of 70 cents on each dollar of basic aid funding transferred to the charter school. While this funding was welcomed, staff thought it prudent to look at all aspects of basic aid for the District.

Joyce Lopes reviewed a power point presentation on Basic Aid. The Board of Trustees will need to give Joyce Lopes direction on an amount that should be cut. This will need to take place at the second meeting in November. We should be at a balanced budget by December 16th. The board engaged in a group discussion on Basic Aid.

4.1.8

8.3 Action **DISPOSAL OF SURPLUS BUSES - Lopes** *(10-11 G & O Component III, IV, V)*

•Whereas the Western Placer Unified School District has made strides to modernize its aging bus fleet by purchasing buses with reserve funds and by participating in the Lower-Emissions School Bus Program, the District now has in its inventory, the following buses which are not currently in use.

Joyce Lopes reported on the process that will be used for those that are no longer being used. Our district will use a salvage company to see if the district can get surpluses. The company will come out and take pictures and put them on eBay to sale. Motion by Mr. Haley, seconded by Mr. Long, and passed by a 5-0 vote to approve disposal of the surplus buses.

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
- School Fundraising

9.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Long reported the Football team is 4-1. Tomorrow, October 6th is a Farm Foundation meeting, and he invited another board member because he will be unable to attend. Terry Gage volunteered to attend. Mr. Long feels we as a district have earned the trust of the public.

Mr. Haley had no report

Mrs. Gage reported her son is running cross country, noticed how nice Phoenix High looks without the Quonset hut

Mrs. Stevenson reported October 16th is UC Davis open house, and shared the candidate workshop was not well attended, reported Principals should not schedule PTC meetings or any school functions during a board meeting night.

Mr. Carras reported when there are no issues burning within the community, our board meetings are not well attended. Meetings are attended only when issues arise. Currently things are going remarkable well.

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➢October 19, 2010 7:00 P.M., Board of Trustee Meeting, Twelve Bridges Middle School

11. ADJOURNMENT

There being no further business the meeting was adjourned at 8:10 p.m.

4.1.9

Paul Carras, Board President

Ana Stevenson, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

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

4.1.10

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Approval of Warrants

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Joyce Lopes
Superintendent of Business Service

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

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 2, 2010

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the October 5, 2010 board meeting.

RECOMMENDATION:

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

wp/rk/factsheetwarrants

4.2

Checks Dated 10/22/10

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85151604	10/22/2010	Debra D. Azar	01-5200		77.00
85151605	10/22/2010	Karen L. Villa	01-4300		64.92
85151606	10/22/2010	Leonard F. Valasek	01-4300		103.92
85151607	10/22/2010	Hilma J. Valtatie	01-4300		9.10
85151608	10/22/2010	Kevin D. Kurtz	01-4300		59.47
85151609	10/22/2010	Joseph Uptain-Villa	01-4300		95.06
85151610	10/22/2010	Therese M. Dorow	01-5200		94.08
85151611	10/22/2010	ALPHA FIRED ARTS	01-4400		589.09
85151612	10/22/2010	ATHLETICS UNLIMITED	01-4300		402.72
85151613	10/22/2010	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-4300		135.00
85151614	10/22/2010	BURKETT'S OFFICE	01-4300		21.06
85151615	10/22/2010	CALTRONICS BUSINESS SYSTEMS	01-5600		409.59
85151616	10/22/2010	DE LAGE LANDEN	01-5600		366.21
85151617	10/22/2010	DYNAVOX SYSTEMS MAYER-JOHNSON LLC	01-4300	481.71	
			Unpaid Sales Tax	36.71-	445.00
85151618	10/22/2010	ENCORE MUSIC CENTER	01-4300		
			01-4400		1,407.25
85151619	10/22/2010	ERICS X PRESS	01-4300		63.87
85151620	10/22/2010	FOLLETT EDUCATIONAL SERVICES	01-4300		394.93
85151621	10/22/2010	INKJET SUPERSTORE.COM	01-4300		1,093.86
85151622	10/22/2010	OFFICE DEPOT	01-4300		750.23
85151623	10/22/2010	POSITIVE PROMOTIONS	01-4300	167.71	
			Unpaid Sales Tax	11.56-	156.15
85151624	10/22/2010	RAY MORGAN CO. / CHICO	01-4300		286.32
85151625	10/22/2010	RAY MORGAN CO. EQUIPMENT PURCHASES	01-4300		226.21
85151626	10/22/2010	"REGENTS OF UNIV OF CA, THE"	01-5200		295.00
85151627	10/22/2010	RENAISSANCE LEARNING INC.	01-4300		551.43
85151628	10/22/2010	SCHOOL SPECIALTY INC	01-4300		86.43
85151629	10/22/2010	SIERRA HAY & FEED	01-4300		65.75
85151630	10/22/2010	STAPLES ADVANTAGE	01-4300		
			11-4300		10,331.87
85151631	10/22/2010	TARGET BANK	01-4300		143.96
85151632	10/22/2010	KRISTIE LANG	13-4710		19.00
85151633	10/22/2010	CROWN DISTRIBUTING INC.	13-4710		801.65
85151634	10/22/2010	"DANIELSEN COMPANY, THE"	13-4380	477.42	
			13-4710	3,894.40	
			Unpaid Sales Tax	19.18-	4,362.23
85151635	10/22/2010	ETRITIONWARE HARRIS COMPUTER SYSTEMS	13-4300		536.80
85151636	10/22/2010	MISSION UNIFORM SERVICE INC	13-5800		562.47
85151637	10/22/2010	PIZZA GUYS	13-4710		615.14
85151638	10/22/2010	PROPACIFIC FRESH	13-4710		415.20
85151639	10/22/2010	RAY MORGAN CO. / CHICO	13-4300		213.18
85151640	10/22/2010	SARA LEE	13-4710		626.68
85151641	10/22/2010	STAFFORD MEAT COMPANY	13-4710		306.00
85151642	10/22/2010	STATE BOARD OF EQUALIZATION	01-4300		51.03
85151643	10/22/2010	SYSCO SACRAMENTO	13-4380	283.38	
			13-4710	1,272.47	
			Unpaid Sales Tax	1.60	1,557.45
85151644	10/22/2010	VENDMART OF SACRAMENTO	13-4710		154.00
85151645	10/22/2010	Mary V. Boyle	01-4300		4.58
85151646	10/22/2010	Rhianon R. Zinzun	01-5200		15.00
85151647	10/22/2010	Lauren M. Quinn	01-4300		

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

4.2.1

Checks Dated 10/22/10

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
			01-5200		79.45
85151648	10/22/2010	APPROVED SAFE & LOCK	01-5600		46.33
85151649	10/22/2010	BANC OF AMERICA LEASING & CAPITAL LLC	52-7439		25,088.63
85151650	10/22/2010	BANK OF AMERICA #0287 BUSINESS CARD	01-4300		694.13
85151651	10/22/2010	BANK OF AMERICA	49-5800		56,914.67
85151652	10/22/2010	BLISS POWER LAWN EQUIPMENT CO.	01-4300		
			01-5600		211.00
85151653	10/22/2010	C & S TELECOMMUNICATIONS INC	01-5800		100.00
85151654	10/22/2010	CITY OF LINCOLN / PG&E REIMB	01-5510		611.50
85151655	10/22/2010	FOLLETT EDUCATIONAL SERVICES	01-4100		7,615.12
85151656	10/22/2010	GOLD COUNTRY CLASSIFIED INC.	01-5800		76.76
85151657	10/22/2010	GRAINGER .	01-4300		159.54
85151658	10/22/2010	HOME DEPOT	01-4300		1,940.90
85151659	10/22/2010	LEADER SERVICES	01-5800		512.20
85151660	10/22/2010	LOY MATTISON DBA LOY MATTISON ENTERPRISES	01-5800		546.25
85151661	10/22/2010	MISSION UNIFORM SERVICE INC	01-4300		
			01-5800		1,247.29
85151662	10/22/2010	ORIENTAL TRADING COMPANY INC	01-4300	379.23	
			Unpaid Sales Tax	28.90-	350.33
85151663	10/22/2010	PITNEY BOWES CREDIT CORP	01-5600		731.00
85151664	10/22/2010	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		2,775.57
85151665	10/22/2010	RISO PRODUCTS OF SAC INC	01-4300		127.07
85151666	10/22/2010	S & S WORLDWIDE	01-4300		41.41
85151667	10/22/2010	SAC VAL JANITORIAL SALES	01-4300		906.44
85151668	10/22/2010	SAFEWAY INC	01-4300		183.16
85151669	10/22/2010	SCHOOL SPECIALTY INC	01-4300		481.69
85151670	10/22/2010	SHERIDAN AUTO PARTS	01-4365		139.60
85151671	10/22/2010	SIERRA OFFICE SUPPLIES &	01-4300		83.58
85151672	10/22/2010	SPEEDY JANITORIAL REPAIR INC	01-5600		130.00
85151673	10/22/2010	STAPLES ADVANTAGE	01-4300		64.82
85151674	10/22/2010	TARGET BANK	01-4300		81.27
85151675	10/22/2010	TOTAL COMPENSATION SYS INC	01-5800		5,300.00
85151676	10/22/2010	UNIVERSAL SPECIALTIES, INC.	01-4300		186.61
85151677	10/22/2010	VALLEY ROCK LANDSCAPE MTRL INC	01-4300		303.10
85151678	10/22/2010	WESTERN BLUE CORP.	01-4300		92.01
			Total	**75**	**136,787.32**

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

4.2.2

Checks Dated 10/22/10

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	61	44,658.93
11	Adult Education Fund	1	32.46
13	Cafeteria Fund	12	10,177.79
49	Mello Roos Capital Projects	1	56,914.67
52	Mello Roos Debt Service	1	25,088.63
	Total	75	136,872.48
	Less Unpaid Sales Tax Liability		85.16-
	Net (Check Amount)		**136,787.32**

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

Checks Dated 10/15/10

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85150273	10/15/2010	DIVERSE NETWORK ASSOCIATES	01-5800		740.00
85150274	10/15/2010	FAR WEST RENTS & READY MIX	01-4300		
			01-5600		41.14
85150275	10/15/2010	FEDEX	01-5800		24.06
85150276	10/15/2010	FLAG HOUSE	01-4300		679.10
85150277	10/15/2010	FRONTLINE PLACEMENT TECHNOLOGIES, INC.	01-5800		7,267.50
85150278	10/15/2010	GRAINGER .	01-4300		288.45
85150279	10/15/2010	GUTIERREZ LAW GROUP	01-5810		1,097.50
85150280	10/15/2010	HANDWRITING WITHOUT TEARS	01-4100		
			01-4300		1,086.44
85150281	10/15/2010	HARCOURT INC HOUGHTON MIFFLIN COMPANIES LLC	01-4100		9,822.27
85150282	10/15/2010	HOUGHTON MIFFLIN COMPANY	01-4100		15,375.40
85150283	10/15/2010	JCI JOHNSON CONTROLS INC.	01-5600		
			01-5800		14,743.00
85150284	10/15/2010	DAVID W. GIRARD DBA GIRARD EDWARDS & HANCE	01-5810		9,869.00
85150285	10/15/2010	LINCOLN ACE HARDWARE/MAINT	01-4300		341.26
85150286	10/15/2010	LPA INC.	21-6210		1,137.50
85150287	10/15/2010	MCGRAW-HILL	01-4100		454.35
85150288	10/15/2010	DON MASON DBA MOUNTAIN CLEAR WATER CO.	01-4300		
			01-5600		35.75
85150289	10/15/2010	REIBES / NAPA AUTO PARTS	01-4365		
			01-5830		1,358.02
85150290	10/15/2010	NORMAC	01-4300		12.58
85150291	10/15/2010	PACIFIC GAS & ELECTRIC CO	01-5510		103,066.75
85150292	10/15/2010	PJ'S MAIL & PARCEL SERVICE	01-5800		15.03
85150293	10/15/2010	PLACER COMMUNITY ACTION	12-5800		61,827.50
85150294	10/15/2010	PCOE	01-4300		70.00
85150295	10/15/2010	PLACER COUNTY SELPA	01-5200		225.00
85150296	10/15/2010	PEARSON - PSYCHOLOGICAL CORP.	01-4300		563.33
85150297	10/15/2010	RAY MORGAN CO. / CHICO	01-5600		1,329.10
85150298	10/15/2010	RSD - REFRIGERATION SUPPLIES	01-4300		629.70
85150299	10/15/2010	RUDERMAN & KNOX, LLP	01-5810		4,000.00
85150300	10/15/2010	SIERRA OFFICE SUPPLIES &	01-4300		101.79
85150301	10/15/2010	SIG SCHOOLS INSURANCE GROUP	01-3701		791.17
85150302	10/15/2010	STATE OF CALIFORNIA	01-5821		198.00
85150303	10/15/2010	THOMPSON PUBLISHING GROUP INC.	01-4300		243.95
85150304	10/15/2010	WAVE DIVISION HOLDINGS	01-5560		6,850.00
85150305	10/15/2010	WESTERN PSYCHOLOGICAL SERVICES	01-4300		89.31
85150306	10/15/2010	ZEP SALES & SERVICE	01-4300		197.97
			Total	**124**	**317,521.40**

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

4.2.4

Checks Dated 10/15/10

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	106	229,110.82
11	Adult Education Fund	1	70.00
12	Child Development Fund	1	61,827.50
13	Cafeteria Fund	14	25,173.21
21	Building Fund #1	1	1,137.50
49	Mello Roos Capital Projects	1	295.00
	Total	**124**	317,614.03
	Less Unpaid Sales Tax Liability		92.63-
	Net (Check Amount)		**317,521.40**

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Checks Dated 10/15/10

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85150273	10/15/2010	DIVERSE NETWORK ASSOCIATES	01-5800		740.00
85150274	10/15/2010	FAR WEST RENTS & READY MIX	01-4300		
			01-5600		41.14
85150275	10/15/2010	FEDEX	01-5800		24.06
85150276	10/15/2010	FLAG HOUSE	01-4300		679.10
85150277	10/15/2010	FRONTLINE PLACEMENT TECHNOLOGIES, INC.	01-5800		7,267.50
85150278	10/15/2010	GRAINGER .	01-4300		288.45
85150279	10/15/2010	GUTIERREZ LAW GROUP	01-5810		1,097.50
85150280	10/15/2010	HANDWRITING WITHOUT TEARS	01-4100		
			01-4300		1,086.44
85150281	10/15/2010	HARCOURT INC HOUGHTON MIFFLIN COMPANIES LLC	01-4100		9,822.27
85150282	10/15/2010	HOUGHTON MIFFLIN COMPANY	01-4100		15,375.40
85150283	10/15/2010	JCI JOHNSON CONTROLS INC.	01-5600		
			01-5800		14,743.00
85150284	10/15/2010	DAVID W. GIRARD DBA GIRARD EDWARDS & HANCE	01-5810		9,869.00
85150285	10/15/2010	LINCOLN ACE HARDWARE/MAINT	01-4300		341.26
85150286	10/15/2010	LPA INC.	21-6210		1,137.50
85150287	10/15/2010	MCGRAW-HILL	01-4100		454.35
85150288	10/15/2010	DON MASON DBA MOUNTAIN CLEAR WATER CO.	01-4300		
			01-5600		35.75
85150289	10/15/2010	REIBES / NAPA AUTO PARTS	01-4365		
			01-5830		1,358.02
85150290	10/15/2010	NORMAC	01-4300		12.58
85150291	10/15/2010	PACIFIC GAS & ELECTRIC CO	01-5510		103,066.75
85150292	10/15/2010	PJ'S MAIL & PARCEL SERVICE	01-5800		15.03
85150293	10/15/2010	PLACER COMMUNITY ACTION	12-5800		61,827.50
85150294	10/15/2010	PCOE	01-4300		70.00
85150295	10/15/2010	PLACER COUNTY SELPA	01-5200		225.00
85150296	10/15/2010	PEARSON - PSYCHOLOGICAL CORP.	01-4300		563.33
85150297	10/15/2010	RAY MORGAN CO. / CHICO	01-5600		1,329.10
85150298	10/15/2010	RSD - REFRIGERATION SUPPLIES	01-4300		629.70
85150299	10/15/2010	RUDERMAN & KNOX, LLP	01-5810		4,000.00
85150300	10/15/2010	SIERRA OFFICE SUPPLIES &	01-4300		101.79
85150301	10/15/2010	SIG SCHOOLS INSURANCE GROUP	01-3701		791.17
85150302	10/15/2010	STATE OF CALIFORNIA	01-5821		198.00
85150303	10/15/2010	THOMPSON PUBLISHING GROUP INC.	01-4300		243.95
85150304	10/15/2010	WAVE DIVISION HOLDINGS	01-5560		6,850.00
85150305	10/15/2010	WESTERN PSYCHOLOGICAL SERVICES	01-4300		89.31
85150306	10/15/2010	ZEP SALES & SERVICE	01-4300		197.97
			Total	**124**	**317,521.40**

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

4.2.6

Checks Dated 10/15/10

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	106	229,110.82
11	Adult Education Fund	1	70.00
12	Child Development Fund	1	61,827.50
13	Cafeteria Fund	14	25,173.21
21	Building Fund #1	1	1,137.50
49	Mello Roos Capital Projects	1	295.00
	Total	**124**	317,614.03
	Less Unpaid Sales Tax Liability		92.63-
	Net (Check Amount)		**317,521.40**

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

4.27

Checks Dated 10/08/10

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85148682	10/08/2010	CROWN DISTRIBUTING INC.	13-4710		781.33
85148683	10/08/2010	D & P CREAMERY	13-4710		7,593.98
85148684	10/08/2010	ED JONES FOOD SERVICE	13-4710		6,709.46
85148685	10/08/2010	PIZZA GUYS	13-4710		720.97
85148686	10/08/2010	SYSCO SACRAMENTO	13-4380		
			13-4710		7.10
85148687	10/08/2010	VENDMART OF SACRAMENTO	13-4710		1,157.78
85148688	10/08/2010	Susan D. Carlton	01-4300		94.71
85148689	10/08/2010	Kris A. Knutson	01-4300		19.46
85148690	10/08/2010	Misty M. Lacey Alarcon	01-5200		37.00
85148691	10/08/2010	Mary Lou Resendes	01-5200		27.00
85148692	10/08/2010	Daniela M. Thompson	01-4300		73.52
85148693	10/08/2010	Cassandra B. Walker	01-4300		31.02
85148694	10/08/2010	Mary L. LaRoche	01-4300		5.98
85148695	10/08/2010	Jennifer C. Hladun	01-5200		173.00
85148696	10/08/2010	ACADEMIC PLANNERS PLUS	01-4300		3,854.85
85148697	10/08/2010	CHAMBER THEATRE PRODUCTIONS	01-5800		1,475.00
85148698	10/08/2010	CHEVRON	01-4300		84.03
85148699	10/08/2010	COASTAL ENTERPRISES	01-4300		2,349.89
85148700	10/08/2010	CONTINENTAL ATHLETIC SUPPLY	01-5800		16,464.97
85148701	10/08/2010	DE LAGE LANDEN	01-5600		148.81
85148702	10/08/2010	DIRECT PRESS 2	01-4300		275.53
85148703	10/08/2010	EDULINK SYSTEMS	01-4300		
			01-5800		600.00
85148704	10/08/2010	EMEDCO	01-4300	211.79	
			Unpaid Sales Tax	14.39-	197.40
85148705	10/08/2010	ESGI - EDUCATIONAL SOFTWARE FOR GUIDING INSTRUCTION	01-4300		500.00
85148706	10/08/2010	FARONICS	01-5800		307.10
85148707	10/08/2010	FIRST ROBOTICS	01-5800		550.00
85148708	10/08/2010	GATEWAY FUND RAISING SERVICE	01-4300		13,475.00
85148709	10/08/2010	HARLAND	01-5600		593.00
85148710	10/08/2010	JOSTENS	01-4300		3,000.00
85148711	10/08/2010	LAKESHORE LEARNING MATERIALS	01-3302		
			01-4300		98.76
85148712	10/08/2010	LIBRARY VIDEO COMPANY	01-4300		71.68
85148713	10/08/2010	OFFICE DEPOT	01-4300		669.57
85148714	10/08/2010	PEOPLES PUBLISHING GROUP INC	01-4300		398.03
85148715	10/08/2010	PCOE	01-5200		1,125.00
85148716	10/08/2010	POPULAR MECHANICS	01-4300		20.97
85148717	10/08/2010	POSTMASTER / GEMS	01-5800		185.00
85148718	10/08/2010	POSTMASTER/PRESCHOOL	11-4300		84.00
85148719	10/08/2010	RAY MORGAN CO. EQUIPMENT PURCHASES	01-4300		
			01-5800		1,840.66
85148720	10/08/2010	REALLY GOOD STUFF	01-4300	84.02	
			Unpaid Sales Tax	5.18-	78.84
85148721	10/08/2010	SACRAMENTO MOUNTAIN LIONS	01-4300		1,070.00
85148722	10/08/2010	SAFEWAY INC	01-4300		109.73
85148723	10/08/2010	SANTA CLAUS PUBLISHING	01-5800		731.00
85148724	10/08/2010	SCHOLASTIC BOOK FAIRS - 12	01-4300		673.10
85148725	10/08/2010	SCHOOL SPECIALTY INC	01-4300		1,737.48
85148726	10/08/2010	SUTTER CO SUPERINTENDENT	01-5800		19,440.00
85148727	10/08/2010	TEACHER'S DISCOVERY	01-4200	142.25	
			Unpaid Sales Tax	9.75-	132.50
85148728	10/08/2010	TROXELL COMMUNICATIONS	01-4300		514.19

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

4.2.8

Checks Dated 10/08/10

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85148729	10/08/2010	UPS - UNITED PARCEL SERV. INC.	01-5800		42.49
85148730	10/08/2010	WESTERN BLUE CORP.	01-4300		2,601.59
85148731	10/08/2010	Mary V. Boyle	01-4300		43.24
85148732	10/08/2010	W. Lynn Kelso	01-4300		51.32
85148733	10/08/2010	Brittany A. Bates	01-5200		33.00
85148734	10/08/2010	Nancyann M. Rowell	01-5200		163.50
85148735	10/08/2010	APPROVED SAFE & LOCK	01-5600		63.62
85148736	10/08/2010	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-5540		8,473.84
85148737	10/08/2010	WILLIAM F. ROSELLE DBA BILL ROSELLE COMMUNCIATIONS	01-5600		86.13
85148738	10/08/2010	BUS WEST - FRESNO	01-4365		447.84
85148739	10/08/2010	CA DEPARTMENT OF EDUCATION	01-5804		450.64
85148740	10/08/2010	CAPITOL CLUTCH AND BRAKE INC	01-4365		363.29
85148741	10/08/2010	CETPA -CA EDUCATIONAL TECH ASC	01-5200		425.00
85148742	10/08/2010	CITY OF LINCOLN / PG&E REIMB	01-5510		3,196.03
85148743	10/08/2010	COSTCO	01-4300		33.45
85148744	10/08/2010	DAWSON OIL COMPANY	01-4345		
			01-4350		11,653.38
85148745	10/08/2010	DELL	01-4300		69.45
85148746	10/08/2010	EDUCATIONAL DATA SYSTEMS	01-4300		69.56
85148747	10/08/2010	FAR WEST RENTS & READY MIX	01-4300		
			01-5600		20.57
85148748	10/08/2010	FILTERFRESH - NEXT GENERATION COFFEE SYSTEMS INC.	01-5800		135.00
85148749	10/08/2010	GRAINGER .	01-4300		
			01-4400		12,600.19
85148750	10/08/2010	HARCOURT INC HOUGHTON MIFFLIN COMPANIES LLC	01-4100		10,062.89
85148751	10/08/2010	INDEPENDENT INSPECTIONS, INC.	21-6290		5,025.00
85148752	10/08/2010	JOCELYN MITCHELMORE	01-5800		4,900.00
85148753	10/08/2010	KATHRYN WYFFELS	01-5800		5,000.00
85148754	10/08/2010	LAMINATION DEPOT	01-4300		31.15
85148755	10/08/2010	LAW OFFICE OF ELLIS COLEMAN	01-5810		26,962.39
85148756	10/08/2010	LORETTE B. SHEA	01-5800		380.00
85148757	10/08/2010	DON MASON DBA MOUNTAIN CLEAR WATER CO.	01-4300		
			01-5600		135.50
85148758	10/08/2010	NEFF RENTAL	01-4400		3,788.75
85148759	10/08/2010	ORIENTAL TRADING COMPANY INC	01-4300	55.17	
			Unpaid Sales Tax	4.20-	50.97
85148760	10/08/2010	PACIFIC GAS & ELECTRIC CO	01-5510		84,169.44
85148761	10/08/2010	PCOE	01-4300		1,885.46
85148762	10/08/2010	PLATT ELECTRIC SUPPLY, INC.	01-4300		92.86
85148763	10/08/2010	RSD - REFRIGERATION SUPPLIES	01-4300		327.70
85148764	10/08/2010	SAFETY CENTER, INC.	01-5800		200.00
85148765	10/08/2010	SIERRA OFFICE SUPPLIES &	01-4300		17.44
85148766	10/08/2010	TAG / AMS INC	01-5800		325.00
85148767	10/08/2010	UNIVERSAL SPECIALTIES, INC.	01-4300		84.45
85148768	10/08/2010	VALLEY ROCK LANDSCAPE MTRL INC	01-4300		189.44
85148769	10/08/2010	WAVE BROADBAND	01-4300		55.95
85148770	10/08/2010	WAYNE DRILLING COMPANY DBA HEDMAN WELL & PUMP SERVICE	01-5800		382.50
85148771	10/08/2010	WILSON WAY TIRE CO. INC.	01-4340		
			01-4360		
			01-4365		2,730.49

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

Checks Dated 10/08/10						
Check Number	Check Date	Pay to the Order of	Fund Object		Expensed Amount	Check Amount
			Total	90		278,108.91

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	82	256,062.81
11	Adult Education Fund	1	84.00
13	Cafeteria Fund	6	16,970.62
21	Building Fund #1	1	5,025.00
	Total	90	278,142.43
	Less Unpaid Sales Tax Liability		33.52-
	Net (Check Amount)		**278,108.91**

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

4.2.10

Checks Dated 10/01/10

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85147413	10/01/2010	"DANIELSEN COMPANY, THE"	13-4380		
			13-4710		5,224.01
85147414	10/01/2010	PIZZA GUYS	13-4710		511.77
85147415	10/01/2010	PROPACIFIC FRESH	13-4710		226.85
85147416	10/01/2010	SARA LEE	13-4710		603.35
85147417	10/01/2010	SYSCO SACRAMENTO	13-4380		
			13-4710		1,631.98
85147418	10/01/2010	VENDMART OF SACRAMENTO	13-4710		813.21
85147419	10/01/2010	ADD SOME CLASS	01-4300		4,652.74
85147420	10/01/2010	CA DEPARTMENT OF EDUCATION	12-7439		13,000.00
85147421	10/01/2010	CLEVERBRIDGE, INC.	01-4300		299.00
85147422	10/01/2010	DISCOUNT SCHOOL SUPPLY	01-4300		583.14
85147423	10/01/2010	FITNESS FINDERS	01-4300	111.13	
			Unpaid Sales Tax	7.63-	103.50
85147424	10/01/2010	GOLD COUNTRY CLASSIFIED INC.	01-5800		84.98
85147425	10/01/2010	HOUGHTON MIFFLIN COMPANY	11-4100		4,204.41
85147426	10/01/2010	K S TELECOM INC	01-4300		212.17
85147427	10/01/2010	MEDICAB OF SACRAMENTO/SIERRA	01-5800		2,019.70
85147428	10/01/2010	PACIFIC GAS & ELECTRIC CO	01-5510		22,630.46
85147429	10/01/2010	POSTMASTER / SPECIAL ED.	01-4300		182.80
85147430	10/01/2010	MICHAEL W. WHITNEY DBA SAAVAHEART EDUCATION	01-5800		345.00
85147431	10/01/2010	SCHOOL STEPS, INC.	01-5800		3,429.50
85147432	10/01/2010	SIERRA OFFICE SUPPLIES &	01-4300		64.91
85147433	10/01/2010	ULINE	01-4300		199.85
85147434	10/01/2010	Misty stokes	01-5800		250.00
85147435	10/01/2010	Cheryl A. Metheny	01-4300		83.66
85147436	10/01/2010	Kevin D. Kurtz	01-4300		14.06
85147437	10/01/2010	CASBO - CALIF ASSOC OF SCHOOL BUSINESS OFFICIALS	01-5200		295.00
85147438	10/01/2010	COSTCO	01-4300		78.66
85147439	10/01/2010	FOLLETT LIBRARY RESOURCES	01-4300		79.89
85147440	10/01/2010	IT'S ELEMENTARY	01-4300	245.90	
			Unpaid Sales Tax	16.07-	229.83
85147441	10/01/2010	LAKESHORE LEARNING MATERIALS	01-4300		101.85
85147442	10/01/2010	OFFICE DEPOT	01-4300		170.60
85147443	10/01/2010	POSITIVE ACTION INC.	01-4300		82.50
85147444	10/01/2010	POSITIVE PROMOTIONS	01-4300	63.52	
			Unpaid Sales Tax	3.77-	59.75
85147445	10/01/2010	REALLY GOOD STUFF	01-4300	141.46	
			Unpaid Sales Tax	9.25-	132.21
85147446	10/01/2010	ROLLER KING SKATING & BLADING	01-5800		100.00
85147447	10/01/2010	SCHOLASTIC BOOKS	01-4300		258.99
85147448	10/01/2010	SCHOLASTIC MAGAZINE	01-4300		163.63
85147449	10/01/2010	SCHOOL SPECIALTY INC	01-4300	1,251.90	
			Unpaid Sales Tax	3.02-	1,248.88
85147450	10/01/2010	SHERIDAN SCHOOL	01-4300		19.64
85147451	10/01/2010	SIERRA OFFICE SUPPLIES &	01-4300		1,385.17
85147452	10/01/2010	SMILE MAKERS	01-4300		465.37
85147453	10/01/2010	SUMMIT LEARNING	01-4300		53.51
85147454	10/01/2010	THEATRE FOR CHILDREN INC	01-5800		100.00
85147455	10/01/2010	ZOO-PHONICS	01-4300		100.34
			Total	**43**	**66,496.87**

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

4.2.11

Checks Dated 10/01/10

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	35	40,321.03
11	Adult Education Fund	1	4,204.41
12	Child Development Fund	1	13,000.00
13	Cafeteria Fund	6	9,011.17
	Total	**43**	66,536.61
	Less Unpaid Sales Tax Liability		39.74-
	Net (Check Amount)		**66,496.87**

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

022 - Western Placer Unified School District

Generated for Stacie Wyatt (STACIE_WYATT), Oct 5 2010 10:07AM

4.2.12

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Director, Human Services

ENCLOSURES:

DEPARTMENT:
Educational

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
November 2, 2010

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

4.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

November 2, 2010

CLASSIFIED/MANAGEMENT

NEW HIRES

1. **Name:** Nicolle Fusano
   Position: Paraprofessional Aide
   Salary: CSEA, Range 17, Step A
   Hours: 4.5 Hours/Days
   Days: 10 Months/Year
   Effective: 10/14/10
   Site: First Street School
   Funding: General

ADDITONAL HOURS

1. **Name:** Cari Rosson
   Position: Intervention Services Provider
   Site: First Street School
   Previous Hours: 3 Hours/Days
   New Hours: 3.5 Hours/Days
   Effective: 11/2/10

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Certificated Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Director of Human Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General

MEETING DATE:
November 2, 2010

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

4.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

November 2, 2010

CERTIFICATED/MANAGEMENT

NEW HIRE

1. **Fernando Yates, Math/Science Teacher, Glen Edwards Middle School**

4.4.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Ratification of Revised Job Description of Paraprofessional, Specialized Physical Health Care

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Director, Human Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General

MEETING DATE:
November 2, 2010

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will take action to ratify the revised Paraprofessional, Specialized Physical Health Care job description.

RECOMMENDATION:

Administration recommends approval for the revised job description for Paraprofessional, Specialized Physical Health Care.

Western Placer Unified School District

POSITION DESCRIPTION

Position Title:	**PARAPROFESSIONAL, SPECIALIZED PHYSICAL HEALTH CARE**
Department:	Special Education
Reports to:	Assistant Superintendent, Curriculum & Instruction

SUMMARY:

Assists teachers and paraprofessionals providing specialized physical health care procedures to specific disabled students and performs a variety of general classroom assistance duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

* Implements IEP goals under the direction of the classroom teacher.
* Implements/follows teacher's instructions of classroom procedure; reinforcement, philosophy and consistency.
* Physically participates in physical activities that are part of the basic program.
* Assists with the development and maintenance of clerical and special education records.
* Assist with behavior management programs and techniques.
* Demonstrates an understanding of student problems.
* Demonstrates initiative and creativity with students and their program.
* Assists in small group pupil instruction.
* Keeps records, writes lessons on the board, and corrects student's work.
* Understand and be aware of medical needs of students.
* Assists and instructs pupils in personal hygiene; feeding skills; toileting, tooth brushing and hand washing.
* Lifts or assists with lifting students from wheelchairs to changing tables or designated areas.
* After training and with supervision, may administer specialized health care procedures.
* Assists with maintaining classrooms and playgrounds in a neat and orderly condition.
* Sanitize classroom and equipment using approved materials.
* Operates standard school office equipment.
* Performs basic first aid/CPR and assists with student health monitoring. (The District will not hold employee liable as referenced in Govt. Code 820.2 & 825)

QUALIFICATION:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

EDUCATION and/or EXPERIENCE:

High school diploma or general education degree (GED). **Must have the ability to pass the Paraeducator/Instructional Aide exam or have completed two years of study at an institute of higher education or have an Associate of Arts (AA) degree or higher.**

LANGUAGE SKILLS:

Ability to read, write and comprehend simple instructions, short correspondence, and memos. Ability to effectively present information in one-on-one and small group situations to staff, parents, students and administrators.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio, and percent and to draw and interpret graphs.

REASONING ABILITY:
Ability to apply common sense understanding to carry out detail but uninvolved written and oral instructions. Ability to deal with problems involving several concrete variables in standardized situations.

OTHER SKILLS AND ABILITIES:
Ability to work with emotionally impaired students. Ability to maintain composure under stressful conditions. Ability to develop effective working relationships with students, staff, and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to use hands and fingers to handle, or feel objects, tools, or controls and stoop, kneel, crouch or crawl. The employee is frequently required to bend at the trunk more than the average person. Occasionally the employee is required to lift or move up to 90 pounds such as to move students and equipment. Specific vision abilities required by this job include close vision and peripheral vision. The employee needs to be able to tell where a sound is coming from and hear in a noisy environment. The position is exposed to infection and injury at a greater risk than the average person.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate to loud. The employee is exposed to infection at a greater risk than the average person. The employee is frequently required to interact with the public and staff and is directly responsible for the safety, well-being or work output of students.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned

4.5.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Report of Disclosure Requirements for Quarterly Reports of Investments.

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Joyce Lopes
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

November 2, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

Government Code 53646 requires that if a local agency has placed all of its investments in the Local Agency Investment Fund or in a Federal Deposit Insurance Corporation insured accounts in a bank or savings and loan association, in a county investment pool or any combination of these, the chief financial officer needs to provide to the Board of Trustees the most recent statement of statements received by the local agency from these institutions.

The District maintains its entire reserve in the County of Placer investment pool. Therefore, to meet the requirements of Government Code 53646, the County of Placer Treasurer's Investment Reports are submitted to the District's Board of Trustees on a quarterly basis for their review.

RECOMMENDATION:

Accept the report of disclosure requirements for quarterly reports of investments.

4.6

Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer



COUNTY OF PLACER

TREASURER'S POOLED INVESTMENT REPORT

For the Month of JULY 31, 2010

4.6.1

2976 Richardson Drive • Auburn, California 95603
Tax Collector / Business Licenses (530) 889-4120 • Treasurer (530) 889-4140 • Bonds (530) 889-4146

PREFACE

Placer County Treasurer's Pooled Investment Report

July 31, 2010

Market values are only relevant if the investment is sold prior to maturity. Profit or loss would be realized only if the specific investment were to be sold.

For the purpose of clarity the following glossary of investment terms has been provided.

Book Value is the purchase price of a security plus amortization of any premium or discount. This may be more or less than face value, depending upon whether the security was purchased at a premium or at a discount.

Face Value is the principal amount of a security and the amount of principal that will be paid at maturity.

Market Value is the value at which a security can be sold at the time it is priced or the need to sell arises.

Government Code 53646 Compliance Report

The following information is a monthly update of funds on deposit in the Placer County Treasury pursuant to California Government code Section 53646. Further details of individual investments are included in the Treasurer's Monthly Investment Report. All investment transactions and decisions have been made with full compliance with California Government Code and Placer County's Statement of Investment Policy.

Individual securities are priced at the end of each month by Wells Fargo Bank.

The Weighted Average Maturity of the investments with the Treasury is 1,490 days.

The ability of the Placer County Treasury to meet its cash flow needs is demonstrated by $163,429,266.18 in cash and investments maturing in the next 180 days.

4.6.2

General Fund
Portfolio Management
Portfolio Summary
July 31, 2010

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Coupons	90,000,000.00	92,276,400.00	90,576,745.00	9.77	976	659	1.395	1.415
Federal Agency Coupons	550,000,000.00	554,527,019.45	549,926,347.85	59.32	1,597	1,409	2.374	2.407
Medium Term Notes	168,000,000.00	174,651,005.00	170,420,879.89	18.38	1,230	746	3.114	3.157
PFA - HELICOPTER	1,301,112.61	1,301,112.61	1,301,112.61	0.14	2,559	2,080	2.442	2.476
Local Agency GO Bond	185,000.00	185,000.00	185,000.00	0.02	1,113	710	0.536	0.543
Local Agency Bonds	44,468,908.00	44,468,908.00	44,468,908.00	4.80	10,961	9,375	4.803	4.870
Rolling Repurchase Agreements - 2	70,028,783.10	70,028,783.10	70,028,783.10	7.55	1	1	0.168	0.170
mPower Placer	98,987.80	98,987.80	98,987.80	0.01	1	1	3.452	3.500
Investments	**924,082,791.51**	**937,537,215.96**	**927,006,764.25**	**100.00%**	**1,799**	**1,490**	**2.364**	**2.397**
Cash								
Passbook/Checking (not included in yield calculations)	73,400,483.08	73,400,483.08	73,400,483.08		1	1	0.000	0.000
Total Cash and Investments	**997,483,274.59**	**1,010,937,699.04**	**1,000,407,247.33**		**1,799**	**1,490**	**2.364**	**2.397**

Total Earnings	July 31 Month Ending	Fiscal Year To Date
Current Year	1,969,919.98	1,969,919.98
Average Daily Balance	**1,063,696,609.22**	**1,063,696,609.22**
Effective Rate of Return	**2.18%**	**2.18%**

8/10/10

KIMBERLY HAWLEY, CHIEF DEPUTY TREASURER

4.a.3

Reporting period 07/01/2010-07/31/2010
Data Updated: FUNDSNAP: 08/04/2010 09:41
Run Date: 08/04/2010 - 09:41

General Fund
Portfolio Management
Portfolio Details - Investments
July 31, 2010

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
U.S. Treasury Coupons											
912828HY9	08070	U. S. TREASURY COUPON		09/30/2008	10,000,000.00	10,668,800.00	10,090,865.03	3.125	2.732	1,003	04/30/2013
912828KU3	08226	U. S. TREASURY COUPON		06/09/2009	10,000,000.00	10,047,700.00	9,959,288.31	0.875	1.355	303	05/31/2011
912828LB4	09266	U. S. TREASURY COUPON		08/12/2009	10,000,000.00	10,192,600.00	9,954,037.92	1.500	1.718	714	07/15/2012
912828KP4	09267	U. S. TREASURY COUPON		08/12/2009	10,000,000.00	10,155,100.00	9,951,365.44	1.375	1.631	653	05/15/2012
912828LX6	09302	U. S. TREASURY COUPON		12/01/2009	10,000,000.00	10,170,300.00	10,065,390.62	1.375	1.069	837	11/15/2012
912828LX6	09311	U. S. TREASURY COUPON		12/10/2009	10,000,000.00	10,170,300.00	10,031,748.95	1.375	1.216	837	11/15/2012
912828LT5	09313	U. S. TREASURY COUPON		12/11/2009	10,000,000.00	10,077,000.00	10,026,886.79	1.000	0.772	456	10/31/2011
912828EG1	09317	U. S. TREASURY COUPON		12/15/2009	10,000,000.00	10,043,800.00	10,043,752.85	3.875	0.305	45	09/15/2010
912828JD3	09394	U. S. TREASURY COUPON		03/30/2010	10,000,000.00	10,750,800.00	10,453,409.09	3.375	1.742	1,064	08/30/2013
		Subtotal and Average	**90,597,607.32**		**90,000,000.00**	**92,276,400.00**	**90,576,745.00**		**1.395**	**659**	
Federal Agency Coupons											
31331GQG7	08150	FEDERAL FARM CREDIT BANK		03/17/2009	10,000,000.00	10,090,600.00	10,000,000.00	1.800	1.775	228	03/17/2011
31331GP45	09280	FEDERAL FARM CREDIT BANK		09/10/2009	10,000,000.00	10,018,800.00	10,000,000.00	2.000	1.973	771	09/10/2012
31331GS26	09281	FEDERAL FARM CREDIT BANK		09/23/2009	10,000,000.00	10,028,100.00	9,994,104.17	2.350	2.337	1,149	09/23/2013
31331G7L7	09319	FEDERAL FARM CREDIT BANK		12/22/2009	10,000,000.00	10,231,300.00	9,997,804.17	2.820	2.787	1,604	12/22/2014
31331JRP0	09456	FEDERAL FARM CREDIT BANK		06/16/2010	10,000,000.00	10,021,900.00	10,000,000.00	2.240	2.209	1,415	06/16/2014
3133XVEW7	09327	FEDERAL HOME LOAN BANK		01/08/2010	10,000,000.00	10,037,500.00	9,988,519.53	2.500	2.502	1,171	10/15/2013
3133XWRD3	09340	FEDERAL HOME LOAN BANK		01/26/2010	10,000,000.00	10,025,000.00	10,000,000.00	1.000	0.986	1,090	07/26/2013
3133XWWN5	09365	FEDERAL HOME LOAN BANK		02/26/2010	10,000,000.00	10,018,800.00	10,000,000.00	3.000	2.959	1,670	02/26/2015
3133XX7H4	09373	FEDERAL HOME LOAN BANK		03/04/2010	10,000,000.00	10,103,683.33	10,000,583.33	2.100	2.071	1,129	09/03/2013
3133XXHK6	09379	FEDERAL HOME LOAN BANK		03/10/2010	10,000,000.00	10,018,800.00	9,991,119.05	2.050	2.051	1,136	09/10/2013
3128X9KE9	09354	FED HOME LOAN MORT CORP		02/10/2010	10,000,000.00	10,072,200.00	10,012,415.09	3.000	2.880	1,557	11/05/2014
3128X9C65	09378	FED HOME LOAN MORT CORP		03/10/2010	10,000,000.00	10,144,600.00	10,000,000.00	2.625	2.589	1,501	09/10/2014
3128X9C24	09380	FED HOME LOAN MORT CORP		03/10/2010	10,000,000.00	10,149,300.00	10,000,000.00	3.000	2.959	1,682	03/10/2015
3128X96M7	09421	FED HOME LOAN MORT CORP		04/29/2010	10,000,000.00	10,053,400.00	10,009,777.78	2.500	2.424	1,732	04/29/2015
3134G1ER1	09458	FED HOME LOAN MORT CORP		06/17/2010	10,000,000.00	10,048,700.00	10,000,000.00	1.750	1.726	1,781	06/17/2015
3136F9PZ0	07005	FEDERAL NATIONAL MORT. ASSOC.		05/28/2008	10,000,000.00	10,815,600.00	9,983,050.00	4.050	4.061	1,031	05/28/2013
3136FHDR3	08154	FEDERAL NATIONAL MORT. ASSOC.		03/23/2009	10,000,000.00	10,112,500.00	9,998,629.63	2.500	2.474	600	03/23/2012
3136FHHH1	08172	FEDERAL NATIONAL MORT. ASSOC.		04/14/2009	10,000,000.00	10,065,600.00	9,992,594.44	2.000	3.140	1,352	04/14/2014
3136FHHH1	08173	FEDERAL NATIONAL MORT. ASSOC.		04/14/2009	10,000,000.00	10,065,600.00	9,996,297.22	2.000	3.129	1,352	04/14/2014
3136FHMA0	08183	FEDERAL NATIONAL MORT. ASSOC.		04/29/2009	10,000,000.00	10,040,600.00	9,998,396.83	2.250	2.227	820	10/29/2012
3136FHNU5	08193	FEDERAL NATIONAL MORT. ASSOC.		05/06/2009	10,000,000.00	10,121,900.00	9,992,472.22	2.000	1.993	1,374	05/06/2014
3136FH4S1	09274	FEDERAL NATIONAL MORT. ASSOC.		08/19/2009	10,000,000.00	10,009,400.00	9,992,714.29	2.375	2.372	933	02/19/2013
3136FJFL0	09294	FEDERAL NATIONAL MORT. ASSOC.		10/29/2009	10,000,000.00	10,025,000.00	9,999,618.47	2.125	3.443	890	01/07/2013
3136FJG70	09322	FEDERAL NATIONAL MORT. ASSOC.		12/30/2009	10,000,000.00	10,084,400.00	9,982,344.44	2.400	2.409	1,612	12/30/2014

General Fund
Portfolio Management
Portfolio Details - Investments
July 31, 2010

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Federal Agency Coupons											
3136FJ5F4	09366	FEDERAL NATIONAL MORT. ASSOC.		02/26/2010	10,000,000.00	10,015,600.00	10,000,000.00	2.500	2.466	1,670	02/26/2015
3136FJ7A3	09367	FEDERAL NATIONAL MORT. ASSOC.		02/26/2010	10,000,000.00	10,125,000.00	9,995,444.38	3.625	3.411	1,612	12/30/2014
3136FMBC7	09368	FEDERAL NATIONAL MORT. ASSOC.		02/26/2010	10,000,000.00	10,009,400.00	10,000,000.00	2.125	3.170	1,670	02/26/2015
3136FJ5F4	09369	FEDERAL NATIONAL MORT. ASSOC.		02/26/2010	10,000,000.00	10,015,600.00	10,000,000.00	2.500	3.124	1,670	02/26/2015
3136FMBE3	09372	FEDERAL NATIONAL MORT. ASSOC.		03/02/2010	10,000,000.00	10,062,500.00	9,995,413.89	1.550	1.539	1,674	03/02/2015
3136FJ6F3	09376	FEDERAL NATIONAL MORT. ASSOC.		03/09/2010	10,000,000.00	10,016,802.78	10,007,402.78	2.050	2.022	1,121	08/26/2013
3136FJ4VO	09377	FEDERAL NATIONAL MORT. ASSOC.		03/09/2010	10,000,000.00	10,016,577.78	10,012,302.78	1.850	1.762	933	02/19/2013
31398AJ29	09381	FEDERAL NATIONAL MORT. ASSOC.		03/16/2010	10,000,000.00	10,018,800.00	10,000,000.00	2.100	2.071	1,142	09/16/2013
3136FMBQ6	09382	FEDERAL NATIONAL MORT. ASSOC.		03/17/2010	10,000,000.00	10,021,900.00	10,000,000.00	2.500	2.466	1,689	03/17/2015
3136FMEF7	09383	FEDERAL NATIONAL MORT. ASSOC.		03/22/2010	10,000,000.00	10,034,400.00	10,000,000.00	2.570	2.535	1,513	09/22/2014
3136FMDZ4	09384	FEDERAL NATIONAL MORT. ASSOC.		03/24/2010	10,000,000.00	10,109,400.00	10,000,000.00	2.125	2.096	1,696	03/24/2015
3136FMDG6	09385	FEDERAL NATIONAL MORT. ASSOC.		03/24/2010	10,000,000.00	10,021,900.00	10,000,000.00	2.000	1.973	1,696	03/24/2015
3136FMHX5	09387	FEDERAL NATIONAL MORT. ASSOC.		03/26/2010	10,000,000.00	10,287,500.00	10,000,000.00	2.000	1.973	1,698	03/26/2015
3136FMEJ9	09389	FEDERAL NATIONAL MORT. ASSOC.		03/29/2010	10,000,000.00	10,025,000.00	9,995,521.81	2.000	1.989	1,062	06/28/2013
31398AK35	09391	FEDERAL NATIONAL MORT. ASSOC.		03/29/2010	10,000,000.00	10,077,055.56	9,990,972.85	1.850	1.867	967	03/25/2013
31398AJ29	09392	FEDERAL NATIONAL MORT. ASSOC.		03/29/2010	10,000,000.00	10,026,383.33	10,000,817.09	2.100	2.093	1,142	09/16/2013
3136FMFG4	09393	FEDERAL NATIONAL MORT. ASSOC.		03/30/2010	10,000,000.00	10,056,300.00	10,000,000.00	2.000	1.973	1,702	03/30/2015
31398AJ29	09396	FEDERAL NATIONAL MORT. ASSOC.		04/01/2010	10,000,000.00	10,027,550.00	10,003,328.31	2.100	2.089	1,142	09/16/2013
31398AJ29	09403	FEDERAL NATIONAL MORT. ASSOC.		04/12/2010	10,000,000.00	10,033,966.67	10,001,491.63	2.100	2.116	1,142	09/16/2013
3136FMKM5	09409	FEDERAL NATIONAL MORT. ASSOC.		04/15/2010	10,000,000.00	10,040,600.00	10,000,000.00	2.250	2.219	1,718	04/15/2015
3136FMLQ5	09411	FEDERAL NATIONAL MORT. ASSOC.		04/20/2010	10,000,000.00	10,040,600.00	10,000,000.00	2.500	2.466	1,723	04/20/2015
3136FMLH5	09414	FEDERAL NATIONAL MORT. ASSOC.		04/22/2010	10,000,000.00	10,043,800.00	10,000,000.00	2.250	2.219	1,725	04/22/2015
3136FMMD3	09416	FEDERAL NATIONAL MORT. ASSOC.		04/27/2010	10,000,000.00	10,368,800.00	10,000,000.00	3.070	3.028	1,730	04/27/2015
3136FMRD8	09417	FEDERAL NATIONAL MORT. ASSOC.		04/28/2010	10,000,000.00	10,050,000.00	10,000,000.00	2.500	3.122	1,731	04/28/2015
3136FMMM3	09426	FEDERAL NATIONAL MORT. ASSOC.		05/04/2010	10,000,000.00	10,000,000.00	10,000,000.00	3.000	2.959	1,737	05/04/2015
3136FMRJ5	09451	FEDERAL NATIONAL MORT. ASSOC.		05/26/2010	10,000,000.00	10,068,800.00	10,000,000.00	2.500	2.466	1,759	05/26/2015
3136FMTY0	09452	FEDERAL NATIONAL MORT. ASSOC.		05/28/2010	10,000,000.00	10,253,100.00	9,998,070.00	2.000	1.977	1,761	05/28/2015
3136FMUX0	09453	FEDERAL NATIONAL MORT. ASSOC.		06/03/2010	10,000,000.00	10,043,800.00	10,000,000.00	2.000	1.973	1,767	06/03/2015
3136FMWB6	09454	FEDERAL NATIONAL MORT. ASSOC.		06/10/2010	10,000,000.00	10,056,300.00	9,995,141.67	2.000	1.983	1,774	06/10/2015
3136FMXY5	09455	FEDERAL NATIONAL MORT. ASSOC.		06/15/2010	10,000,000.00	10,093,800.00	10,000,000.00	2.000	1.973	1,779	06/15/2015
3136FMVQ4	09457	FEDERAL NATIONAL MORT. ASSOC.		06/17/2010	10,000,000.00	10,062,500.00	10,000,000.00	2.000	1.973	1,781	06/17/2015
		Subtotal and Average	**607,666,445.85**		**550,000,000.00**	**554,527,019.45**	**549,926,347.85**		**2.374**	**1,409**	
Medium Term Notes											
06051GEB1	10001	BANK OF AMERICA CORP		07/26/2010	13,000,000.00	13,651,755.00	13,728,240.52	4.500	3.475	1,704	04/01/2015
06050BAA9	08100	Bank of America Corp - FDIC		12/04/2008	10,000,000.00	10,457,100.00	10,006,119.56	3.125	3.048	684	06/15/2012

General Fund
Portfolio Management
Portfolio Details - Investments
July 31, 2010

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Medium Term Notes											
06406HBA6	08124	Bank of New York Mellon		01/14/2009	10,000,000.00	10,478,900.00	10,245,377.36	5.125	3.018	457	11/01/2011
06406HBE8	09295	Bank of New York Mellon		11/02/2009	10,000,000.00	10,798,500.00	10,625,178.87	4.950	2.042	823	11/01/2012
2254C0TC1	09347	Credit Suisse New York		01/29/2010	10,000,000.00	10,826,800.00	10,651,838.11	5.000	2.512	1,018	05/15/2013
36962GM68	09259	General Electric Company		08/03/2009	10,000,000.00	10,388,300.00	10,174,263.29	4.375	2.941	477	11/21/2011
36962GX82	06106	GENERAL ELECTRIC CAPITAL CORP		08/29/2006	10,000,000.00	10,156,000.00	10,000,000.00	5.720	5.644	386	08/22/2011
36962G3T9	08280	GENERAL ELECTRIC CAPITAL CORP		09/03/2009	10,000,000.00	10,746,500.00	10,292,943.85	4.800	4.367	1,004	05/01/2013
36962G4K7	09459	GENERAL ELECTRIC CAPITAL CORP		06/24/2010	10,000,000.00	9,935,900.00	9,878,539.74	1.153	1.659	898	01/15/2013
38146FAA9	08101	Goldman Sachs Group - FDIC		12/04/2008	10,000,000.00	10,482,200.00	10,044,014.16	3.250	2.959	684	06/15/2012
78008HRD4	09306	Royal Bank of Canada		12/08/2009	10,000,000.00	10,146,000.00	10,000,000.00	1.250	1.233	860	12/08/2012
929903DF6	09406	WACHOVIA CORP		04/14/2010	10,000,000.00	9,924,200.00	9,935,194.59	0.636	0.984	631	04/23/2012
949746NB3	06251	WELLS FARGO & CO.		11/21/2006	10,000,000.00	10,184,100.00	9,989,806.57	4.875	5.059	164	01/12/2011
949746NY3	08104	WELLS FARGO & CO.		12/08/2008	10,000,000.00	10,615,000.00	9,849,363.27	4.375	4.977	914	01/31/2013
949744AA4	08106	WELLS FARGO & CO - FDIC		12/10/2008	5,000,000.00	5,171,950.00	5,000,000.00	3.000	2.959	495	12/09/2011
949744AA4	08107	WELLS FARGO & CO - FDIC		12/10/2008	20,000,000.00	20,687,800.00	20,000,000.00	3.000	2.959	495	12/09/2011
		Subtotal and Average	**170,122,737.89**		**168,000,000.00**	**174,651,005.00**	**170,420,879.89**		**3.114**	**746**	
PFA - HELICOPTER											
SYS08169	08169	Public Finance Authority		04/09/2009	1,301,112.61	1,301,112.61	1,301,112.61	2.476	2.442	2,080	04/11/2016
		Subtotal and Average	**1,301,112.61**		**1,301,112.61**	**1,301,112.61**	**1,301,112.61**		**2.442**	**2,080**	
Local Agency GO Bond											
SYS08242	08242	Newcastle Elem. School Distric		06/24/2009	60,000.00	60,000.00	60,000.00	1.090	0.614	334	07/01/2011
SYS08243	08243	Newcastle Elem. School Distric		06/24/2009	60,000.00	60,000.00	60,000.00	1.370	0.504	700	07/01/2012
SYS08244	08244	Newcastle Elem. School Distric		06/24/2009	65,000.00	65,000.00	65,000.00	1.830	0.492	1,065	07/01/2013
		Subtotal and Average	**185,000.00**		**185,000.00**	**185,000.00**	**185,000.00**		**0.536**	**710**	
Local Agency Bonds											
SYS05311	05311	MIDDLE FORK JPA		03/29/2006	44,468,908.00	44,468,908.00	44,468,908.00	4.870	4.803	9,375	04/01/2036
		Subtotal and Average	**44,562,456.39**		**44,468,908.00**	**44,468,908.00**	**44,468,908.00**		**4.803**	**9,375**	
Rolling Repurchase Agreements - 2											
SYS09430	09430	CANTOR FITZGERALD		05/07/2010	70,028,783.10	70,028,783.10	70,028,783.10	0.170	0.168	1	
		Subtotal and Average	**70,023,676.90**		**70,028,783.10**	**70,028,783.10**	**70,028,783.10**		**0.168**	**1**	

General Fund
Portfolio Management
Portfolio Details - Investments
July 31, 2010

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
mPower Placer											
SYS09460	09460	mPower Placer		06/24/2010	98,987.80	98,987.80	98,987.80	3.500	3.452	1	
		Subtotal and Average	**69,330.92**		**98,987.80**	**98,987.80**	**98,987.80**		**3.452**	**1**	
		Total and Average	**1,063,696,609.22**		**924,082,791.51**	**937,537,215.96**	**927,006,764.25**		**2.364**	**1,490**	

4.6.7

General Fund
Portfolio Management
Portfolio Details - Cash
July 31, 2010

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity
Cash at Bank										
SYS00000	00000	PLACER COUNTY CASH			365,491.35	365,491.35	365,491.35		0.000	1
Undeposited Receipts										
SYS00000VAULT	00000VAULT	PLACER COUNTY CASH			1,263,584.65	1,263,584.65	1,263,584.65		0.000	1
Wells Fargo Sweep										
SYS00000SWEEP	00000SWEEP	WFB REPURCHASE-SWEEP			71,771,407.08	71,771,407.08	71,771,407.08		0.000	1
		Average Balance	**0.00**							**1**
		Total Cash and Investments	**1,063,696,609.22**		**997,483,274.59**	**1,010,937,699.04**	**1,000,407,247.33**		**2.364**	**1,490**

4,6,8

General Fund
Purchases Report
Sorted by Fund - Investment Number
July 1, 2010 - July 31, 2010

CUSIP	Investment #	Fund	Sec. Type	Issuer	Original Par Value	Purchase Date	Payment Periods	Principal Purchased	Accrued Interest at Purchase	Rate at Purchase	Maturity Date	YTM 365	Ending Book Value
General Fund													
06051GEB1	10001	1010	MTN	BAC	13,000,000.00	07/26/2010	10/01 - 04/01	13,510,380.00	219,375.00	4.500	04/01/2015	3.523	13,728,240.52
				Subtotal	**13,000,000.00**			**13,510,380.00**	**219,375.00**				**13,728,240.52**
				Total Purchases	**13,000,000.00**			**13,510,380.00**	**219,375.00**				**13,728,240.52**

Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer

COUNTY OF PLACER

TREASURER'S POOLED INVESTMENT REPORT

For the Month of AUGUST 31, 2010

4.6.10

2976 Richardson Drive • Auburn, California 95603
Tax Collector / Business Licenses (530) 889-4120 • Treasurer (530) 889-4140 • Bonds (530) 889-4146

PREFACE

Placer County Treasurer's Pooled Investment Report

August 31, 2010

Market values are only relevant if the investment is sold prior to maturity. Profit or loss would be realized only if the specific investment were to be sold.

For the purpose of clarity the following glossary of investment terms has been provided.

Book Value is the purchase price of a security plus amortization of any premium or discount. This may be more or less than face value, depending upon whether the security was purchased at a premium or at a discount.

Face Value is the principal amount of a security and the amount of principal that will be paid at maturity.

Market Value is the value at which a security can be sold at the time it is priced or the need to sell arises.

Government Code 53646 Compliance Report

The following information is a monthly update of funds on deposit in the Placer County Treasury pursuant to California Government code Section 53646. Further details of individual investments are included in the Treasurer's Monthly Investment Report. All investment transactions and decisions have been made with full compliance with California Government Code and Placer County's Statement of Investment Policy.

Individual securities are priced at the end of each month by Wells Fargo Bank.

The Weighted Average Maturity of the investments with the Treasury is 1,472 days.

The ability of the Placer County Treasury to meet its cash flow needs is demonstrated by $164,315,883.31 in cash and investments maturing in the next 180 days.

11.9.10



General Fund
Portfolio Management
Portfolio Summary
August 31, 2010

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Coupons	90,000,000.00	92,294,700.00	90,533,629.55	10.25	976	628	1.396	1.415
Federal Agency Coupons	480,000,000.00	483,860,238.89	479,910,211.40	54.36	1,603	1,385	2.307	2.339
Medium Term Notes	193,000,000.00	199,485,867.46	195,307,917.04	22.12	1,230	816	2.848	2.887
PFA - HELICOPTER	1,301,112.61	1,301,112.61	1,301,112.61	0.15	2,559	2,049	2.442	2.476
Local Agency GO Bond	185,000.00	185,000.00	185,000.00	0.02	1,113	679	0.536	0.543
Local Agency Bonds	45,268,908.00	45,268,908.00	45,268,908.00	5.13	10,774	9,184	4.728	4.794
Rolling Repurchase Agreements - 2	70,041,447.56	70,041,447.56	70,041,447.56	7.93	1	1	0.197	0.200
mPower Placer	296,845.36	296,845.36	296,845.36	0.03	1	1	3.452	3.500
Investments	**880,093,313.53**	**892,734,119.88**	**882,845,071.52**	**100.00%**	**1,800**	**1,472**	**2.290**	**2.322**
Cash								
Passbook/Checking (not included in yield calculations)	71,274,435.75	71,274,435.75	71,274,435.75		1	1	0.000	0.000
Total Cash and Investments	**951,367,749.28**	**964,008,555.63**	**954,119,507.27**		**1,800**	**1,472**	**2.290**	**2.322**

Total Earnings	August 31 Month Ending	Fiscal Year To Date
Current Year	2,132,528.78	4,101,716.10
Average Daily Balance	**974,693,092.84**	**1,019,194,851.03**
Effective Rate of Return	**2.58%**	**2.37%**

Kimberly Hawley 9/8/10

KIMBERLY HAWLEY, CHIEF DEPUTY TREASURER

Reporting period 08/01/2010-08/31/2010
Data Updated: FUNDSNAP: 09/02/2010 09:18
Run Date: 09/02/2010 - 09:18

General Fund
Portfolio Management
Portfolio Details - Investments
August 31, 2010

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
U.S. Treasury Coupons											
912828HY9	08070	U. S. TREASURY COUPON		09/30/2008	10,000,000.00	10,671,100.00	10,088,056.63	3.125	2.732	972	04/30/2013
912828KU3	08226	U. S. TREASURY COUPON		06/09/2009	10,000,000.00	10,046,900.00	9,983,453.54	0.875	1.355	272	05/31/2011
912828LB4	09266	U. S. TREASURY COUPON		08/12/2009	10,000,000.00	10,199,600.00	9,956,033.47	1.500	1.718	683	07/15/2012
912828KP4	09267	U. S. TREASURY COUPON		08/12/2009	10,000,000.00	10,157,400.00	9,953,674.28	1.375	1.631	622	05/15/2012
912828LX6	09302	U. S. TREASURY COUPON		12/01/2009	10,000,000.00	10,181,300.00	10,062,968.75	1.375	1.069	806	11/15/2012
912828LX6	09311	U. S. TREASURY COUPON		12/10/2009	10,000,000.00	10,181,300.00	10,030,573.06	1.375	1.216	806	11/15/2012
912828LT5	09313	U. S. TREASURY COUPON		12/11/2009	10,000,000.00	10,075,000.00	10,025,058.96	1.000	0.772	425	10/31/2011
912828EG1	09317	U. S. TREASURY COUPON		12/15/2009	10,000,000.00	10,013,300.00	10,013,612.00	3.875	0.305	14	09/15/2010
912828JD3	09394	U. S. TREASURY COUPON		03/30/2010	10,000,000.00	10,768,800.00	10,440,198.86	3.375	1.742	1,033	06/30/2013
		Subtotal and Average	**90,554,491.87**		**90,000,000.00**	**92,294,700.00**	**90,533,629.55**		**1.396**	**628**	
Federal Agency Coupons											
31331GQG7	08150	FEDERAL FARM CREDIT BANK		03/17/2009	10,000,000.00	10,081,300.00	10,000,000.00	1.800	1.775	197	03/17/2011
31331GP45	09280	FEDERAL FARM CREDIT BANK		09/10/2009	10,000,000.00	10,003,100.00	10,000,000.00	2.000	1.973	740	09/10/2012
31331GS26	09281	FEDERAL FARM CREDIT BANK		09/23/2009	10,000,000.00	10,012,500.00	9,994,260.42	2.350	2.337	1,118	09/23/2013
31331G7L7	09319	FEDERAL FARM CREDIT BANK		12/22/2009	10,000,000.00	10,246,900.00	9,997,845.83	2.820	2.787	1,573	12/22/2014
31331JRP0	09456	FEDERAL FARM CREDIT BANK		06/16/2010	10,000,000.00	10,006,300.00	10,000,000.00	2.240	2.209	1,384	06/16/2014
3133XVEW7	09327	FEDERAL HOME LOAN BANK		01/08/2010	10,000,000.00	10,021,900.00	9,988,817.98	2.500	2.502	1,140	10/15/2013
3133XWRD3	09340	FEDERAL HOME LOAN BANK		01/26/2010	10,000,000.00	10,018,800.00	10,000,000.00	1.000	0.986	1,059	07/26/2013
3133XX7H4	09373	FEDERAL HOME LOAN BANK		03/04/2010	10,000,000.00	10,088,083.33	10,000,583.33	2.100	2.071	1,098	09/03/2013
3133XXHK6	09379	FEDERAL HOME LOAN BANK		03/10/2010	10,000,000.00	10,003,100.00	9,991,357.14	2.050	2.051	1,105	09/10/2013
313370P69	10005	FEDERAL HOME LOAN BANK		08/26/2010	10,000,000.00	9,996,900.00	10,000,000.00	1.000	0.986	1,820	08/26/2015
3128X9KE9	09354	FED HOME LOAN MORT CORP		02/10/2010	10,000,000.00	10,048,700.00	10,008,452.83	3.000	2.880	1,526	11/05/2014
3128X9C65	09378	FED HOME LOAN MORT CORP		03/10/2010	10,000,000.00	10,123,400.00	10,000,000.00	2.625	2.589	1,470	09/10/2014
3128X9C24	09380	FED HOME LOAN MORT CORP		03/10/2010	10,000,000.00	10,127,000.00	10,000,000.00	3.000	2.959	1,651	03/10/2015
3128X96M7	09421	FED HOME LOAN MORT CORP		04/29/2010	10,000,000.00	10,034,400.00	10,006,444.44	2.500	2.424	1,701	04/29/2015
3134G1ER1	09458	FED HOME LOAN MORT CORP		06/17/2010	10,000,000.00	10,035,800.00	10,000,000.00	1.750	1.726	1,750	06/17/2015
3136F9PZ0	07005	FEDERAL NATIONAL MORT. ASSOC.		05/28/2008	10,000,000.00	10,859,400.00	9,983,550.00	4.050	4.061	1,000	05/28/2013
3136FHDR3	08154	FEDERAL NATIONAL MORT. ASSOC.		03/23/2009	10,000,000.00	10,093,800.00	9,998,699.07	2.500	2.474	569	03/23/2012
3136FHHH1	08172	FEDERAL NATIONAL MORT. ASSOC.		04/14/2009	10,000,000.00	10,053,100.00	9,992,761.11	2.000	3.140	1,321	04/14/2014
3136FHHH1	08173	FEDERAL NATIONAL MORT. ASSOC.		04/14/2009	10,000,000.00	10,053,100.00	9,996,380.56	2.000	3.129	1,321	04/14/2014
3136FHMA0	08183	FEDERAL NATIONAL MORT. ASSOC.		04/29/2009	10,000,000.00	10,025,000.00	9,998,456.35	2.250	2.227	789	10/29/2012
3136FHNU5	08193	FEDERAL NATIONAL MORT. ASSOC.		05/06/2009	10,000,000.00	10,103,100.00	9,992,638.89	2.000	1.993	1,343	05/06/2014
3136FJFL0	09294	FEDERAL NATIONAL MORT. ASSOC.		10/29/2009	10,000,000.00	10,015,600.00	9,999,631.53	2.125	3.443	859	01/07/2013
3136FJG70	09322	FEDERAL NATIONAL MORT. ASSOC.		12/30/2009	10,000,000.00	10,065,600.00	9,982,677.78	2.400	2.409	1,581	12/30/2014
3136FJ7A3	09367	FEDERAL NATIONAL MORT. ASSOC.		02/26/2010	10,000,000.00	10,100,000.00	9,995,530.39	3.625	3.411	1,581	12/30/2014

General Fund
Portfolio Management
Portfolio Details - Investments
August 31, 2010

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Federal Agency Coupons											
3136FMBE3	09372	FEDERAL NATIONAL MORT. ASSOC.		03/02/2010	10,000,000.00	10,050,000.00	9,995,497.22	1.550	1.539	1,643	03/02/2015
31398AJ29	09381	FEDERAL NATIONAL MORT. ASSOC.		03/16/2010	10,000,000.00	10,006,300.00	10,000,000.00	2.100	2.071	1,111	09/16/2013
3136FMBQ6	09382	FEDERAL NATIONAL MORT. ASSOC.		03/17/2010	10,000,000.00	10,006,300.00	10,000,000.00	2.500	2.466	1,658	03/17/2015
3136FMEF7	09383	FEDERAL NATIONAL MORT. ASSOC.		03/22/2010	10,000,000.00	10,015,600.00	10,000,000.00	2.570	2.535	1,482	09/22/2014
3136FMDZ4	09384	FEDERAL NATIONAL MORT. ASSOC.		03/24/2010	10,000,000.00	10,093,800.00	10,000,000.00	2.125	2.096	1,665	03/24/2015
3136FMDG6	09385	FEDERAL NATIONAL MORT. ASSOC.		03/24/2010	10,000,000.00	10,009,400.00	10,000,000.00	2.000	1.973	1,665	03/24/2015
3136FMHX5	09387	FEDERAL NATIONAL MORT. ASSOC.		03/26/2010	10,000,000.00	10,281,300.00	10,000,000.00	2.000	1.973	1,667	03/26/2015
3136FMEJ9	09389	FEDERAL NATIONAL MORT. ASSOC.		03/29/2010	10,000,000.00	10,012,500.00	9,995,650.13	2.000	1.989	1,031	06/28/2013
31398AK35	09391	FEDERAL NATIONAL MORT. ASSOC.		03/29/2010	10,000,000.00	10,067,655.56	9,991,321.36	1.850	1.867	936	03/25/2013
31398AJ29	09392	FEDERAL NATIONAL MORT. ASSOC.		03/29/2010	10,000,000.00	10,013,883.33	10,000,997.52	2.100	2.093	1,111	09/16/2013
3136FMFG4	09393	FEDERAL NATIONAL MORT. ASSOC.		03/30/2010	10,000,000.00	10,046,900.00	10,000,000.00	2.000	1.973	1,671	03/30/2015
31398AJ29	09398	FEDERAL NATIONAL MORT. ASSOC.		04/01/2010	10,000,000.00	10,015,050.00	10,003,472.89	2.100	2.089	1,111	09/16/2013
31398AJ29	09403	FEDERAL NATIONAL MORT. ASSOC.		04/12/2010	10,000,000.00	10,021,466.67	10,001,856.30	2.100	2.116	1,111	09/16/2013
3136FMKM5	09409	FEDERAL NATIONAL MORT. ASSOC.		04/15/2010	10,000,000.00	10,021,900.00	10,000,000.00	2.250	2.219	1,687	04/15/2015
3136FMLQ5	09411	FEDERAL NATIONAL MORT. ASSOC.		04/20/2010	10,000,000.00	10,025,000.00	10,000,000.00	2.500	2.466	1,692	04/20/2015
3136FMLH5	09414	FEDERAL NATIONAL MORT. ASSOC.		04/22/2010	10,000,000.00	10,028,100.00	10,000,000.00	2.250	2.219	1,694	04/22/2015
3136FMMD3	09416	FEDERAL NATIONAL MORT. ASSOC.		04/27/2010	10,000,000.00	10,371,900.00	10,000,000.00	3.070	3.028	1,699	04/27/2015
3136FMRD8	09417	FEDERAL NATIONAL MORT. ASSOC.		04/28/2010	10,000,000.00	10,031,300.00	10,000,000.00	2.500	3.122	1,700	04/28/2015
3136FMRJ5	09451	FEDERAL NATIONAL MORT. ASSOC.		05/26/2010	10,000,000.00	10,050,000.00	10,000,000.00	2.500	2.466	1,728	05/26/2015
3136FMTY0	09452	FEDERAL NATIONAL MORT. ASSOC.		05/28/2010	10,000,000.00	10,265,600.00	9,998,103.33	2.000	1.977	1,730	05/28/2015
3136FMUX0	09453	FEDERAL NATIONAL MORT. ASSOC.		06/03/2010	10,000,000.00	10,031,300.00	10,000,000.00	2.000	1.973	1,736	06/03/2015
3136FMWB6	09454	FEDERAL NATIONAL MORT. ASSOC.		06/10/2010	10,000,000.00	10,040,600.00	9,995,225.00	2.000	1.983	1,743	06/10/2015
3136FMXY5	09455	FEDERAL NATIONAL MORT. ASSOC.		06/15/2010	10,000,000.00	10,090,600.00	10,000,000.00	2.000	1.973	1,748	06/15/2015
3136FMVQ4	09457	FEDERAL NATIONAL MORT. ASSOC.		06/17/2010	10,000,000.00	10,046,900.00	10,000,000.00	2.000	1.973	1,750	06/17/2015
		Subtotal and Average	**524,758,965.38**		**480,000,000.00**	**483,860,238.89**	**479,910,211.40**		**2.307**	**1,385**	
Medium Term Notes											
06051GEB1	10001	BANK OF AMERICA CORP		07/26/2010	13,000,000.00	13,691,145.00	13,719,153.64	4.500	3.475	1,673	04/01/2015
59018YXY2	10004	BANK OF AMERICA CORP		08/23/2010	10,000,000.00	9,992,327.41	9,982,981.63	0.698	0.735	327	07/25/2011
06050BAA9	08100	Bank of America Corp - FDIC		12/04/2008	10,000,000.00	10,446,700.00	10,005,847.18	3.125	3.048	653	06/15/2012
06406HBA6	08124	Bank of New York Mellon		01/14/2009	10,000,000.00	10,452,400.00	10,229,018.87	5.125	3.018	426	11/01/2011
06406HBE8	09295	Bank of New York Mellon		11/02/2009	10,000,000.00	10,825,600.00	10,602,024.10	4.950	2.042	792	11/01/2012
2254C0TC1	09347	Credit Suisse New York		01/29/2010	10,000,000.00	10,820,100.00	10,632,360.88	5.000	2.512	987	05/15/2013
36962GM68	09259	General Electric Company		08/03/2009	10,000,000.00	10,434,400.00	10,163,140.10	4.375	2.941	446	11/21/2011
36962GX82	08106	GENERAL ELECTRIC CAPITAL CORP		08/29/2006	5,000,000.00	5,085,900.00	5,000,000.00	5.720	5.644	355	08/22/2011
36962G3T9	08280	GENERAL ELECTRIC CAPITAL CORP		09/03/2009	10,000,000.00	10,788,500.00	10,284,066.77	4.800	4.367	973	05/01/2013

General Fund
Portfolio Management
Portfolio Details - Investments
August 31, 2010

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Medium Term Notes											
36962G4K7	09459	GENERAL ELECTRIC CAPITAL CORP		06/24/2010	10,000,000.00	9,973,800.00	9,882,732.69	1.153	1.659	867	01/15/2013
36962GN1	10002	GENERAL ELECTRIC CAPITAL CORP		08/11/2010	10,000,000.00	9,995,055.56	9,995,055.56	2.500	2.476	1,805	08/11/2015
36962G4N1	10003	GENERAL ELECTRIC CAPITAL CORP		08/18/2010	10,000,000.00	9,950,061.11	9,985,006.12	2.500	2.508	1,805	08/11/2015
38146FAA9	08101	Goldman Sachs Group - FDIC		12/04/2008	10,000,000.00	10,456,100.00	10,042,055.07	3.250	2.959	653	06/15/2012
78008HRD4	09306	Royal Bank of Canada		12/08/2009	10,000,000.00	10,000,000.00	10,000,000.00	1.250	1.233	829	12/08/2012
929903DF6	09406	WACHOVIA CORP		04/14/2010	10,000,000.00	9,938,378.38	9,938,378.38	0.636	0.663	600	04/23/2012
949746NB3	06251	WELLS FARGO & CO.		11/21/2006	10,000,000.00	10,157,900.00	9,991,705.97	4.875	5.059	133	01/12/2011
949746NY3	08104	WELLS FARGO & CO.		12/08/2008	10,000,000.00	10,665,000.00	9,854,390.08	4.375	4.977	883	01/31/2013
949744AA4	08106	WELLS FARGO & CO - FDIC		12/10/2008	5,000,000.00	5,162,500.00	5,000,000.00	3.000	2.959	464	12/09/2011
949744AA4	08107	WELLS FARGO & CO - FDIC		12/10/2008	20,000,000.00	20,650,000.00	20,000,000.00	3.000	2.959	464	12/09/2011
		Subtotal and Average	**182,300,615.11**		**193,000,000.00**	**199,485,867.46**	**195,307,917.04**		**2.848**	**816**	
PFA - HELICOPTER											
SYS08169	08169	Public Finance Authority		04/09/2009	1,301,112.61	1,301,112.61	1,301,112.61	2.476	2.442	2,049	04/11/2016
		Subtotal and Average	**1,301,112.61**		**1,301,112.61**	**1,301,112.61**	**1,301,112.61**		**2.442**	**2,049**	
Local Agency GO Bond											
SYS08242	08242	Newcastle Elem. School Distric		06/24/2009	60,000.00	60,000.00	60,000.00	1.090	0.614	303	07/01/2011
SYS08243	08243	Newcastle Elem. School Distric		06/24/2009	60,000.00	60,000.00	60,000.00	1.370	0.504	669	07/01/2012
SYS08244	08244	Newcastle Elem. School Distric		06/24/2009	65,000.00	65,000.00	65,000.00	1.830	0.492	1,034	07/01/2013
		Subtotal and Average	**185,000.00**		**185,000.00**	**185,000.00**	**185,000.00**		**0.536**	**679**	
Local Agency Bonds											
SYS05311	05311	MIDDLE FORK JPA		03/29/2006	44,468,908.00	44,468,908.00	44,468,908.00	4.870	4.803	9,344	04/01/2036
SYS10006	10006	mPower Placer		07/01/2010	800,000.00	800,000.00	800,000.00	0.550	0.542	302	06/30/2011
		Subtotal and Average	**45,268,908.00**		**45,268,908.00**	**45,268,908.00**	**45,268,908.00**		**4.728**	**9,184**	
Rolling Repurchase Agreements - 2											
SYS09430	09430	CANTOR FITZGERALD		05/07/2010	70,041,447.56	70,041,447.56	70,041,447.56	0.200	0.197	1	
		Subtotal and Average	**70,034,634.12**		**70,041,447.56**	**70,041,447.56**	**70,041,447.56**		**0.197**	**1**	
mPower Placer											
SYS09460	09460	mPower Placer		06/24/2010	296,845.36	296,845.36	296,845.36	3.500	3.452	1	
		Subtotal and Average	**271,315.35**		**296,845.36**	**296,845.36**	**296,845.36**		**3.452**	**1**	

General Fund
Portfolio Management
Portfolio Details - Investments
August 31, 2010

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity
		Total and Average	974,693,092.84		880,093,313.53	892,734,119.88	882,845,071.52		2.290	1,472

4.6.10

General Fund
Portfolio Management
Portfolio Details - Cash
August 31, 2010

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity
Cash at Bank										
SYS00000	00000	PLACER COUNTY CASH			2,494,298.55	2,494,298.55	2,494,298.55		0.000	1
Undeposited Receipts										
SYS00000VAULT	00000VAULT	PLACER COUNTY CASH			1,156,008.70	1,156,008.70	1,156,008.70		0.000	1
Wells Fargo Sweep										
SYS00000SWEEP	00000SWEEP	WFB REPURCHASE-SWEEP			67,624,128.50	67,624,128.50	67,624,128.50		0.000	1
		Average Balance	**0.00**							**1**
		Total Cash and Investments	**974,693,092.84**		**951,367,749.28**	**964,008,555.63**	**954,119,507.27**		**2.290**	**1,472**

4.6.17



General Fund
Purchases Report
Sorted by Fund - Investment Number
August 1, 2010 - August 31, 2010

CUSIP	Investment #	Fund	Sec. Type	Issuer	Original Par Value	Purchase Date	Payment Periods	Principal Purchased	Accrued Interest at Purchase	Rate at Purchase	Maturity Date	YTM 365	Ending Book Value
General Fund													
36962GN1	10002	1010	MTN	GE CAP	10,000,000.00	08/11/2010	11/11 - Quarterly	9,995,000.00		2.500	08/11/2015	2.511	9,995,055.56
36962G4N1	10003	1010	MTN	GE CAP	10,000,000.00	08/18/2010	11/11 - Quarterly	9,980,000.00	4,861.11	2.500	08/11/2015	2.543	9,985,006.12
59018YXY2	10004	1010	MTN	BAC	10,000,000.00	08/23/2010	10/25 - Quarterly	9,977,000.00	5,427.41	0.698	07/25/2011	0.746	9,982,981.63
313370P69	10005	1010	FAC	FHLB	10,000,000.00	08/26/2010	02/26 - 08/26	10,000,000.00		1.000	08/26/2015	1.000	10,000,000.00
				Subtotal	**40,000,000.00**			**39,952,000.00**	**10,288.52**				**39,963,043.31**
				Total Purchases	**40,000,000.00**			**39,952,000.00**	**10,288.52**				**39,963,043.31**

4.6.18

Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer

COUNTY OF PLACER

TREASURER'S POOLED INVESTMENT REPORT

For the Month of SEPTEMBER 30, 2010

4.6.17

2976 Richardson Drive • Auburn, California 95603
Tax Collector / Business Licenses (530) 889-4120 • Treasurer (530) 889-4140 • Bonds (530) 889-4146

PREFACE

Placer County Treasurer's Pooled Investment Report

September 30, 2010

Market values are only relevant if the investment is sold prior to maturity. Profit or loss would be realized only if the specific investment were to be sold.

For the purpose of clarity the following glossary of investment terms has been provided.

Book Value is the purchase price of a security plus amortization of any premium or discount. This may be more or less than face value, depending upon whether the security was purchased at a premium or at a discount.

Face Value is the principal amount of a security and the amount of principal that will be paid at maturity.

Market Value is the value at which a security can be sold at the time it is priced or the need to sell arises.

Government Code 53646 Compliance Report

The following information is a monthly update of funds on deposit in the Placer County Treasury pursuant to California Government code Section 53646. Further details of individual investments are included in the Treasurer's Monthly Investment Report. All investment transactions and decisions have been made with full compliance with California Government Code and Placer County's Statement of Investment Policy.

Individual securities are priced at the end of each month by Wells Fargo Bank.

The Weighted Average Maturity of the investments with the Treasury is 1,501 days.

The ability of the Placer County Treasury to meet its cash flow needs is demonstrated by $146,339,571.84 in cash and investments maturing in the next 180 days.

4.6.20

General Fund
Portfolio Management
Portfolio Summary
September 30, 2010

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Coupons	80,000,000.00	82,307,100.00	80,507,461.50	9.04	1,064	675	1.531	1.553
Federal Agency Coupons	430,000,000.00	433,456,972.22	429,916,242.13	48.27	1,657	1,439	2.222	2.253
Medium Term Notes	227,000,000.00	232,869,690.96	228,499,193.96	25.66	1,273	901	2.670	2.707
PFA - HELICOPTER	1,301,112.61	1,301,112.61	1,301,112.61	0.15	2,559	2,019	2.442	2.476
Local Agency GO Bond	185,000.00	185,000.00	185,000.00	0.02	1,113	649	0.536	0.543
Local Agency Bonds	49,686,629.00	49,686,629.00	49,686,629.00	5.58	10,790	9,168	4.463	4.525
Rolling Repurchase Agreements - 2	100,052,234.63	100,052,234.63	100,052,234.63	11.23	1	1	0.168	0.170
mPower Placer	468,364.63	468,364.63	468,364.63	0.05	1	1	3.452	3.500
	888,693,340.87	**900,327,104.05**	**890,616,238.46**	**100.00%**	**1,829**	**1,501**	**2.169**	**2.199**
Investments								
Cash								
Passbook/Checking (not included in yield calculations)	23,287,337.21	23,287,337.21	23,287,337.21		1	1	0.000	0.000
Total Cash and Investments	**911,980,678.08**	**923,614,441.26**	**913,903,575.67**		**1,829**	**1,501**	**2.169**	**2.199**

Total Earnings	September 30 Month Ending	Fiscal Year To Date
Current Year	1,664,407.97	5,805,401.80
Average Daily Balance	**939,743,668.76**	**993,286,856.81**
Effective Rate of Return	**2.15%**	**2.32%**

Kimberly Hawley 10/6/10

KIMBERLY HAWLEY, CHIEF DEPUTY TREASURER

12.9.11

Reporting period 09/01/2010-09/30/2010
Data Updated: FUNDSNAP: 10/06/2010 09:17
Run Date: 10/06/2010 - 09:17

General Fund
Portfolio Management
Portfolio Details - Investments
September 30, 2010

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
U.S. Treasury Coupons											
912828HY9	08070	U. S. TREASURY COUPON		09/30/2008	10,000,000.00	10,669,500.00	10,085,338.84	3.125	2.732	942	04/30/2013
912828KU3	08226	U. S. TREASURY COUPON		06/09/2009	10,000,000.00	10,043,800.00	9,967,484.40	0.875	1.355	242	05/31/2011
912828LB4	09266	U. S. TREASURY COUPON		08/12/2009	10,000,000.00	10,202,300.00	9,957,964.65	1.500	1.718	653	07/15/2012
912828KP4	09267	U. S. TREASURY COUPON		08/12/2009	10,000,000.00	10,162,100.00	9,955,908.64	1.375	1.631	592	05/15/2012
912828LX6	09302	U. S. TREASURY COUPON		12/01/2009	10,000,000.00	10,193,000.00	10,060,625.00	1.375	1.069	776	11/15/2012
912828LX6	09311	U. S. TREASURY COUPON		12/10/2009	10,000,000.00	10,193,000.00	10,029,435.11	1.375	1.216	776	11/15/2012
912828LT5	09313	U. S. TREASURY COUPON		12/11/2009	10,000,000.00	10,074,600.00	10,023,290.09	1.000	0.772	395	10/31/2011
912828JD3	09394	U. S. TREASURY COUPON		03/30/2010	10,000,000.00	10,768,800.00	10,427,414.77	3.375	1.742	1,003	06/30/2013
		Subtotal and Average	**85,183,146.20**		**80,000,000.00**	**82,307,100.00**	**80,507,461.50**		**1.531**	**675**	
Federal Agency Coupons											
31331GQG7	08150	FEDERAL FARM CREDIT BANK		03/17/2009	10,000,000.00	10,071,900.00	10,000,000.00	1.800	1.775	167	03/17/2011
31331G7L7	09319	FEDERAL FARM CREDIT BANK		12/22/2009	10,000,000.00	10,237,500.00	9,997,887.50	2.820	2.787	1,543	12/22/2014
31331JC35	10008	FEDERAL FARM CREDIT BANK		09/17/2010	10,000,000.00	10,014,144.44	9,996,834.33	1.220	1.227	1,249	03/03/2014
31331JC84	10013	FEDERAL FARM CREDIT BANK		09/27/2010	10,000,000.00	10,011,500.00	10,005,200.00	1.040	1.026	1,074	09/09/2013
31331JK36	10015	FEDERAL FARM CREDIT BANK		09/29/2010	10,000,000.00	10,021,900.00	10,000,000.00	1.680	1.657	1,550	12/29/2014
3133XVEW7	09327	FEDERAL HOME LOAN BANK		01/08/2010	10,000,000.00	10,006,300.00	9,989,116.43	2.500	2.502	1,110	10/15/2013
3133XWRD3	09340	FEDERAL HOME LOAN BANK		01/26/2010	10,000,000.00	10,015,600.00	10,000,000.00	1.000	0.986	1,029	07/26/2013
3133XX7H4	09373	FEDERAL HOME LOAN BANK		03/04/2010	10,000,000.00	10,071,900.00	10,000,000.00	2.100	2.071	1,068	09/03/2013
313370P69	10005	FEDERAL HOME LOAN BANK		08/26/2010	10,000,000.00	10,003,100.00	10,000,000.00	1.000	0.986	1,790	08/26/2015
313370PX0	10007	FEDERAL HOME LOAN BANK		09/01/2010	10,000,000.00	10,009,400.00	10,000,000.00	2.000	1.973	1,796	09/01/2015
313370RA8	10009	FEDERAL HOME LOAN BANK		09/17/2010	10,000,000.00	10,036,627.78	10,009,147.48	1.820	1.800	1,788	08/24/2015
3133712G0	10014	FEDERAL HOME LOAN BANK		09/29/2010	10,000,000.00	9,971,900.00	9,990,011.11	1.250	1.253	1,824	09/29/2015
3128X9KE9	09354	FED HOME LOAN MORT CORP		02/10/2010	10,000,000.00	10,025,700.00	10,004,490.57	3.000	2.880	1,496	11/05/2014
3128X9C65	09378	FED HOME LOAN MORT CORP		03/10/2010	10,000,000.00	10,102,100.00	10,000,000.00	2.625	2.589	1,440	09/10/2014
3128X9C24	09380	FED HOME LOAN MORT CORP		03/10/2010	10,000,000.00	10,107,600.00	10,000,000.00	3.000	2.959	1,621	03/10/2015
3128X96M7	09421	FED HOME LOAN MORT CORP		04/29/2010	10,000,000.00	10,016,800.00	10,003,111.11	2.500	2.424	1,671	04/29/2015
3134G1ER1	09458	FED HOME LOAN MORT CORP		06/17/2010	10,000,000.00	10,026,300.00	10,000,000.00	1.750	1.726	1,720	06/17/2015
3136F9PZ0	07005	FEDERAL NATIONAL MORT. ASSOC.		05/28/2008	10,000,000.00	10,859,400.00	9,984,050.00	4.050	4.061	970	05/28/2013
3136FHDR3	08154	FEDERAL NATIONAL MORT. ASSOC.		03/23/2009	10,000,000.00	10,081,300.00	9,998,768.52	2.500	2.474	539	03/23/2012
3136FHHH1	08172	FEDERAL NATIONAL MORT. ASSOC.		04/14/2009	10,000,000.00	10,093,800.00	9,992,927.78	2.000	3.140	1,291	04/14/2014
3136FHHH1	08173	FEDERAL NATIONAL MORT. ASSOC.		04/14/2009	10,000,000.00	10,093,800.00	9,996,463.89	2.000	3.129	1,291	04/14/2014
3136FHMA0	08183	FEDERAL NATIONAL MORT. ASSOC.		04/29/2009	10,000,000.00	10,012,500.00	9,998,515.87	2.250	2.227	759	10/29/2012
3136FHNU5	08193	FEDERAL NATIONAL MORT. ASSOC.		05/06/2009	10,000,000.00	10,087,500.00	9,992,805.56	2.000	1.993	1,313	05/06/2014
3136FJFL0	09294	FEDERAL NATIONAL MORT. ASSOC.		10/29/2009	10,000,000.00	10,003,100.00	9,999,644.60	2.125	3.443	829	01/07/2013
3136FJG70	09322	FEDERAL NATIONAL MORT. ASSOC.		12/30/2009	10,000,000.00	10,050,000.00	9,983,011.11	2.400	2.409	1,551	12/30/2014

General Fund
Portfolio Management
Portfolio Details - Investments
September 30, 2010

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Federal Agency Coupons											
3136FJ7A3	09367	FEDERAL NATIONAL MORT. ASSOC.		02/26/2010	10,000,000.00	10,075,000.00	9,995,616.40	3.625	3.411	1,551	12/30/2014
3136FMBE3	09372	FEDERAL NATIONAL MORT. ASSOC.		03/02/2010	10,000,000.00	10,043,800.00	9,995,580.56	1.550	1.539	1,613	03/02/2015
3136FMDZ4	09384	FEDERAL NATIONAL MORT. ASSOC.		03/24/2010	10,000,000.00	10,081,300.00	10,000,000.00	2.125	2.096	1,635	03/24/2015
3136FMHX5	09387	FEDERAL NATIONAL MORT. ASSOC.		03/26/2010	10,000,000.00	10,240,600.00	10,000,000.00	2.000	1.973	1,637	03/26/2015
31398AK35	09391	FEDERAL NATIONAL MORT. ASSOC.		03/29/2010	10,000,000.00	10,056,300.00	9,989,614.31	1.850	1.867	906	03/25/2013
3136FMFG4	09393	FEDERAL NATIONAL MORT. ASSOC.		03/30/2010	10,000,000.00	10,040,600.00	10,000,000.00	2.000	1.973	1,641	03/30/2015
3136FMKM5	09409	FEDERAL NATIONAL MORT. ASSOC.		04/15/2010	10,000,000.00	10,006,300.00	10,000,000.00	2.250	2.219	1,657	04/15/2015
3136FMLQ5	09411	FEDERAL NATIONAL MORT. ASSOC.		04/20/2010	10,000,000.00	10,009,400.00	10,000,000.00	2.500	2.466	1,662	04/20/2015
3136FMLH5	09414	FEDERAL NATIONAL MORT. ASSOC.		04/22/2010	10,000,000.00	10,012,500.00	10,000,000.00	2.250	2.219	1,664	04/22/2015
3136FMMD3	09416	FEDERAL NATIONAL MORT. ASSOC.		04/27/2010	10,000,000.00	10,362,500.00	10,000,000.00	3.070	3.028	1,669	04/27/2015
3136FMRD8	09417	FEDERAL NATIONAL MORT. ASSOC.		04/28/2010	10,000,000.00	10,015,600.00	10,000,000.00	2.500	3.122	1,670	04/28/2015
3136FMRJ5	09451	FEDERAL NATIONAL MORT. ASSOC.		05/26/2010	10,000,000.00	10,031,300.00	10,000,000.00	2.500	2.466	1,698	05/26/2015
3136FMTY0	09452	FEDERAL NATIONAL MORT. ASSOC.		05/28/2010	10,000,000.00	10,275,000.00	9,998,136.67	2.000	1.977	1,700	05/28/2015
3136FMUX0	09453	FEDERAL NATIONAL MORT. ASSOC.		06/03/2010	10,000,000.00	10,021,900.00	10,000,000.00	2.000	1.973	1,706	06/03/2015
3136FMWB6	09454	FEDERAL NATIONAL MORT. ASSOC.		06/10/2010	10,000,000.00	10,028,100.00	9,995,308.33	2.000	1.983	1,713	06/10/2015
3136FMXY5	09455	FEDERAL NATIONAL MORT. ASSOC.		06/15/2010	10,000,000.00	10,081,300.00	10,000,000.00	2.000	1.973	1,718	06/15/2015
3136FMVQ4	09457	FEDERAL NATIONAL MORT. ASSOC.		06/17/2010	10,000,000.00	10,034,400.00	10,000,000.00	2.000	1.973	1,720	06/17/2015
3136FPGB7	10011	FEDERAL NATIONAL MORT. ASSOC.		09/24/2010	10,000,000.00	10,009,400.00	10,000,000.00	2.000	1.785	1,823	09/28/2015
		Subtotal and Average	**451,914,417.10**		**430,000,000.00**	**433,456,972.22**	**429,916,242.13**		**2.222**	**1,439**	
Medium Term Notes											
06051GEB1	10001	BANK OF AMERICA CORP		07/26/2010	13,000,000.00	13,859,625.00	13,710,066.75	4.500	3.531	1,643	04/01/2015
59018YXY2	10004	BANK OF AMERICA CORP		08/23/2010	10,000,000.00	9,996,127.41	9,985,059.94	0.698	0.735	297	07/25/2011
06050MDZ7	10010	BANK OF AMERICA CORP		09/24/2010	10,000,000.00	9,534,755.48	9,568,652.59	0.622	1.758	1,445	09/15/2014
06050MDZ7	10016	BANK OF AMERICA CORP		09/30/2010	10,000,000.00	9,535,792.46	9,552,903.66	0.622	1.802	1,445	09/15/2014
06050BAA9	08100	Bank of America Corp - FDIC		12/04/2008	10,000,000.00	10,419,900.00	10,005,574.79	3.125	3.048	623	06/15/2012
06406HBA6	08124	Bank of New York Mellon		01/14/2009	10,000,000.00	10,486,700.00	10,212,660.38	5.125	3.018	396	11/01/2011
06406HBE8	09295	Bank of New York Mellon		11/02/2009	10,000,000.00	10,845,800.00	10,578,869.32	4.950	2.042	762	11/01/2012
084670AY4	10012	BERKSHIRE HATHAWAY FINANCE		09/27/2010	14,000,000.00	14,083,290.61	14,084,928.03	0.834	0.622	864	02/11/2013
2254C0TC1	09347	Credit Suisse New York		01/29/2010	10,000,000.00	10,894,300.00	10,612,883.64	5.000	2.512	957	05/15/2013
36962GM68	09259	General Electric Company		08/03/2009	10,000,000.00	10,415,300.00	10,152,016.91	4.375	2.941	416	11/21/2011
36962GX82	06106	GENERAL ELECTRIC CAPITAL CORP		08/29/2006	5,000,000.00	5,069,750.00	5,000,000.00	5.720	5.644	325	08/22/2011
36962G3T9	08280	GENERAL ELECTRIC CAPITAL CORP		09/03/2009	10,000,000.00	10,793,800.00	10,275,189.68	4.800	4.367	943	05/01/2013
36962G4K7	09459	GENERAL ELECTRIC CAPITAL CORP		06/24/2010	10,000,000.00	10,011,100.00	9,886,790.38	1.153	1.659	837	01/15/2013
36962GN1	10002	GENERAL ELECTRIC CAPITAL CORP		08/11/2010	10,000,000.00	9,995,138.89	9,995,138.89	2.500	2.476	1,775	08/11/2015
36962G4N1	10003	GENERAL ELECTRIC CAPITAL CORP		08/18/2010	10,000,000.00	9,929,761.11	9,985,340.75	2.500	2.508	1,775	08/11/2015

General Fund
Portfolio Management
Portfolio Details - Investments
September 30, 2010

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Medium Term Notes											
38146FAA9	08101	Goldman Sachs Group - FDIC		12/04/2008	10,000,000.00	10,454,800.00	10,040,095.99	3.250	2.959	623	06/15/2012
78008HRD4	09306	Royal Bank of Canada		12/08/2009	10,000,000.00	10,000,000.00	10,000,000.00	1.250	1.233	799	12/08/2012
78008KKX0	10017	Royal Bank of Canada		09/30/2010	10,000,000.00	10,000,000.00	10,000,000.00	1.750	1.726	1,825	09/30/2015
949746NB3	06251	WELLS FARGO & CO.		11/21/2006	10,000,000.00	10,121,400.00	9,993,605.37	4.875	5.059	103	01/12/2011
949746NY3	08104	WELLS FARGO & CO.		12/08/2008	10,000,000.00	10,672,100.00	9,859,416.89	4.375	4.977	853	01/31/2013
949744AA4	08106	WELLS FARGO & CO - FDIC		12/10/2008	5,000,000.00	5,150,050.00	5,000,000.00	3.000	2.959	434	12/09/2011
949744AA4	08107	WELLS FARGO & CO - FDIC		12/10/2008	20,000,000.00	20,600,200.00	20,000,000.00	3.000	2.959	434	12/09/2011
		Subtotal and Average	**199,700,677.85**		**227,000,000.00**	**232,869,690.96**	**228,499,193.96**		**2.670**	**901**	
PFA - HELICOPTER											
SYS08169	08169	Public Finance Authority		04/09/2009	1,301,112.61	1,301,112.61	1,301,112.61	2.476	2.442	2,019	04/11/2016
		Subtotal and Average	**1,301,112.61**		**1,301,112.61**	**1,301,112.61**	**1,301,112.61**		**2.442**	**2,019**	
Local Agency GO Bond											
SYS08242	08242	Newcastle Elem. School Distric		06/24/2009	60,000.00	60,000.00	60,000.00	1.090	0.614	273	07/01/2011
SYS08243	08243	Newcastle Elem. School Distric		06/24/2009	60,000.00	60,000.00	60,000.00	1.370	0.504	639	07/01/2012
SYS08244	08244	Newcastle Elem. School Distric		06/24/2009	65,000.00	65,000.00	65,000.00	1.830	0.492	1,004	07/01/2013
		Subtotal and Average	**185,000.00**		**185,000.00**	**185,000.00**	**185,000.00**		**0.536**	**649**	
Local Agency Bonds											
SYS05311	05311	MIDDLE FORK JPA		03/29/2006	48,886,629.00	48,886,629.00	48,886,629.00	4.590	4.527	9,314	04/01/2036
SYS10006	10006	mPower Placer		07/01/2010	800,000.00	800,000.00	800,000.00	0.550	0.542	272	06/30/2011
		Subtotal and Average	**45,416,165.37**		**49,686,629.00**	**49,686,629.00**	**49,686,629.00**		**4.463**	**9,168**	
Rolling Repurchase Agreements - 2											
SYS09430	09430	CANTOR FITZGERALD		05/07/2010	100,052,234.63	100,052,234.63	100,052,234.63	0.170	0.168	1	
		Subtotal and Average	**78,046,244.39**		**100,052,234.63**	**100,052,234.63**	**100,052,234.63**		**0.168**	**1**	
mPower Placer											
SYS09460	09460	mPower Placer		06/24/2010	468,364.63	468,364.63	468,364.63	3.500	3.452	1	
		Subtotal and Average	**425,090.44**		**468,364.63**	**468,364.63**	**468,364.63**		**3.452**	**1**	

H, 6, 24

General Fund
Portfolio Management
Portfolio Details - Investments
September 30, 2010

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity
		Total and Average	939,743,668.76		888,693,340.87	900,327,104.05	890,616,238.46		2.169	1,501

4.6.25

General Fund
Portfolio Management
Portfolio Details - Cash
September 30, 2010

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity
Cash at Bank										
SYS00000	00000	PLACER COUNTY CASH			3,212,170.22	3,212,170.22	3,212,170.22		0.000	1
Undeposited Receipts										
SYS00000VAULT	00000VAULT	PLACER COUNTY CASH			513,718.55	513,718.55	513,718.55		0.000	1
Wells Fargo Sweep										
SYS00000SWEEP	00000SWEEP	WFB REPURCHASE-SWEEP			19,561,448.44	19,561,448.44	19,561,448.44		0.000	1
		Average Balance	**0.00**							1
		Total Cash and Investments	**939,743,668.76**		**911,980,678.08**	**923,614,441.26**	**913,903,575.67**		**2.169**	**1,501**

11.6.20



General Fund
Purchases Report
Sorted by Fund - Investment Number
September 1, 2010 - September 30, 2010

CUSIP	Investment #	Fund	Sec. Type	Issuer	Original Par Value	Purchase Date	Payment Periods	Principal Purchased	Accrued Interest at Purchase	Rate at Purchase	Maturity Date	YTM 365	Ending Book Value
General Fund													
313370PX0	10007	1010	FAC	FHLB	10,000,000.00	09/01/2010	03/01 - 09/01	10,000,000.00		2.000	09/01/2015	2.000	10,000,000.00
31331JC35	10008	1010	FAC	FFCB	10,000,000.00	09/17/2010	03/03 - 09/03	9,992,000.00	4,744.44	1.220	03/03/2014	1.244	9,996,834.33
313370RA8	10009	1010	FAC	FHLB	10,000,000.00	09/17/2010	02/24 - 08/24	9,997,500.00	11,627.78	1.820	08/24/2015	1.825	10,009,147.48
06050MDZ7	10010	1010	MTN	BAC	10,000,000.00	09/24/2010	12/15 - Quarterly	9,565,000.00	1,555.48	0.622	09/15/2014	1.782	9,568,652.59
3136FPGB7	10011	1010	FAC	FNMA	10,000,000.00	09/24/2010	09/28 - 03/28	10,000,000.00		2.000	09/28/2015	1.810	10,000,000.00
084670AY4	10012	1010	MTN	BRK	14,000,000.00	09/27/2010	11/11 - Quarterly	14,070,000.00	15,250.61	0.834	02/11/2013	0.631	14,084,928.03
31331JC84	10013	1010	FAC	FFCB	10,000,000.00	09/27/2010	03/09 - 09/09	10,000,000.00	5,200.00	1.040	09/09/2013	1.040	10,005,200.00
3133712G0	10014	1010	FAC	FHLB	10,000,000.00	09/29/2010	03/29 - 09/29	9,990,000.00		1.250	09/29/2015	1.271	9,990,011.11
31331JK36	10015	1010	FAC	FFCB	10,000,000.00	09/29/2010	03/29 - 09/29	10,000,000.00		1.660	12/29/2014	1.680	10,000,000.00
06050MDZ7	10016	1010	MTN	BAC	10,000,000.00	09/30/2010	12/15 - Quarterly	9,550,000.00	2,592.46	0.622	09/15/2014	1.828	9,552,903.66
78008KKX0	10017	1010	MTN	RY	10,000,000.00	09/30/2010	03/30 - 09/30	10,000,000.00		1.750	09/30/2015	1.750	10,000,000.00
				Subtotal	**114,000,000.00**			**113,164,500.00**	**40,970.77**				**113,207,677.20**
				Total Purchases	**114,000,000.00**			**113,164,500.00**	**40,970.77**				**113,207,677.20**

4.6.27

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Approval of Bid Award for Cabling Project at Lincoln High School Quote 2010-11

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Bob Lyons,
Director of Technology

ENCLOSURES:

DEPARTMENT:
Technology

FINANCIAL INPUT/SOURCE:
Technology Funds

MEETING DATE:
November 2, 2010

ROLL CALL REQUIRED:
No

BACKGROUND:
The District previously advertised for bids for wiring upgrades at Lincoln High School and was approved by the Board at the August 3, 2010 meeting. Prior to the start of work the awarding vendor requested a 15% price increase which resulted in the need to reject all bids and rebid the project. The project was again advertised and bids were opened on Monday, October 25, 2010. Staff has chosen the low bid of $62985 from KS Telecom, Inc., providing 10 data ports per classroom. Staff has verified all documentation associated with the low bid.

RECOMMENDATION:
Staff recommends the Board of Trustees award the Cabling Infrastructure Quote 2010-11 to KS Telecom, Inc. in the amount of $62,985.

4.7

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Approval of Contract with Decision Insite for a Period of Three Years

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Cathy Allen
Assistant Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Facilities & Maintenance Services

FINANCIAL INPUT/SOURCE:

COPs/Developer Fees

MEETING DATE:

November 2, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract authorizes Decision Insite to provide services in community demographic analysis and enrollment projections for use in budget, facilities, program, staff and strategic planning and school configuration planning. The District has utilized other web-based programs for this type of service and determined that Decision Insite's program is user friendly and has capabilities beneficial to not only facilities planning but budgeting and staffing projections also.

RECOMMENDATION:

Staff recommends the Board approve the agreement between Decision Insite and WPUSD.

wp/rk/factform

DECISIONINSITE
Intelligently Planning the Future

Services Agreement

Western Placer Unified School District

4.8.1

SERVICES AGREEMENT
BETWEEN

Western Placer Unified School District
600 Sixth Street, Suite 400
Lincoln, CA 95648
916-434-7268
AND

DecisionInsite, LLC
7700 Irvine Center Drive
Suite 800
Irvine, CA 92618
877.204.1392

This Agreement is made by and between Western Placer Unified School District(hereinafter DISTRICT) and DecisionInsite, LLC (hereinafter DecisionInsite) with reference to the following:

WHEREAS, DISTRICT requires professional services in community demographic analysis and enrollment projections using data spatialization technology for use in budget planning, facilities planning, program planning, staff planning, strategic planning and school configuration planning, and

WHEREAS, DecisionInsite has the expertise necessary to properly perform such services, and

WHEREAS, the parties desire to enter into a contract for the provision of such services;

IN CONSIDERATION of the foregoing, it is agreed between the parties hereto, as follows:

SECTION 1 – FEES AND SERVICES OF DecisionInsite

1.1 DecisionInsite shall perform the services and provide the information products as specified in this agreement and outlined in Schedule A, which is attached to and made a material part of this agreement. Deliverables to DISTRICT include but are not limited to the provision of 1) certain services and 2) certain access rights to review and manipulate information via DecisionInsite's secure web site. Specific deliverables are listed on Schedule A.

4.8.2

1.2 DecisionInsite's school district demographic and enrollment projection product is called IDEAS: Integrated Demographics and Enrollment Analysis for Schools. There are two IDEAS product options: 1) A single year, non-subscription and 2) a multi-year subscription with an annual subscription fee.

1.3 The DECISIONINSITE fee schedule is based upon the 1) DISTRICT'S total ADA, 2) the program option outlined in the Proposal for Services and 3) DISTRICT'S intent to have DECISIONINSITE complete development impact research. The following table summarizes the assumptions and terms of this Agreement.

Service Agreement Assumptions	
ADA Report Years	2008
ADA Used in Agreement	9,459
First Projection Year of Agreement	2010
Final Projection Year of Agreement	2012
Agreement Term	3 year
Product Type	IDEAS--Premier
Residential Development Impact Research	Not Requested

Fee Calculations:		**Base Annual Fee**	**Over Life of Contract**
Base Annual Fee		$10,661.92	$31,985.76
Residential Development Reseach not Requested	0		$0.00
0		$0.00	$0.00
Total Annual Not to Exceed		$10,661.92	$31,985.76

Other Services (Billed as needed and only where applicable)

1.4 DecisionInsite begins residential development research each year in late spring and completes all research by September so that the data is available for the fall projection season. Residential Development Impact Research (if included) is billed at the rate outlined on Schedule B. DECISIONINSITE only initiates this research when requested by the DISTRICT and each year will seek authorization before commencing. DECISIONINSITE makes every effort to contain impact analysis within the "not-to-exceed" allocation. If DECISIONINSITE believes it can not complete the task within the allocation, it will consult with the DISTRICT. Under no circumstances will DECISIONINSITE exceed that allocation without prior authorization from the DISTRICT.

1.5 Custom GIS Technical Services can be provided at client request and according to the following terms. These are one time projects which, once done, persist as long as the DISTRICT is a client. Except where stipulated below, all custom GIS work is billed at the hourly rate for Technical GIS services outlined in the proposal and on Schedule B.

1. Attendance Area Changes: As part of a standard agreement, a district can modify attendance areas once each year and this service is included in the base fee. If the DISTRICT should require additional changes outside the normal cycle of client updating, it would be considered custom GIS work and the district would be invoiced separately. See detail on **Schedule B**.

2. Custom Map Layers: DISTRICT may request special map layers be digitized and available. These are also custom GIS projects and are invoiced separately. See detail on **Schedule B**.

3. Custom Point Plotting: DISTRICT may request that special features be geocoded so that they can be point-plotted for mapping and analysis. Such projects are invoiced separately. See detail on **Schedule B**.

4. Additional Student Attribute Plotting, Reporting and Analysis: DISTRICT may request that additional attributes can be appended to student data files. This is a custom project. Such projects are invoiced separately. See detail on **Schedule B**.

SECTION 2 – PERIOD OF PERFORMANCE

2.1 This is a 3 year agreement, commencing on date of board approval as notated on the signature page of this agreement and upon being signed by both parties and shall terminate unless renewed by both parties 36 months from the date the Agreement commences upon completion of all service obligations.

SECTION 3 – OBLIGATIONS OF DISTRICT

3.1 DISTRICT agrees that its employees will cooperate with DecisionInsite in the performance of services under this Agreement and will make every reasonable attempt to be available for consultation with DecisionInsite.

3.2 DISTRICT shall provide to DecisionInsite, at no cost to DecisionInsite, for use in providing the services outlined in this Agreement, any data which DISTRICT may have available which are required or requested for providing the services of this Agreement. DecisionInsite will deliver to the DISTRICT a "Starter Packet" which outlines data requirements that DISTRICT must deliver to DecisionInsite.

3.3 DISTRICT shall make every reasonable effort to aid DecisionInsite in obtaining data from other public offices or agencies, local business firms, and private citizens whenever such data is necessary for the compilation of the work outlined in this Agreement. (For example, contacts with appropriate housing developers.) Fees for obtaining such data will be reimbursable to DecisionInsite and will be paid by the DISTRICT.

3.4 DISTRICT agrees to appoint a single staff person to fulfill the role of Administrative User (admin user). This person will be responsible to administer access rights to DecisionInsite secure server where the DISTRICT'S data will be available. Included in this responsibility is setting up those persons within the DISTRICT that will be granted access rights.

3.5 This AGREEMENT as outlined on Schedule A includes web based access to the DecisionInsite secure web site. DISTRICT agrees to abide by the policies for access as outlined in Schedule D.

SECTION 4 – LIMITATIONS

4.1 DecisionInsite understands that time is of the essence in completing the work outlined in this AGREEMENT. However, the DISTRICT understands that DecisionInsite may be dependent upon the timely delivery of data from third parties and that all tasks may not be completed in the allotted time as may be specified in this AGREEMENT or in the spirit of timely delivery. None-the-less, DecisionInsite will make all reasonable efforts to complete all tasks in a timely fashion.

4.2 DISTRICT understands the work performed by DecisionInsite is based upon the best information available to DecisionInsite at the time of rendering services. DISTRICT also understands that DecisionInsite takes great care in identifying and obtaining the most widely recognized and respected data sources for use in serving the DISTRICT but can none-the-less make no warranties for the ultimate accuracy of these information products and the DISTRICT hereby agrees.

SECTION 5 – GENERAL PROVISIONS

5.1 DISTRICT understands that the mapping databases, aerial images and census demographic databases that are updated and projected are licensed by DECISIONINSITE from third party vendors and remain the sole intellectual property of these vendors.

5.2 DISTRICT understands that this AGREEMENT extends access rights to the DISTRICT for use only by the DISTRICT and/or anyone assisting the DISTRICT in its normal activities. DISTRICT may not sell, lease or assign the demographic databases, aerial images or the mapping data to any third party except as such would employ the data in the service of the DISTRICT. (For example, an outside planning consultant may use and review the data in fulfilling a planning consultation on behalf of the DISTRICT. But the same consultant may not use, quote, or otherwise refer to the data for any other purpose.)

5.3 DISTRICT agrees to make appropriate attributions to the data source(s) in any written, graphically displayed or orally delivered presentations that include any piece of data, the presentation of the data or the methodologies by which the data is generated that are provided by DecisionInsite.

SECTION 6 – TERMINATION

6.1 It is understood and agreed that the DISTRICT may terminate this AGREEMENT for the DISTRICT'S convenience and without cause at any time by giving DecisionInsite thirty (30) days written notice of such termination. Promptly upon receipt of written notice from the DISTRICT that this AGREEMENT is terminated, DecisionInsite will submit an invoice to the DISTRICT for any outstanding fees including any early termination adjustment per the schedule described in 6.2 and any reimbursable expenses, if actually incurred and in accordance with the approved AGREEMENT, and not reimbursed prior to the date of termination. Upon approval and payment of this invoice by the DISTRICT, the DISTRICT shall be under no further obligation to DecisionInsite monetarily or otherwise.

6.2 Early Termination Adjustment: Multi-year agreements are based upon discounts to the single year fee for system and services. Should the district opt for one of the multi-year agreements and then choose to terminate the AGREEMENT per 6.1 above an adjustment will be applied to the final year of service based upon the number of years of the contract that have been completed. The adjustment schedule is provided below.

3 Year Cancellation Schedule

Years Complete	Adjustment Fee	Total Due Yr of Cancellation
1	2,132	12,794
2	1,066	11,728
3	0	10,662

SECTION 7 – COMPENSATION

7.1 DECISIONINSITE services and website access rights are based upon the mix of products and services chosen by the DISTRICT. (See Schedule A.)

7.2 Compensation to DecisionInsite is determined by the service and product features selected by the DISTRICT and is reflected on Schedule A. For each fiscal year DecisionInsite will issue invoices in two stages in accordance with the following:

1. 50% Execution of this agreement or the initiation of the DISTRICT'S annual enrollment projection project in September of each year.

2. 50% Delivery of Enrollment Projections

7.3 Annual fees and payment schedule is as follows. Client will receive an invoice 30 days prior to the due date to insure proper and timely payment.

Schedule and Conditions of Payment	Annual Subscription	First Annual Payment	Second Annual Payment
Year 1	$10,662	$5,331	$5,331
Year 2	$10,662	$5,331	$5,331
Year 3	$10,662	$5,331	$5,331
	$0	$0	$0
	$0	$0	$0

7.4 Residential development research, if requested by the district is invoiced separately from the annual subscription service. Residential development research is invoiced only for time and materials per the fee schedule set forth in Schedule B. Invoicing is not done until the research project is complete and this will typically occur in September or October of each year. As stated earlier, DecisionInsite will not invoice beyond the "not to exceed" stated in the Service Agreement Assumptions of Section 1.3. If a research project looks to be larger than either the District or DecisionInsite anticipated, DecisionInsite will contact the district. It will not proceed further without prior authorization from the district.

7.5 The specific elements available to the DISTRICT are outlined on Schedule A of this AGREEMENT and reflect those features proposed to the DISTRICT in the Proposal for Services. The DISTRICT understands that if additional requests for analysis, GIS services or consultation are made beyond that outlined in this Schedule that additional fees shall be charged based upon the rates outlined on Schedule B. Such additional requests would call for a contract addendum from DecisionInsite stipulating the specific additions and related fees and to which the DISTRICT would have the right to accept by signing or reject.

SECTION 8 – INDEMNIFICATION

8.1 DecisionInsite shall indemnify and hold DISTRICT, its Board members, agents and employees harmless, and will defend DISTRICT, its Board members, agents and employees from any and all liability arising from or related to the performance of this Agreement, including third part legal actions caused by the acts of DecisionInsite.

SECTION 9 – OWNERSHIP AND ACCESS TO THE WORK PRODUCT

9.1 DISTRICT understands the delivered products—whether as printed reports and/or digital PDF files or the online web accessible expression—are the result of extensive data

integration and computer modeling. The DISTRICT supplies DECISIONINSITE with student and school based data. DECISIONINSITE provides licensed demographic and geographic mapping data. These are all processed through the proprietary DI System that includes computer models and GIS analytical mapping interface. They are transformed into the deliverable products for use by the DISTRICT. This results in a significant integration of disparate data sources some of which is only licensed to DECISIONINSITE for use with its clients.

9.2 The DISTRICT maintains ownership of all data supplied to DecisionInsite as part of the project. The DISTRICT also maintains full access rights to all paper or PDF expressions of reports, maps and other prepared materials in perpetuity as long as abiding by the limitations outlined in 5.1 and 5.2 above.

9.3 The DISTRICT shall have access rights to the web based expression of said reports, maps and other analytical and presentation materials through the DI System as long as the contract with DecisionInsite is in effect. Upon contract termination, access to the DI System will no longer be available. Subsequent access to the DI System may be provided by a successor contract if the DISTRICT deems it desirable.

SECTION 10 – CONFIDENTIALITY

10.1 DecisionInsite shall not, during or at any time following termination of this Agreement with DISTRICT, disclose or divulge the work product of this Agreement to third parties except when directed to do so by the DISTRICT in response to a valid request pursuant to the California Public Records Act or court order.

10.2 DISTRICT does agree to allow DecisionInsite to use some elements of the final product for the purposes of demonstration. At no time shall the DecisionInsite divulge any data about particular students or families to which it has access during the production either of the product or subsequent to the final creation of the deliverable product. DecisionInsite fully understands its obligation to protect the privacy of student level data and any confidential DISTRICT data or its board and staff in its possession at all times.

10.3 DecisionInsite shall take every reasonable precaution to protect all student or school data supplied on its computers and information systems.

SECTION 11 – ASSIGNMENT PROHIBITED

11.1 No party to this Agreement may assign any right or obligation pursuant to this Agreement. Any attempt to assign such rights or obligations shall be null and void.

SECTION 12 – AUDIT

12.1 Pursuant to, and in accordance with, the provisions of California Government Code section 8546.7, or any amendments thereto, all books, records and files of DecisionInsite, or any subcontractor connected with the performance of this Agreement involved in the expenditure of public funds in excess of Ten Thousand Dollars ($10,000), including, but not limited to the administration thereof, shall be subject to the examination and audit of the State Auditor, at the request of DISTRICT or as part of any audit of DISTRICT, for a period of three (3) years after final payment is made under the Agreement. DecisionInsite shall preserve and cause to be preserved such books, records, and files for the audit period.

SECTION 13 – ENTIRE AGREEMENT

13.1 This AGREEMENT contains the entire AGREEMENT of the parties with respect to the subject matter hereof, and supersedes all prior negotiations, understandings or agreements, either oral or written. This AGREEMENT may only be modified in writing and signed by both parties.

13.2 The parties hereto have caused this AGREEMENT to be duly executed by their duly authorized representatives.

Western Placer Unified School District	**DecisionInsite, LLC**
_____	_____
Ms. Cathy Allen	Michael B. Regele
Assistant Superintendent, Facilities & Maintenance S	President, DECISIONINSITE, LLC
Date: _____	October 27, 2010
	Tax ID # 74-3123949

SCHEDULE A: SCOPE OF SERVICES AND PRODUCTS COVERED

IDEAS--Premier

DecisionInsite's flagship service for school districts is called IDEAS: Integrated Demographics and Enrollment Analysis for Schools. IDEAS—Premier integrates the professional development of student enrollment projections with the DI System. The DI System is a web-based analysis tool that incorporates student history data and future projections with an easy to use Geographic Information System (GIS) interface. Analysis is done via a map interface (similar to Google).A summary of key features follows. Optional features are also listed below.

Enrollment Projections

Two-10 Year District-wide projections per year

A Conservative version suitable for budgeting and staff deployment

A Moderate version suitable for facilities planning

Two-10 year school by grade projections per year (Consv and Mod)

Unlimited Access to a multitude of reports including...

District and School by grade projections with capacity analysis

Out of District Students Reports

Full projection excluding residential development

Intra-district Open Enrollment Draws

Transfers to Continuation School

Open Enrollment History Reports

Residential Development reports (if any)

Live Birth reports (comparison to Kindergarten enrollment)

History of State Enrollment Data Incorporated

And many more...

DI System Access

Student Plotting

Plotting by Multiple Attributes (eg. Ethnicity, SDC, New to district)

Multi School Plotting

Custom Student Mailing List Generation

Open Enrollment Analysis

Demographic Analysis Tools and Information

QuickInsite and FullInsite (Demographic Reports)

Full Community Demographic Data (Current year and 5 year projections)

Copy/Paste (System to Word, Excel or PowerPoint)

Measurement Tools (Line and area)

Attendance Boundary Change Impact Analysis Tools
On the fly custom projection scenario development

Mapping

District and Attendance Boundary Maps
Demographic Theme Maps
Custom Map Layers (May be additional fee to add)

Custom Plot (People and facilities other than students)
Opportunity Scan
School Locator: Web-based look-up for assigned neighborhood school

Other Features Included

Annual executive report of findings
One executive or board presentation of findings
Complementary system training
Unlimited technical phone support

Optional Features

Residential Development Research
Custom Student Generation Rate Studies
Attendance Boundary Change Consulting
Custom GIS Work (additional map layers, custom plotting, etc.)
Close or Open School Consulting

Data Updates

Community Demographic Information updated twice a year
Student data updated once per year
Boundary changes once per year when needed

4.8.11

SCHEDULE B: ADDITIONAL SERVICES AND RATES

Some districts require additional services, such as

- development impact analysis,
- custom GIS technical work or
- facilities planning consulting and support

These items are in addition to the basic contract and are billed according to the type of work and the fee schedules outlined below.

Consulting

In addition to providing the standard Enrollment Projections and Web-base GIS service, DecisionInsite also offers additional consulting services. Consulting can include:

- Residential Development Research,
- Attendance Boundary Change Consulting
- Student Generation Rate Studies
- Open/close School

1. Residential Housing Development Research: For districts impacted by housing development, we offer additional research services. Many districts have internal staff that collect and monitor this information. But for those that do not, we offer this as an enhancement to the core service. Having an accurate picture of housing development is critical to good enrollment projections.

2. Attendance Boundary Change Consulting: While generating multiple attendance boundary reconfigurations is easy with the DI System, some districts prefer to contract for outside consulting services to assist in the generation of multiple scenarios and/or participate in or lead community reconfiguration committee processes. DecisionInsite's professional and experienced team is well qualified to provide these additional services. Fees are assessed on an hourly basis and not-to-exceed amount is set in consultation with the client.

3. Student Generation Rate Studies: Student generation rates will determine how many students are expected out of new housing. Some districts have these already (by housing product type and grade level). For those that do not, we can either use our standard default rates or as an enhancement, DecisionInsite can generate custom student generation rates based upon product type that is anticipated and the current generation of students by similar product type.

4.8.12

4. Open/Close Schools: Some districts must open and/or close schools. DecisionInsite is uniquely qualified to assist a district in this process. Our method of projecting to local schools based upon actual historical draw patterns allows us to easily set up future schools and draw students to them at the appropriate year or if closing a school, cut off draws to a school beginning the first year it would be closed.This requires an additional level of engagement to properly set the system. A fee per school is assessed.

Consulting is billed according to DecisionInsite consulting rates as outlined below. In all cases, DecisionInsite provides the district with "a not to exceed" amount. Some contracts have development impact written in from the beginning. For others, these services may be appended to the original contract. But all billing is based upon the rates in the following table.

Consultant Billable Rates	Per Hour
Senior Consultant	
Present/Facilitate	$250
Preparation/Analysis	$150
Consultant	
Present/Facilitate	$175
Preparation/Analysis	$105
GIS Technical Services	$85
Research Associates	$75

Custom GIS Services

DecisionInsite can easily add and integrate several custom data and analysis tools to a district's base system. These include:

- Existing Map Layers Changes
- Custom Map Layers
- Additional Student Attributes
- Custom Plotting of People (other than students) or Places (other than schools).

1. Existing Map Layer Changes: As part of a standard agreement, a district can modify attendance areas once each year and this service is included in the base fee. Generally this is sufficient since changes mid year seldom occur and policy changes on attendance areas seldom happen more often. If such should be required outside the normal cycle of client updating, it would be considered custom GIS work and the district would be billed according to the hourly rate for GIS Technical Services.

4.8.13

2. Custom Map Layers: DISTRICT'S may request the creation of additional Map layers for analysis, print or PowerPoint presentations. Possibilities include:

- Special Assessment Districts
- School or municipal planning areas
- Natural or manmade hazard features such as flood zones, pipelines, or other features which re
- Board Trustee Areas
- Developer tracts
- District study areas
- Other custom features

DecisionInsite can add these custom map layers to any existing district study. These layers can be activated or deactivated just like school attendance boundaries. Additionally, most custom layers can be queried for enrollment, ethnicity and census updates and projections.

Custom map layers are billed at the GIS Technical Services hourly rate. Upon request, DecisionInsite will provide the district with a project scope proposal based upon the assessed complexity of the project.

3. Add Student Attributes for Plotting, Reporting and Analysis: DISTRICTS can add attributes to student data files already provided to DecisionInsite for building the projections. Once added, they can be plotted and analyzed by attribute, or reports can be generated by geographic areas. Some examples:

- Special Education by service type.
- Language spoken in the home
- Proficient or below proficient test scores
- GATE
- English language learners

Student Attributes are priced by the project and depend upon whether the project will **append** attributes to existing student data or **activate** attributes submitted with the student data—either at initial set up or at the annual CBEDS data submission to DecisionInsite. (Append requires DecisionInsite to attach additional attributes to existing data files. Activate means the data is already in the student data file and simply needs to be set up and activated for analysis.)

4.8.14

There is a flat fee regardless of how many attributes are requested plus an incremental fee per attribute. The fee is predicated on the assumption that the data is clean. After initial set up, there is an annual fee to keep the data up when it is submitted with the annual CBEDS data or subsequent to the annual CBEDS submission.

	Initial	Annual
Append new attributes to existing student data	$1,000	$500
Incremental per attribute	$100	$50
Activate attributes that have been included in student data file	$500	$500
Incremental per attribute	$50	$50

Student data must include:

- Year of Student Data
- Unique Student ID--used in all student records
- Attribute fields with codes
- Grade Level
- Translation table for interpreting the attribute codes

4. Custom Point Plotting of People or Places: In addition to plotting a district's regular student population or school locations, other populations or places may also be added to the system. Examples include:

- Adult Education Students
- Adult Education Program Centers
- Staff
- Auxiliary or surplus facilities
- Pre-school and daycare centers, both public and private

Custom Plots are priced by the project and "Plot Item." (A "project" is an individual request for GIS services. It can include multiple items. A plot item is a unique database to be plotted such as Adult Ed students or Special Ed program locations).

Pricing includes both a project initiation fee and a per plot item fee.

Custom Plots: Per Project and Item	Fee
Initiate a project	$1,000
Per Plot Item	$100

4.8.15

Other Services and Fees

Additional Projection Scenarios: DISTRICTS may request additional projection scenarios beyond the standard two (2) per year. DecisionInsite can generate additional projections according to the following fee schedule.

Per additional enrollment projection scenario			Ranges Min	Max
Web posting only, no report			$500	$1,000
Web posting plus report			$1,500	$2,000

On rare occasions, districts discover that they have provided the wrong student data files after DecisionInsite has cleaned up and uploaded the files requiring the process to be done again. When that occurs, there is a re-import fee.

Re-import Fee				
Student Data Re-import				$120
School Data Re-import				$50

4.8.16

SCHEDULE C: WEB ACCESS POLICIES

Access to DecisionInsite's secure web server is at the center of the services provided to DISTRICT. Therefore, the following policies should be followed.

Only authorized persons employed by or representing the school district may be granted access. Granting access to any other party is a violation of this AGREEMENT.

No person granted access rights may access and use any part of the site except in the conduct of school district business. Use of any information on other than for district business is a violation of this AGREEMENT.

The Client Access area on the DecisionInsite web site is password protected. Access will be granted according to those granted access by the District administrative user. These can be set up via the District Admin user interface.

There is no limit on the number of users granted to a district. However, only the district may authorize users and DecisionInsite will only add users upon the formal request of the authorized agent of the district. Unless otherwise stipulated, the authorized agent is the person signing the Agreement.

MySchoolLOCATOR

MySchoolLOCATOR will be accessible from the DecisionInsite web site. A link can be set up on the DISTRICT'S own web site as soon as the DISTRICT'S web studies are available. SchoolLOCATOR will remain active as long as the District remains an active client.

4.8.17

REPORTS

AND

COMMUNICATION

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:
Elementary Report Cards

AGENDA ITEM AREA:
Report

REQUESTED BY:
Mary Boyle

ENCLOSURES:
Revised Elementary Report Cards

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
None

MEETING DATE:
November 2, 2010

ROLL CALL REQUIRED:
None

BACKGROUND:

Our Elementary CAIPS (Curriculum, Assessment, Intervention, Progress Monitoring, Staff Development) Committee, Summer Writing Teams, and Elementary Administrators have completed a major Elementary Report Card Revision Project – accomplishing the following goals on the new report cards:

- More complete reflection of California Content Standards & WPUSD Essential Standards at all levels, K – 5;
- Addition of traditional percentage grading to Grades 4 & 5;
- Electronic option for teachers with availability to complete report cards online;
- Revised Teacher Guides – Grades K/3 & 4/5
- Revised Parent Guides – Grades K/3 & 4/5

The revised report cards offer a continuum of expectations ~ from standards-based only at the primary grades, to standards and percentage grades at the intermediate grades as a transition to middle school and secondary expectations. Training has been provided to teachers on the new report cards, with teachers having the option this year of continuing to use the NCR version or the electronic version with a print copy for parents. The revised report cards will be used for the coming Trimester 1 grading period and for parent conferences. Grades K – 3 will continue to be printed in legal-size format; Grades 4 – 5 on letter size.

RECOMMENDATION:

Information only

Western Placer Unified School District
Kindergarten Report Card

Student: _____
School: _____

Teacher: _____ Year: _____

Revision Date 10.15.10

Attendance	1	2	3
Days Absent			
Days Possible			
Days Tardy			

EXPLANATION OF MARKINGS

"O" Outstanding	"S" Satisfactory
"N" Needs Improvement	"U" Unsatisfactory

California Standards -Explanation of Markings

3 **Proficient** Meets the grade level standards	2 **Progressing** Progressing toward grade level standards	1 **Below** Below grade level standards

Trimester marks indicate progress toward trimester expectations

(X) Not evaluated at this time | (N) Needs Improvement | * Modified Grade

LANGUAGE ARTS STANDARDS			
Reading	1	2	3
Concepts of print ____/10 ____/10 ____/10			
Recognizes capital letters ____/26 ____/26 ____/26			
Recognizes lower case letters ____/26 ____/26 ____/26			
Identifies letter sounds ____/26 ____/26 ____/26			
Story Comprehension	X		
Rhyming ____/5 ____/5 ____/5			
Blends Sounds ____/10 ____/10 ____/10			
Segments Sounds ____/10 ____/10 ____/10			
Blends Real Words ____/10 ____/10	X		
Identifies high frequency words ____/18 ____/18	X		
Speaks in complete/coherent sentences			
Listening and Speaking: Demonstrates comprehension			
Writing	1	2	3
Writes first name (with capital and lower case letters)			
Writes uppercase letters ____/26 ____/26 ____/26			
Writes lowercase letters ____/26 ____/26 ____/26			
Demonstrates proper sentence structure and spelling	X		

MATH STANDARDS			
	1	2	3
Oral Counting ____/30 ____/30 ____/30			
Recognizes number ____/30 ____/30 ____/30			
Matches numbers to sets			
Currently writes numbers ____/30 ____/30 ____/30			
Counts objects one to one			
Number sequence ____/30 ____/30 ____/30			
Sorts and classifies			
Recognizes, extends and creates patterns			
Identifies shapes □ ○ △ ▭ ◻ ▲ ●			
Compares objects by length, weight and capacity			X
Calendar concepts		X	X
Demonstrates the concept of addition		X	X
Demonstrates the concept of subtraction		X	X
Collects data using pictures and graphs		X	

Reference

Effort	1	2	3
Reading			
Writing			
Spelling			
Math			
Other: _____			
Other Subjects: Effort and Content			
Science			
Social Science			
Arts			
P.E.			
Other: _____			
Social Skills and Work Habits			
Attitude toward Learning			
Follows Classroom Rules and Directions			
Follows Playground Rules and Directions			
Works, Shares, Plays with Others Cooperatively			
Uses Time Appropriately			
Respects Rights and Property of Others			
Completes Classwork			
Completes Homework			

1st Trimester
Comments/Student Goals
Date: _____

Conference held on _____ (date)

Parent Signature _____

Teacher Signature _____

2nd Trimester
Comments/Student Goals Date: _____

Teacher Signature _____

3rd Trimester
Comments/Student Goals Date: _____

Teacher Signature _____

Your child is assigned to _____ grade for the _____ school year.

Teacher Signature _____

WESTERN PLACER UNIFIED SCHOOL DISTRICT

FIRST GRADE PROGRESS REPORT

Student: _____

School: _____

Teacher: _____ Year: _____

California Standards: Explanation of Markings

3 Proficient	2 Progressing	1 Below
Meets the grade level standards	Progressing toward grade level standards	Below grade level standards

Trimester marks indicate progress toward Trimester expectations

X Not evaluated at this time | N Needs improvement | * Modified Grade

READING	Trimester 1	2	3
Phonics and Phonemic Awareness			
Blends Sounds			
Distinguishes one sound from another			
Basic Phonics Skills			
*Produces sounds for letters and letter patterns			
*Blends 3 and 4 letter words			
*Reads word endings (-s, -ed, -ing)			
*Decodes words with long vowel sounds	X		
*Decodes words with r-controlled vowels	X	X	
Comprehension			
Independently reads and answers questions about text	X	X	
Summarizes and answers questions about text orally			
Fluency			
Expected Words Correct Per Minute ____/30 wcpm ____/40 wcpm ____/60wcpm			
Reads grade level selections accurately ____/95% ____/95%	X		
Identifies high-frequency (sight) words ____/42 words ____/84 words ____/115 words			

WRITING

Conventions			
Mechanics: Capitalization			
Mechanics: Punctuation			
Grammar and Usage	X		
Sentence Structure	X		
Writing Traits			
Ideas/Content	X		
Word Choice	X	X	
Spelling			
Applies spelling skills and patterns			

Revision Date 10.22.2010

Attendance/Citations	1st	2nd	3rd
Days Absent			
Days Possible			
Days Tardy			

MATHEMATICS	Trimester 1	2	3
Standard 1-Number Sense			
*Counts whole numbers to 100			
*Counts by 2s to 100	X		
*Counts by 5s and 10s to 100	X		
*Reads and write whole numbers to 100			
*Memorizes addition facts to 20	X		
*Memorizes subtraction facts	X		
*Uses related facts to solve addition & subtraction problems			
*Identifies one more or one less than a given number			
*Adds one digit numbers			
*Adds two digit numbers	X	X	
*Subtracts one digit numbers			
*Subtracts two digit numbers	X	X	
*Identifies and knows the value of coins	X	X	
*Compares the numbers to 100 using the symbols for less than, equal to, or greater than	X		
Standard 2-Algebra and Functions			
*Understands math symbols (+			
*Uses number sentences to solve pr			
Standard 3-Measurement and Geometry	X	X	
*Tells time to the hour and half hour	X	X	
*Identifies, describes and compares			
*Uses standard and non-standard units to measure objects	X	X	
Standard 4-Statistics, Data Analysis and Probability			
*Uses simple graphs and charts to compare data	X		
*Explains the next element in a repeating pattern			
Standard 5-Mathematical Reasoning			
*Solves addition and subtraction word problems			
*Solves problems and justifies their reasoning; notes connection between one problem and another			

LISTENING AND SPEAKING			
Follows two-step directions			
Stays on topic when speaking			

1st Trimester

Comments/Student Goals Date: _____

Conference held on (date): _____

Parent Signature: _____

Teacher Signature: _____

Explanation of Markings

"O" Outstanding	"S" Satisfactory	"N" Needs Improvement	"U" Unsatisfactory

EFFORT	Trimester 1	2	3
Reading			
Writing			
Spelling Tests			
Math			
Penmanship			

OTHER SUBJECTS Effort and Content	Trimester 1	2	3
Science			
Social Studies			
Arts			
P.E.			
Music			
Other:			

Work and Study Skills	Trimester 1	2	3
Attitude Toward Learning			
Demonstrates Effort			
Stays on Task and Uses Time Efficiently			
Works Independently/Follows Directions			
Completes Classwork			
Completes Homework			

Citizenship	Trimester 1	2	3
Interacts Appropriately with Peers			
Shows Respect for Authority			
Assumes Responsibility for Behavior			
Follows Classroom Rules			
Follows School/Playground Rules			

2nd Trimester

Comments/Student Goals Date: _____

Teacher Signature: _____

3rd Trimester

Comments/Student Goals Date: _____

Teacher Signature: _____

Your child is assigned to the _____ grade for the _____ school year.

Redelige

WESTERN PLACER UNIFIED SCHOOL DISTRICT
SECOND GRADE PROGRESS REPORT

Student: _____
School: _____
Teacher: _____ Year: _____

California Standards: Explanation of Markings

3 Proficient Meets the grade level standards	2 Progressing Progressing toward grade level standards	1 Below Below grade level standards

Trimester marks indicate progress toward Trimester expectations

X Not evaluated at this time	N Needs improvement	* Modified Grade

LANGUAGE ARTS Trimester	1st	2nd	3rd
Standard 1 Reading			
1.0 Word Analysis, Fluency, Vocabulary Development			
Recognizes and decodes words, applies syllabication rules			
Reads fluently using pacing, intonation, and expression ___/ 65 wcpm ___/ 85 wcpm ___/ 94 wcpm			
Demonstrates knowledge of vocab and concept development			
2.0 Comprehension			
Uses a variety of comprehension strategies			
STAR reading level (GE) ___/ 2.3 ___/ 2.5 ___/ 2.8			
3.0 Literary Response and Analysis			
Identifies literary elements (plot, setting, character.)			
Standard 2 Writing			
1.0 Writing Strategies			
Paragraph writing is organized and on topic			
Understands the purpose of reference materials			
Demonstrates knowledge of the writing process			
2.0 Writing Applications			
Writes narratives, descriptions, letters			
Standard 3 Written and Oral English Language Conventions			
Applies spelling skills to written work			
Sentence Structure			
Grammar (Identifies parts of speech)			
Punctuation			
Capitalization			
Standard 4 Listening and Speaking Conventions			
1.0 Uses listening and speaking strategies Comprehension/Delivery			
2.0 Speaking applications-Experiences or stories/Reporting on a topic			

Revision date 10.22.10

Attendance	1st	2nd	3rd
Days Absent			
Days Possible			
Days Tardy			

MATHEMATICS Trimester	1st	2nd	3rd
Standard 1 Number Sense			
1.0 Understands pl[illegible]			
2.0 Calculates and s[illegible]ves addition and subtraction prob[illegible]ms			
3.0 Calculates and s[illegible]ves multiplication and division p[illegible]blems	X	X	
4.0 Understands the [illegible]elationship between whole numbe[illegible], simple fractions, [illegible]nd decim[illegible] parts of a [illegible]whole	X		
5.0 Models and solv[illegible] problems by r[illegible]esen[illegible]g, adding [illegible]and subtracting amou[illegible]s of money	X		
6.0 Uses estimation [illegible]rategies i[illegible]p[illegible] and proble[illegible]m solving using one through [illegible]housand places			
Standard 2 Algebra and Fu[illegible]			
1.0 Solves addition [illegible]nd subtr[illegible]ion [illegible]ro[illegible]ms by using [illegible]ta from simple cha[illegible], picture[illegible] [illegible]nd number sen[illegible]nces			
Standard 3 Measur[illegible]ment and Geom[illegible]	X		
1.0 Measures the len[illegible]h of an object usi[illegible] s[illegible]dard and nonstandard uni[illegible] (i.e. inches[illegible])	X		
Tells time to the near[illegible]t quarter [illegible]our [illegible]nd [illegible]ow relationsh[illegible] of time (i.e. minutes in an hou[illegible] days in a m[illegible] [illegible] a year)	X	X	
2.0 Identifies, descr[illegible]es, and compares the attributes of [illegible]lane and solid geometric [illegible]gures/shapes	X		
Standard 4 Statistics, Data A[illegible] [illegible]nd Probabil[illegible]			
1.0 Collects, organiz[illegible]s, interp[illegible]s [illegible]d [illegible]plays data on [illegible]r graphs and tally charts			
2.0 Understands patt[illegible]rns, how [illegible]y [illegible], and describes [illegible]hem			
Standard 5 Mathem[illegible]tical R[illegible]			
1.0 Makes decisions [illegible]bout how to set up a problem (using words, symbo[illegible], pictures [illegible]nd n[illegible]bers)			
2.0 Solves problem[illegible] and justifies reasoning			

1st Trimester Comme[illegible]/Stude[illegible] Goals

Parent Signature: _____

Teacher Signature: _____ Date: _____

Redacted

Explanation of Markings

"O" Outstanding	"S" Satisfactory	"N" Needs Improvement	"U" Unsatisfactory

EFFORT	1st	2nd	3rd
Accelerated Reader			
Spelling Tests			
Math Facts			
Penmanship			
Participation			
Other			

OTHER SUBJECTS Effort and Content	1st	2nd	3rd
Science			
Social Studies			
Arts			
P.E.			
Music			

Work and Study Skills	1st	2nd	3rd
Attitude Toward Learning			
Listens to Directions			
Follows Directions			
Stays on Task and Uses Time wisely			
Works Independently			
Handles Transitions Well			
Completes Classwork on Time			
Completes Homework on Time			

Citizenship	1st	2nd	3rd
Works Appropriately with Others			
Shows Respect to Adults			
Accepts Responsibility for Behavior			
Follows Classroom Rules			
Follows School/Playground Rules			

2nd Trimester Comments/Student Goals

Teacher Signature: _____ Date: _____

3rd Trimester Comments/Student Goals

Teacher Signature: _____ Date: _____

Your child is assigned to the _____ grade for the _____ school year.

6.5.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
THIRD GRADE PROGRESS REPORT

Student: _____
School: _____
Teacher: _____ Year: _____

California Standards: Explanation of Markings

3 Proficient Meets the grade level standards	2 Progressing Progressing toward grade level standards	1 Below Below grade level standards

Trimester marks indicate progress toward Trimester expectations

X Not evaluated at this time	N Needs improvement	• Modified Grade

LANGUAGE ARTS Trimester	1st	2nd	3rd
Standard 1 - Reading			
Word Analysis, Fluency, Vocabulary Development			
*Recognizes and decodes words			
*Reads fluently using pacing, intonation, and expression _____/92 wcpm _____/107 wcpm _____/120 wcpm			
*Demonstrates knowledge of vocabulary and concept development			
Comprehension			
*Uses a variety of comprehension strategies			
*Uses features of informational materials			
Literary Response and Analysis			
*Identifies structural features (genre)			
*Identifies literary elements (plot, theme, setting, etc.)			
Standard 2 - Writing			
Writing Strategies			
*Organization and focus (paragraph)			
*Understands use of research and technology skills (dictionary, thesaurus, etc)			
*Utilizes revising and evaluating strategies			
* Penmanship (cursive)			
Writing Applications			
*Writes narratives, descriptions, letters			
Standard 3 – Written and Oral English-Language Conventions			
Spelling			
*Applies spelling skills in written work			
*Spelling tests			
Sentence Structure			
Grammar			
Punctuation			
Capitalization			
Standard 4 – Listening and Speaking			
Listens attentively to gain understanding			
Speaks in a manner that leads to understanding			

Revision Date 10.22.10

Attendance	1st	2nd	3rd
Days Absent			
Days Possible			
Days Tardy			

MATHEMATICS Trimester	1st	2nd	3rd
Standard 1-Number Sense			
*Understand place value of whole numbers			
*Calculate and solve addition and subtraction problems			
*Calculate and solve multiplication and division problems			
*Memorize to automaticity the multiplication facts 0 – 10			
*Understand the relationship between whole numbers, simple fractions, and decimals			
Standard 2-Algebra and Functions			
*Represents number relationships mathematical expressions, equations, or inequalities			
*Uses number sentences to solve problems			
*Recognizes number patterns			
Standard 3-Measurement and Geometry	X		
*Tells time to the hour and minute	X		
*Identifies, describes and compares the attributes of plane and solid geometric figures	X		
*Determine perimeter, area, and volume	X		
*Uses standard and non-standard units to measure objects	X		
Standard 4-Statistics, Data Analysis and Probability	X	X	
*Collects, organizes, and displays data on bar/pictograph, line plots, and tally charts	X	X	
*Read, describe and interpret data from simple experiments	X	X	
*Records the possible outcome for a simple random event	X	X	
Standard 5-Mathematical Reasoning			
*Makes decisions about how to approach a problem using appropriate strategies (words, symbols, pictures, numbers)			
*Ability to generalize connections between one problem and another			
*Validates the reasonableness of a solution in the context of the original problem			

1st Trimester	Comments/Student Goals

Parent Signature: _____

Teacher Signature: _____ Date: _____

Explanation of Markings

"O" Outstanding	"S" Satisfactory	"N" Needs Improvement	"U" Unsatisfactory

EFFORT Trimester	1st	2nd	3rd
Reading			
Accelerated Reader			
Writing			
Spelling			
Math			
Penmanship (Cursive)			
Other:			

OTHER SUBJECTS Effort and Content Trimester	1st	2nd	3rd
Science			
Social Studies			
Arts			
P.E.			
Music			
Other:			

Work and Study Skills Trimester	1st	2nd	3rd
Attitude Toward Learning			
Follows Directions			
Stays on Task and Uses Time Efficiently			
Works Independently			
Handles Transitions Well			
Completes Classwork on Time			
Completes Homework on Time			

Citizenship Trimester	1st	2nd	3rd
Interacts/ Works Appropriately with Others			
Shows Respect for Authority			
Accepts Responsibility for Behavior			
Follows Classroom Rules			
Follows School/Playground Rules			

2nd Trimester	Comments/Student Goals

Teacher Signature: _____

3rd Trimester	Comments/Student Goals

Teacher Signature: _____

Your child is assigned to the _____ grade for the _____ school year.

Sample

6, 5, 4

Report Card Markings - Effort, Other Subjects, Work/ Study Skills, Citizenship

Effort, Other Subjects, Work/Study Skills, and Citizenship are scored using the following markings:

O– Outstanding

(Other Subjects) The student is progressing at a rate that will result in significantly more than a year's growth.
(Effort, Social Skills and Work Habits) The student's social skills and work habits consistently exceed the expectations for the grade level.

S—Satisfactory

(Other Subjects) The student is progressing at a rate that will result in approximately a year's growth.
(Effort, Social Skills and Work Habits) The student's social skills and work habits regularly meet the expectations for the grade level.

N—Needs Improvement

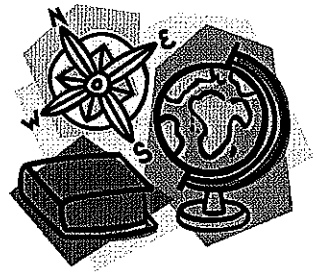
(Other Subjects) The student is progressing at a rate that will result in less than a year's amount of growth.
(Effort, Social Skills and Work Habits) The student's social skills and work habits occasionally meet the expectations for the grade level.

U—Unsatisfactory

(Other Subjects) The student is progressing at a rate that will result in significantly less than a year's growth.
(Effort, Social Skills and Work Habits) The student's social skills and work habits rarely meet the expectations for the grade level.

Western Placer Unified School District

Western Placer Unified School District



Report Card Guide for Parents Grades K—3

Office of Educational Services

Revised October 2010

Report Card Instructions for Parents ~ K—3rd

This pamphlet is intended to provide guidance to the understanding of the report card.

The purpose of the report card is to inform parents of their child's progress on mastering the California Content Standards. Progress is reported on standards expected to be mastered each trimester, rather than on end-of-year standards. If you have any questions or comments about the report card, please contact your child's teacher.

Report Card Markings - Language Arts & Math Shaded Cells

Because language arts and math skills are critical at the primary level, progress on these standards is marked in ALL SHADED cells, using the following markings:

3— *Proficient*

The student meets expectations for progress toward this standard during the trimester. The student, with limited errors, grasps and applies the key concepts, processes, and skills for the grade level during the trimester. There are multiple examples of the student meeting this proficiency.

2— *Progressing*

The student is progressing toward and occasionally has adequate progress toward standards for the trimester. At times the student grasps and applies key concepts, processes, and skills for the grade level but produces work that may contain many errors.

1— *Below*

The student is not making adequate progress toward standards. The student is working on benchmarks that are one or more years below grade level.

X—Not Evaluated

For areas not evaluated at this time.

*- Asterisk

To indicate a modified grade.

Report Card Markings - Language Arts & Math Un-Shaded Cells

Unshaded cells are only marked to indicate that improvement is needed on a particular standard in which the student has received a "2" or a "1" in the corresponding shaded box.

N (Needs Improvement)

The student is not making adequate progress toward the standard (received a 2 or a 1) and needs improvement in this particular area.

9.5.9

Western Placer Unified School District
Fourth Grade Standards-Based Report Card

Student: _____

Teacher: _____

School: _____

School Year: _____

CALIFORNIA STATE STANDARDS	1ST	2nd	3rd
Reading			
Word Analysis and Vocabulary			
Fluency (words read per minute) _____/112 _____ / 123 ____/133			
Comprehension			
Literary Response and Analysis			
Writing			
Strategies			
Applications (Genres/Characteristics)			
Conventions (Grammar, Punctuation, Spelling, Usage)			
Listening and Speaking Strategies			
Speaking Applications			
Mathematics			
Number Sense			
Algebra and Functions			
Measurement and Geometry			
Statistics, Data Analysis & Probability			
Social Studies			
Science			

ACADEMIC GRADES	1st Trimester		2nd Trimester		3rd Trimester	
	Grade	Comments	Grade	Comments	Grade	Comments
Reading						
Writing						
Conventions						
Mathematics						
Social Studies						
Science						
Music						
Other Curriculum	Visual Arts, [illegible]ogy, and PE are essential parts of the core curriculum. Sufficient time is provided for their study; student participation in each of these.					

(Conventions refers to written language conventions such as grammar, punctuation, and spelling.)

ATTENDANCE	1st	2nd	3rd
Days Absent			
Days Possible			
Days Tardy			

LEARNING SKILLS AND CITIZENSHIP	1ST	2nd	3rd
Exhibits organizational skills			
Completes class assignments			
Completes homework on time			
Works independently			
Demonstrates listening skills			
Respects others			
Cooperates with others			

EXPLANATION OF ACADEMIC GRADES		
Grade	Achievement	As Measured by:
A	90%-100%	Tests/Quizzes
B	80%-89%	Daily Assignments
C	70%-79%	Projects
N (Needs Improvement)	[illegible]% and below	Participation

EXPLANATION OF MARKINGS	
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

EXPLANATION OF STANDARDS Trimester marks indicate progress toward trimester expectations	
3	Proficient – Meets grade level standards
2	Progressing- Progressing toward grade level standards
1	Below – Below grade level standards
X	Not evaluated at this time
*	Modified Grade

Revised Date 10.22.10

COMMENT CODES	
1	Grade achieved with accommodations
2	Received intervention
3	Demonstrates strong skills
4	Good class participation
5	Demonstrates higher-level thinking skills
6	Enthusiastic learner
7	Demonstrates good effort
8	Effort and performance improving
9	Lacks effort
10	Infrequent class participation
11	Lacks attention to detail
12	Frequently inattentive or off task
13	Low scores on quizzes and/or tests
14	Late/missing/incomplete work
15	Absences/tardies affecting grade
16	Other: See comment section

Comments: _____

_____

_____

_____

First Trimester Parent Signature

Grade level assigned for next year _____

Tri – 1 Teacher Signature _____

Tri – 2 Teacher Signature _____

Tri – 3 Teacher Signature _____

Reference

Western Placer Unified School District
Fifth Grade Standards-Based Report Card

Student: _____

Teacher: _____

School: _____

School Year: _____

CALIFORNIA STATE	1ST	2nd	3rd
Reading			
Word Analysis and Vocabulary			
Fluency (words read per minute) _____/127 _____ / 139 _____/151			
Comprehension			
Literary Response and Analysis			
Writing			
Strategies			
Applications (Genres/Characteristics)			
Conventions (Grammar/Punct/Spelling/Usage)			
Listening and Speaking Strategies			
Speaking Applications			
Mathematics			
Number Sense			
Algebra and Functions			
Measurement and Geometry			
Statistics, Data Analysis & Probability			
Social Studies			
Science			

ACADEMIC GRADES	1st Trimester		2nd		3rd Trimester	
	Grade	Comments	Grade	Comments	Grade	Comments
Reading						
Writing						
Conventions						
Mathematics						
Social Studies						
Science						
Music						
Other Curriculum	Visual Arts, Technology, and PE are essential parts of the core curriculum. Sufficient time is provided for their study; student participated in each of these.					

(Conventions refers to written language conventions such as grammer, punctuation and spelling.)

ATTENDANCE	1st	2nd	3rd
Days Absent			
Days Possible			
Days Tardy			

LEARNING SKILLS	1ST	2nd	3rd
Exhibits organizational skills			
Completes class assignments			
Completes homework on time			
Works independently			
Demonstrates listening skills			
Respects others			
Cooperates with others			

EXPLANATION OF ACADEMIC GRADES		
Grade	Achievement	As Measured by:
A	90%-100%	Tests/Quizzes
B	80%-89%	Daily Assignments
C	70%-79%	Projects
D	60%-69%	Participation
F	0-59%	

EXPLANATION OF MARKINGS	
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

EXPLANATION OF STANDARDS Trimester marks indicate progress toward trimester expectations	
3	Proficient – Meets grade level standards
2	Progressing- Progressing toward grade level standards
1	Below – Below grade level standards
X	Not evaluated at this time
*	Modified Grade

Revised Date 10.22.10

COMMENT CODES	
1	Grade achieved with accommodations
2	Received intervention
3	Demonstrates strong skills
4	Good class participation
5	Demonstrates higher-level thinking skills
6	Enthusiastic learner
7	Demonstrates good effort
8	Effort and performance improving
9	Lacks effort
10	Infrequent class participation
11	Lacks attention to detail
12	Frequently inattentive or off task
13	Low scores on quizzes and/or tests
14	Late/missing/incomplete work
15	Absences/tardies affecting grade
16	Other: See comment section

Comments: _____

_____

_____

_____

First Trimester Parent Signature

Grade level assigned for next year _____

Tri – 1 Teacher Signature _____

Tri – 2 Teacher Signature _____

Tri – 3 Teacher Signature _____

Reference

CONTENT STANDARDS

Language Arts

A student's progress in Language Arts is evaluated using an academic grade as well as on progress toward meeting the California State Standards.

Reading

Word Analysis and Vocabulary: Using knowledge of word origins, relationships, and literary context to determine meaning of vocabulary.

Fluency: Reading fluently using pacing, intonation, and expression.

Reading Comprehension: Analyzing text to determine main ideas and concepts.

Literary Response and Analysis: Reading, critiquing, analyzing and responding to literature.

Writing

Strategies: Understanding and applying writing strategies such as organization, structure, and revision to communicate a central theme with supporting ideas.

Applications: Applying writing skills through a variety of writing genres including narrative and expository writing.

Conventions: Using appropriate English language conventions, including sentence structure, grammar, punctuation, capitalization, and spelling.

Listening, Speaking/Speaking Applications

Listening: Listening to gather information and the ability to follow directions and instructions.

Speaking: Delivering information orally with appropriate pitch, phrasing, and pacing.

Speaking Applications: Delivering well-organized formal presentations.

Mathematics

A student's progress in Mathematics is evaluated using an academic grade as well as progress toward meeting the California State Standards.

Number Sense: Applying addition, subtraction, multiplication and division skills.

Algebra and Functions: Interpreting variables, math symbols and equations, solving simple linear equations.

Measurement and Geometry: Identifying a variety of shapes and applying appropriate formulas.

Statistics, Data Analysis, and Probability: Using and analyzing numerical data.

Social Studies and Science

A student's progress in Social Studies and Science is evaluated using an academic grade as well as progress toward meeting the California State Standards.

HOMEWORK

The Western Placer Unified School District considers homework to be an important part of the instructional program. When it is properly implemented students will:

- Develop regular study habits and the self-discipline basic to effective study and the ability to work independently;
- Gain more information than would be possible in the class situation alone;
- Have more opportunities to develop a personalized, creative approach to projects and other school work;
- Learn to budget time more effectively;
- Come into contact with out-of-school learning resources;
- Practice and reinforce skills taught in class.

Student Responsibilities Include:

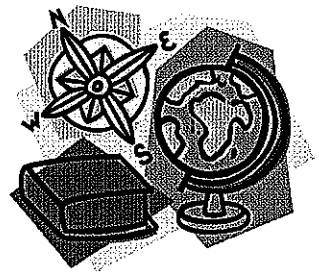
- Completing and turning in homework on time.
- Seeking assistance and/or clarification from the teacher when a homework assignment is not understood;
- Returning books and materials taken home;
- Checking with the teacher for homework assignments missed due to absence from school, and undertaking make-up work as directed.

Parent Responsibilities Include:

- Providing students with an appropriate, quiet, well-lit place to complete assignments;
- Offering encouragement and help in completing assignments;
- Communicating with the classroom teacher as needed.

Western Placer Unified School District

Western Placer Unified School District



Report Card Guide for Parents Grades 4—5

Office of Educational Services

Revised October 2010

Report Card Instructions for Parents ~ 4th-5th

This pamphlet is intended to provide guidance to the understanding of the report card.

The purpose of the report card is to inform parents and guardians of their child's progress on mastering the California Content Standards. Progress is reported on standards expected to be mastered each trimester, rather than on end-of-year standards. If you have any questions or comments about the report card, please contact your child's teacher.

Marking the Report Card - Learning Skills & Citizenship

Learning Skills and Citizenship are scored using the following markings:

S—Satisfactory

The student's learning skills and citizenship regularly meet the expectations for the grade level.

N—Needs Improvement

The student's learning skills and work habits occasionally meet the expectations for the grade level.

U—Unsatisfactory

The student's learning skills and work habits rarely meet the expectations for the grade level.

Report Card Markings - Language Arts & Math ~ California Standards

Because language arts and math skills are critical at the elementary level, progress on these standards is marked in cells, using the following markings:

3— *Proficient*

The student meets expectations for progress toward this standard during the trimester. The student, with limited errors, grasps and applies the key concepts, processes, and skills for the grade level during the trimester. There are multiple examples of the student meeting this proficiency.

2— *Progressing*

The student is progressing toward and occasionally has adequate progress toward standards for the trimester. At times the student grasps and applies key concepts, processes, and skills for the grade level but produces work that may contain many errors.

1— *Below*

The student is not making adequate progress toward standards. The student is working on benchmarks that are one or more years below grade level.

X—Not Evaluated

For areas not evaluated at this time.

*- Asterisk

Indicates a modified grade.

Report Card Markings - Language Arts & Math ~ Academic Grades

Because the intermediate grades are a transition to middle school, students earn a standards-based grade as well as an academic percentage grade. Percentage grades are based on tests, quizzes, daily assignments (including homework), projects and participation.

GRADE 4 Academic Grades

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
N = 0—69%
(Needs Improvement)

Grade 5 Academic Grades

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 0% - 59%

Effect of Missing Work

It is important to understand that missing assignments can quickly cause a grade to drop! Consider the following example, in which ONE missing assignment drops a student's grade from a high B to a mid C:

Assignment #1 100/100 points
Assignment #2 100/100 points
Assignment #3 100/100points
Assignment #4 50/100 points
TOTAL Points 350/400=88% B

Assignment #1 100/100 points
Assignment #2 100/100 points
Assignment #3 100/100points
Assignment #4 0/100 points
TOTAL Points 300/400=75% C

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:

Supplemental Annual Report for the Period April 1, 2010 through June 30, 2010

AGENDA ITEM AREA:

Information

REQUESTED BY:

Cathy Allen
Assistant Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Facilities & Maintenance Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

November 2, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

The Department of Industrial Relations (DIR) has recently adopted a series of amendments to the regulations governing labor compliance programs. One of these newly adopted amendments allows the DIR to require an interim report to align all reporting periods for all labor compliance programs. The attached report is the District's "Supplemental Annual Report" which has been filed with the DIR and satisfies state funding requirements.

Additionally, the DIR's labor compliance program requires that Districts submit this report to their Board of Trustees for information purposes only.

RECOMMENDATION:

None required.

6. LC § 1771.5 enforcement activities (provide all information requested, attaching as many sheets as necessary, and ***please complete separate forms for each Awarding Body covered in this report*).**

Awarding Body: **Western Placer USD**

A. List projects handled by LCP within the past ~~12 months~~ *(Note: Interim Supplemental Report: April 1, 2010 – June 30, 2010)*

Project Name	Bid Advertisement Date	Prime Contractor	Contract Amount
Foskett Ranch ES Additions	**5/20/2009**	**Seward L. Schreder Construction, Inc.**	**$413,967.00**
Lincoln HS Additions & Modernization	**5/20/2009**	**Seward L. Schreder Construction, Inc.**	**$2,930,110.00**
Total			**$3,344,077.00**

B. Summary of all wages and penalties assessed and/or recovered.

Project Name	Affected Contractor (who directly employed the worker)	Amount Assessed	Amount Recovered	Approval of Forfeiture Requested from Labor Commissioner?	Description of Violation
N/A				☐ Yes ☐ No	
Total					

C. For any amount identified in item B for which approval of forfeiture not requested from the Labor Commissioner, please explain below.

Project Name	Amount Assessed	Amount Recovered	Explanation
Total			

D. For any amount identified in item B for which approval of forfeiture was requested from the Labor Commissioner, please provide the following:

Project Name	Amount Assessed					Amount Recovered				
	LC §1776(g)	LC § 1775	LC § 1813	Wages	Total	LC § 1776(g)	LC § 1775	LC § 1813	Wages	Total
Total										

E. Identify cases that are or were the subject of LC § 1742 proceedings.

Project Name	Contractor	Nature of Violation	ODL Case #	Current Status
N/A				

F. Did you refer any contractor to the Labor Commissioner for debarment per LC § 1777.1?

Please check one ☐ Yes ☒ No
If yes, identify affected contractor(s) or subcontractor(s) and date(s) of referral: _____

G. Did you refer any apprenticeship violation to the Division of Apprenticeship Standards (DAS)?

Please check one ☐ Yes ☒ No
If yes, identify affected contractor(s) or subcontractor(s) and date(s) of referral: _____

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:

Response to Notice of Preparation
For Turkey Creek Estates, Village 1
Specific Plan

AGENDA ITEM AREA:

Information/Discussion

REQUESTED BY:

Cathy Allen
Assistant Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Facilities & Maintenance Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

November 2, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:
The District received a Notice of Preparation from the County of Placer for Turkey Creek Estates which is located in the County Placer but is considered within the Lincoln sphere of influence and is part of the overall Village 1. This development is somewhat unique in that it is being processed by the developer directly with the County instead of in conjunction with the City of Lincoln Village 1 Specific Plan. The District has responded with the attached information in order to ensure our comments are addressed in the Environmental Impact Report.

RECOMMENDATION:

None required.

7.2

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

Board of Trustees: Paul Long
Brian Haley
Paul Carras
Terry Gage
Ana Stevenson

Superintendent: Scott Leaman

October 25, 2010

Environmental Coordination Services
Community Development Resource Agency
3091 County Center Drive, Suite 190
Auburn CA 95603

RE: Notice of Preparation of Environmental Impact Report for Turkey Creek Estates Project (PEIR 20080454)

To Whom It May Concern:

Thank you for the opportunity to respond to the Notice of Preparation of an Environmental Impact Report for the proposed Turkey Creek Estates Project. In my review of this document and the review of the Potential Environmental Effects (section 1.5.1), I realized that the impacts this project would have on the school district in which it is located are not at all mentioned. Furthermore, Western Placer Unified School District (WPUSD) seems to be missing completely from the information attached and there is no mention of where potential students from this portion of the Village 1 Specific Plan would attend school. There is a small mention of school fees on Page 8, under "Public Services and Utilities", but not specifically enough to ensure the mitigation of the impacts this project will have on the school district. In order for future information and environmental impact reports to be accurate, WPUSD is submitting this letter and informational attachments for Elliott Homes' and Placer County's records.

WPUSD adopted its School Facilities Master Plan in June 2010 based on the concepts defined in the City of Lincoln's 2050 General Plan Amendment, specifically referencing the Village Specific Plans (the Villages) as a whole. This project is a portion of one of those Villages, Village 1. Because of its location within the Village 1 Specific Plan, it is imperative that it be treated the same as any other development from any of the Villages and be accountable in the same mannerisms.

Previous discussions between WPUSD and the Village 1 Specific Plan creators have lined out probable locations for an elementary school within Village 1 that will be necessary to house and educate elementary school students resulting

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Lincoln
All-America City
2006

from the Village in its entirety. Elementary students from the proposed Turkey Creek Estates would also attend that elementary school. In addition, any middle and high school aged students that live within the Turkey Creek Estates development would attend existing middle and high schools until such time as a new middle school is constructed in Village 2 and a new high school is constructed in Village 3. However, capacity at existing sites would need to be increased to house students generated from the proposed development.

WPUSD maintains the position that any new students resulting from new development within the school district need to be mitigated for in full. The un-debatable fact that WPUSD is devoid of local funding to assist with construction of future student housing within and for students from the Villages is evident. As such, the Villages will all be requested to mitigate fully the cost to construct appropriate school facilities to house all elementary, middle and high school students that come from each subsequent development.

Many financial advisors and developers are familiar with California Proposition 1A/Senate Bill 50. It states that the statutory requirement imposed by SB 50 of a developer is deemed to be full and complete mitigation. The perception that paying SB 50 fees adequately mitigates the cost of site acquisition and subsequent school construction is far from accurate and is not considered satisfactory to WPUSD. An EIR, by its definition, must state the real impacts of a project. The real impacts of Village 1 housing units, or any portion thereof, on WPUSD will not be covered by citing SB 50 and stating the project is mitigated when SB 50 will cover less than 50% of the impacts caused by Village 1, including Turkey Creek Estates.

SB 50 was based on the perception that the State of California would provide school facilities money to help districts build new schools. Historically, the State has provided about 36% of the money to help districts build new schools (not the previously touted 50%). In WPUSD that true percentage has been even less than 36% because of various costs that were incurred in the building of recent schools due to construction climate and the costs of materials at time of build. The State of California Office of Public School Construction has, or will shortly, run out of Proposition 55 school bond money. This means no money would be available to California schools for any percentage of construction costs. While SB 50 includes a last resort plan of Level III fees, it is very uncertain if Level III fees would ever be sanctioned by the State Allocation Board and/or approved for collection by local school districts, or if Level III fees would cover the true cost of construction.

Currently, the WPUSD operates under the SB 50 program; however, within the next year the District will have exhausted all of its remaining capital outlay funding to meet the needs of incoming students for the 2009-2010 and 2010-2011 school years. At that time the District *may* qualify for Financial Hardship if, indeed, the program still exists and remains in its current form. Schools built under Financial Hardship are typically portable in nature and, due to the funding limitations imposed by the State under the program; do not include many of the components needed to provide an appropriate learning environment. The Draft EIR, when prepared, needs to address the uncertainty of future State monies provided to eligible school districts. Even if a 2012 state-wide bond were to be successful there will be such a backlog of projects and with the Pooled Money Investment Board's (PMIB) concern about the State's bonding capacity and credit rating, funding for projects that have yet to start will be in jeopardy. The EIR for Turkey Creek Estates must outline a plan for school facilities mitigation which contains not only full mitigation with exception of any available state monies, but also the real possibility of 100% funding should the State of California have no funds available to assist with approved school construction projects. This can be accomplished by a written mitigation agreement between the landowners and WPUSD which spells out 100% mitigation. Future State funding, if and when it becomes available, would be considered part of the mitigation agreement.

In addition to not having guaranteed State of California school bond funds to share in the cost of new school construction, the EIR would also need to address that not all expenses necessary to build a school to state standards are reimbursed by the state. Many items required prior to and during construction are expected to be paid for by completely by the school district. To expect that WPUSD be held 100% financially responsible for these items as well does not effectively mitigate the costs of building schools in the State of California, especially within WPUSD.

There are 393 residential dwelling units proposed for Turkey Creek Estates, Village 1. Utilizing a base student yield rate (**See Exhibit A**) of .60 students per single family residential unit, it is projected there will be 236 students who will need new school facilities. Houses are built for 50 plus years and so are schools. Thus Turkey Creek Estates, Village 1 will impact and continue to impact the WPUSD for decades to come. The appropriate school facilities must be in place to serve this ongoing student population. Because students will go to elementary, middle and high schools, costs can be established on a per student basis for the many decades that the dwelling units will exist. Based on the construction costs of building the three types of new schools in 2009 and a recently created School Facility Funding Shortfall Analysis (**Exhibit A**), the

District has identified a cost per single family residential unit of $27,949. Also, attached is **Exhibit C** which breaks down the 2009 cost of constructing the three levels of schools utilized by the WPUSD. These figures were averaged using construction costs on 30 different school projects from surrounding areas within the past few years.

The cost of mitigation of Turkey Creek Estates, Village 1 to provide necessary school facilities for the students projected from this development equates to $27,949 x 393 SFR Units = $10,983,957. This is the number which needs to be included in the Draft EIR as the real impact on the WPUSD. This number can, and will adjust as the cost of land changes and construction costs inflate or deflate. The District is currently collecting $4.21/square foot in Level II Developer Fees under SB 50. Using 2100 square feet as an average, roughly $3,475,000 could be collected at time of building permit issuance. That leaves a shortfall of approximately $9,366 per single family home in 2010 dollars. As mentioned earlier, the District has no capital outlay money available to fund this shortfall and will need to rely on developers to mitigate the impact of future projects. Also, Level II fees are updated annually and could go up or down which will increase or decrease the shortfall.

WPUSD will continue to pursue alternate financing methods to mitigate necessary school building costs, as long as the developer understands that whatever methods are agreed upon cannot cause any financial impact to WPUSD.

Although current regulations prevent a school district in California from refusing to issue a document commonly known as a "will serve letter", the WPUSD is in no position to issue any such letter on Turkey Creek Estates, Village 1 until we know we can serve the students by building the appropriate school facilities. Until WPUSD has a School Mitigation Agreement in place, the landowners and proponents of Turkey Creek Estates, Village 1 need to be aware that WPUSD cannot and should not take on any more students than the current facilities can handle.

Also enclosed is a copy of the District's narrative response to the City of Lincoln's General Plan Update of February 2008 (identified as Letter N). The response further details the efforts of the District to accurately portray its needs and the steps necessary to adequately house students of future developments.

In closing, any future EIR for this project will need to cover the known and projected impacts of this project on the school district. WPUSD has worked hard to establish what the impacts are projected to be for the Villages,

inclusive of Village 1 (which includes Turkey Creek Estates). WPUSD respectfully requests that the impacts be addressed in any EIR and a realistic mitigation plan be put in place for Turkey Creek Estates, Village 1 based on the full impacts of the proposed development.

Sincerely,

Cathy Allen

Cathy Allen, Assistant Superintendent,
Facilities & Maintenance Services

Attachments:
Exhibit A – School Facility Funding Shortfall Analysis 2010
Exhibit B – WPUSD Estimated Costs of New Schools 2009
Copy of 2006 written response to EIR, Lincoln General Plan Update 2008 (Letter N)

c: Scott Leaman, Superintendent
Paul Carras, Board President
Ana Stevenson, Board Clerk
Paul Long, Board Member
Brian Haley, Board Member
Terry Gage, Board Member

EXHIBIT A

Meeting Materials/Discussion Tables

School Facility Funding Shortfall Analysis

The Economics of Land Use

Prepared for:

Western Placer Unified School District

Prepared by:

Economic & Planning Systems, Inc.

October 25, 2010

EPS 20480

Economic & Planning Systems, Inc.
2295 Gateway Oaks Drive, Suite 250
Sacramento, CA 95833-4210
916 649 8010 tel
916 649 2070 fax

Berkeley
Sacramento
Denver

www.epsys.com

7.2.6

Table 1
School Facilities Funding Analysis
New School Facilities Costs Per Unit (2010 $s)

Facility Type	2010 $s Total Costs	School Capacity	Students Generated Per SFR Unit [1]	% of Capacity Per SFR Unit [2]	Cost Allocation Per SFR Unit
	a	*d*	*e*	*f = e/d*	*g = c * f*
Elementary School	$29,146,248	800	0.294	0.0368%	$10,711
Middle School	$52,878,000	1,100	0.138	0.0125%	$6,634
High School	$112,378,816	1,800	0.168	0.0093%	$10,489
Total Costs	**$194,403,064**				$27,834
Support Facilities Costs per Unit					**$115**
Total School Facility Costs Per Unit					**$27,949**

"costs"

[1] From **Table 4.**
[2] This is the per single family residential average student capacity for each school. This factor is used to determine per single family residential unit cost allocation.

Source: School Facility Consultants

Table 2
School Facilities Funding Analysis
Net Per Unit Cost for School Facilities and Funding Shortfall

Item	Source	Level II	Level I
Facilities Costs (2010 $S)	From **Table 1**	**$27,949**	**$27,949**
Less Fee and Grant Revenues			
Developer Fees	From **Table 5**	($8,841)	($6,237)
Per Student Grants	From **Table 6**	($9,742)	($9,742)
Total Fee and Grant Revenues		**($18,583)**	**($15,979)**
Net Funding Shortfall per SFR Unit		**$9,366**	**$11,970**
Annualized Costs			
Net Funding Shortfall		**$9,366**	**$11,970**
Annual Debt Service Payment	30 yrs @ 8%	**$832**	**$1,063**
Admin Costs	2%	**$17**	**$21**
Special Tax Coverage	10%	**$83**	**$106**
Total Annualized Costs		**$932**	**$1,191**

"shortfall"

7.2.8

Table 3
School Facilities Funding Analysis
Uses and Sources of Funds

Item	Level II Fees	% of Total	Level I Fees	% of Total
Uses				
Facilities Costs [1]	$27,949		$27,949	
Sources [2]				
State Grants	$9,742	35%	$9,742	35%
Local Revenue Sources	$8,841	32%	$6,237	22%
	$18,583		$15,979	
Net Funding Shortfall [3]	**$9,366**	**34%**	**$11,970**	**43%**

"sources"

[1] From **Table 1.**
[2] From **Table 2.**
[3] This is the net amount, and percentage of total, of additional funding required to fund the cost of constructing K-12 schools.

7.29

Table 4
School Facilities Funding Analysis
Estimated Total Students Generated per Household by Facility Type

Land Use	K-5	6-8	9-12	Totals
Student Generation Rates (SGRs)				
Single Family Residential [1]	0.294	0.138	0.168	0.600
Percent of all Students [2]	49%	23%	28%	100%

"students"

[1] This analysis is using the 0.60 student generation rate for K-12. Developer's school consultant had agreed that using the statewide average for K-12 of 0.70. Rocklin USD hasa student generation rate of 0.60. The District believes this rate is close to what historical student generation rates have been within the District.

[2] The allocation of the 0.60 to the three types of school facilities is based on percentages derived by Western Placer USD.

Table 5
School Facilities Funding Analysis
Calculation of School Mitigation Fee Revenues

Item	Total Bldg SF	Fee Per Bldg SF	Total Fees
Level II Fees [1]			
Residential Building Square Feet	2,100	$4.21	$8,841
Level I Fees [1]			
Residential Building Square Feet	2,100	$2.97	$6,237

"fee_rev"

[1] Assumes the average residential unit is 2,100 building square foot.

Source: School Facility Consultants

Table 6
School Facilities Funding Analysis
Per Student State Grant Revenues

Item	Facilities Cost [1]	Assumed Grant [2]	Total Grants	Students/ Site [1]	Grant/ Student	Students/ Household [3]	Grant/ Household
	a	*b*	*c = a * b*	*d*	*e = c/d*	*f*	*g = e * f*
K-6 Student Grants	$29,146,248	35%	$10,201,187	800	$12,751	0.294	$3,749
7-8 Student Grants	$52,878,000	35%	$18,507,300	1,100	$16,825	0.138	$2,322
9-12 Student Grants	$112,378,816	35%	$39,332,586	1,800	$21,851	0.168	$3,671
Total Student Grants			**$68,041,072**				**$9,742**

"student_grant"

[1] From **Table 1**.

[2] Based on analysis of current student grant amounts with relation to the District's cost of constructing schools.

[3] From **Table 4**.

Source: School Facility Consultants

EXHIBIT B

WESTERN PLACER UNIFIED SCHOOL DISTRICT
ESTIMATED COSTS FOR NEW SCHOOLS

Standards for Square Footage per Student: K-5 = 72; Middle = 85; High School = 106

Acres Needed for School Sites: K-5 = 12; Middle = 22; High School = 50

Cost for Land per Acre is Estimated to be $300,000 in 2009

Costs for Developing the School Sites per Acre is Estimated to be $339,000

Student Size of Schools: K-5 = 800; Middle = 1100; High School = 1800

Actual Building Construction Cost/Sq.Ft: K-5 = $283; Mid = $322; High School = $333

	Elementary	Middle	High School
Land (12, 22 & 50):	$3,600,000	$6,600,000	$15,000,000
Land Development:	4,068,000	7,458,000	16,950,000
Building Costs:	16,301,000	30,107,000	63,537,000
*Support Costs:	5,177,000	8,713,000	16,892,000
Total Costs:	**$29,146,000**	**$52,878,000**	**$112,379,000**

Breakdown of Support Costs Above for the Three Levels of Schools

Architects/Engineers:	$1,952,000	$3,842,000	$8,831,000
Fees and Permits	980,000	1,591,000	3,346,000
Inspectors	175,000	215,000	350,000
C.M. and Testing	750,000	1,250,000	2,100,000
Furniture, Tec & Equip.	900,000	1,200,000	1,600,000
EIR and Planning	110,000	150,000	200,000
Buses (2, 3 & 3)	310,000(2)	465,000(3)	465,000(3)
***Total Support Costs:**	**$5,177,000**	**$8,713,000**	**$16,892,000**
Average Cost/Sq.Ft:	$506	$566	$589
Average Cost/Student:	$36,433	$48,071	$62,433

Ronald L. Feist, Ed D.
Feist Education Consulting Services
Estimates Made January, 2009

7.2.13

LETTER N

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Lincoln
All-America City
2006

November 15, 2006

WESTERN PLACER UNIFIED SCHOOL DISTRICT

810 J Street
Lincoln, CA 95648

(916) 645-6350
FAX

Scott Leaman

Board of Trustees

Paul Carras
Paul Long
James McLeod
Brian Haley
Ana Stevenson

Asst. Superintendent, Business Services

Carrie Carlson

Asst. Superintendent, Educational Services

Mary Boyle

Asst. Superintendent, Personnel Services

Robert Noyes

Rodney Campbell
Community Development Director
City of Lincoln
640 Fifth Street
Lincoln, California 95648

Regarding: Written Comments on Draft EIR for New Lincoln General Plan

Dear Mr. Campbell:

The Western Placer Unified School District (WPUSD) would like to thank you and the City of Lincoln for the opportunity to respond to the Draft EIR for the New General Plan. It is obvious a significant amount of work and time went into the 538 page Draft EIR. The WPUSD appreciates the thought given in the EIR in mentioning the need for future schools in the seven Villages and Special Districts. Public Facilities **Section 6.9** outlines past enrollment and school facilities. The comments included in this response will help the City update the information with current data and show our projected enrollment and future facility needs of the District.

As you are aware, the WPUSD has been working on a new Facilities Master Plan and has been waiting to see the number of dwelling units proposed in the New General Plan to continue the District's planning process. Our goal is to have the WPUSD Facilities Master completed and adopted by the Board of Trustees by June 30, 2007. The Facilities Master Plan will include all the students projected from the current General Plan and the New General Plan. N-1

Because of all the planning to date, WPUSD is in good position to respond to the Draft EIR and provide information which should be of help to the City of Lincoln in the planning process as the City grows to the projected 130,000 people. Attached is **Exhibit A** which utilizes the projected housing units and the District's recent student yield rate study to establish the anticipated number of elementary (K-5), middle school (6-8), and high school (9-12) students for each of the seven proposed Villages and the two Special Districts which contain dwelling units. **Exhibit A** (Total Students Projected from Draft EIR) matrix shows a total of 18,416 new K-12 students are projected to be generated from the 33,731 new housing units proposed in the Draft EIR. The Project Description **Section** page **2-10** mentions schools as being one of the key features for each Village. WPUSD appreciates the City's acknowledgement that schools, along with other necessary public facilities will be needed in the seven Villages.

Exhibit B shows the relationship of the anticipated 18,416 students to the number of school sites projected to serve the estimated 34,000 new dwelling units. Twenty-four new school sites will be needed in the seven Villages to serve the 18,416 new students. These sites will require approximately 430acres of useable land. The costs to purchase land, develop the sites and construct the schools are estimated to be $1,199,866,000 utilizing 2006 costs. Because the New General Plan spans a period of over 40 years, the actual costs for the school facilities will be substantially higher due to inflation and other economic factors that take place over time. The tremendous cost of these new school facilities needs to be a high priority in the planning process for the WPUSD, the City of Lincoln and the developers who will work in the home building arena for the seven Villages and Special Districts. Page **2-11** of the EIR discusses that "*The development and quality of life for the City is dependent on the availability of adequate public facilities and services.*" The WPUSD is recommending the number of school sites and the 2006 costs of these new school facilities are included in the New General Plan to make all parties aware of the projected need for schools in order to maintain the quality of life in the City.

N-1 continued

Table 2-3 of the Draft EIR outlines the proposed increase of land to accommodate the New General Plan. The Table lists an increase of 333 acres for public use beyond the parks. The WPUSD is projecting a need of 430 usable acres just for the school sites necessary for the seven Villages and Special Districts. The 333 acres is not enough land. The District recommends that the EIR reflect the need for 430 acres in the Villages for schools.

N-2

As clearly outlined in the EIR, additional work will be necessary to plan the facilities needed in each Village to serve the public. The **Executive Summary ES-11** states, "*This EIR has been prepared as a program EIR*". However, the analysis does not examine in detail the localized effects of potential site-specific projects that may occur under the overall umbrella of the program in future years. The Draft EIR mentions parks, fire stations, libraries, schools and other public facilities will need to be specifically located in the Villages to provide quality services for the citizens. The WPUSD stands ready to work with the City of Lincoln and the development community to locate school sites and strive to have schools built in a timely manner.

N-3

7.2.15

The District appreciates the comments in the Draft EIR Health and Safety **Sections 8-21 & 8-22** that discuss the difficulties in getting a school site approved by the State of California because of all the restrictions. The reality is that these restrictions will only increase over time and make it even more difficult and expensive to receive approval from numerous state agencies and acquire the sites needed for the proposed build-out. The District will work with the City to make the site selection process as smooth as practical. **Exhibit C** is a preliminary attempt to indicate the school sites projected and potential acres needed in each Village. Each school site will need to be at the top of the consideration list when the Village goes through its planning and EIR process. The WPUSD will try to include in its Facility Master Plan the general location of all future school sites which should help facilitate this process. It will be very important in the planning process to protect the concept of neighboring students staying together as they move from elementary to middle school and on to high school. N-4

In addition to the school facilities needed to accommodate the anticipated growth in the New General Plan, the District is trying to stay up with the needs of the current General Plan. The projection is that WPUSD will need to accommodate 9,456 students generated in the current General Plan before adding the 18,416 proposed in the new General Plan. Please see **Exhibit D** which outlines the District's 2006-2007 enrollment and new students still expected from the current City Plan. Without question WPUSD will at some point in time become the largest school district in Placer County. A tremendous amount of planning and financial resources will be necessary to provide the school facilities for so many students. N-5

The Western Placer Unified School District Board and staff greatly appreciate the excellent working relationship which has been developed over the years with the City of Lincoln. The leadership of the City has been instrumental in partnering with the District to provide outstanding school and recreational facilities throughout the district. The City of Lincoln has several polices and procedures in place to help the WPUSD accommodate growth. Page 6-47 of the Draft EIR states that "*This increased population will result in increased student generation and the need for additional WPUSD elementary, junior high and high school facilities.*" The comments and Exhibits contained herein will provide additional information to the City during the EIR process in order to understand the magnitude of the impact of growth on school facilities. N-6

7.2.16

The Public Facilities & Service Element **PFS-9.9**, page **6-48**, added to the Draft EIR is greatly appreciated by WPUSD. This policy, along with PFS1-1; PFS 9.1; 9.2; 9.7; 9.8, will certainly help the City and District with the goal of meeting the needs of current and future students anticipated from the New General Plan. The statements included in **PFS-9.9** "*To the extent allowed by State law, the City will continue to ensure that future development projects mitigate impacts on school facilities,*" and "*The City will also work with the school districts, developers and public to evaluate alternatives to funding/providing adequate school facilities,*" will provide much needed assistance in achieving our goals. N-7

Continuing in the spirit of our joint efforts of trying to fund adequate school and recreational facilities, the WPUSD is suggesting that there are concepts and strategies which would help the District and City strive to meet the challenges of the projected growth. Many of these strategies are already in place in the City of Lincoln. The following is an outline of how the City and District can continue to work together to help mitigate, manage and potentially reduce the costs of developing new schools and parks. Money for school facilities is never easy to obtain; thus the continuation and consideration of the following strategies should be considered as part of the New General Plan. N-8

1. **Joint School and Park Sites in the City of Lincoln**

   The City and District should jointly work to plan, purchase and develop schools and parks together. It is reasonable to assume that both the City and District could reduce the total acreage needed by providing for joint use of facilities for the community. Athletic fields, multipurpose buildings, parking lots, etc. could be designed to serve the students *and* the public needs. The costs savings could be significant in land and development costs. It is feasible that the 430 aces projected for school sites could be reduced as part of this strategy. N-9

2. **City Working with the Development Community Provides Opportunities to Purchase School Sites Early in the Approval Process and Development of a Village** N-10

7.2.17

It is anticipated land costs will escalate as development in the Villages moves forward. If school and park sites could be identified and acquired early, a significant cost savings could be realized as land costs escalate beyond normal C.P.I. type increases. The WPUSD may consider developing a Land Bank Program to provide the developer with money for school sites early in the process, provided the school site can be purchased at a reasonable price. This concept could be a win-win for the District and a specific developer who wants early cash to help in the development of the project.

N-10 continued

3. **Developer of a Village Provides the Streets and Utilities which serve the Schools and Parks**

As developers are constructing the major infrastructure such as streets, sewer, water, electricity etc. for the Villages, the infrastructure should be brought to the school and park sites. Developers can construct these items more economically than any public agency and the increase cost to the developer would, in most cases, be insignificant in relation to the infrastructure development of an entire Village. This advance work could lead to significant cost savings for the City and WPUSD when development in a plan area warrants construction of school and park facilities.

N-11

4. **City of Lincoln Requires Developers of Villages to Include Schools and Parks in their EIR**

Appropriate schools and parks must be identified in the Villages during the review of the new City General Plan. WPUSD will provide the data necessary to help establish the school sites needed in each Village. **Exhibit C** of this response will assist in the identification and location of future school sites. Once the General Plan is complete and individual Villages are being planned, the developer(s) should include the location of specific school and park sites within their projects in the development's EIR document. A Phase I review from the Department of Toxics and Substance Control (DTSC) should be completed by the developers for each school site in each Village to speed up the approval process. If schools and parks are included in the General Plan and each Village during the EIR process, WPUSD and the City will save significant

N-12

7.2.18 5

money and time when preparing a third level EIR for a specific school and park site. N-12 continued

5. **City of Lincoln Supports the WPUSD in Establishing and Collecting the Fees/Mello Roos/Mitigation, Bond Measures, Facilities Districts and other Funding Mechanisms Necessary to Assure that Schools are Built in a Timely Manner.**

   As outlined in the Draft EIR, there will be significant financial impacts on the WPUSD by adding the seven Villages to the current City General Plan. WPUSD will continue to need strong support and guidance from the City in establishing the appropriate mitigation funding measures to provide the resources in order for schools to be constructed in a timely manner to meet the needs of the students, staff and community. Several different funding mechanisms will need to be considered in order for the District to be able to provide the facilities in the expected rapid growth environment. WPUSD will continue to seek State School Facilities money whenever it is available to help pay for the costs of providing schools within the District's boundaries. N-13

   The City needs to be commended for including Public Facilities Policies as stated on page 6-48 of the Draft EIR to address the impacts on WPUSD as the City grows. The present and future citizens of Lincoln will expect the schools to be in place as needed. It is very important that the City of Lincoln and the District continue to work together to do our best to make sure the schools are ready for the students. Clear messages need to be sent to the development community and builders that they will participate in the programs to help provide the necessary schools and parks in a timely manner. Unique strategies should be considered by the District, City and developers in an effort to accommodate the anticipated rapid growth. For example, WPUSD would be willing to consider developer-built schools under State laws that currently allow this approach to providing school facilities. It is in the best interest of home developers to have schools ready for students, which would increase the marketability of the development.

As the City of Lincoln moves forward with the approval process for the new General Plan, WPUSD stands ready and willing to work with City staff to N-14

7.2.196

help prepare for the future. It is important that the projected facilities needs of the WPUSD be included as much as practical in the EIR process and the New General Plan to provide all parties ample notice early in the planning stages. It is anticipated with the growth projected within the City of Lincoln that WPUSD will become the largest single school district in Placer County. The District looks forward to working with the City of Lincoln in providing the schools and, where practical, recreational facilities for the citizens. The excellent working relationship over the years should serve the city and WPUSD well as both agencies strive to provide the services and programs expected of a top notch City and School District.

N-14 continued

Sincerely,

Scott Leaman
Superintendent

Cathy Allen
Director of Site Development

7.2.20.7

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:
School Fundraiser Information

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Scott Leaman

ENCLOSURES:
Yes

DEPARTMENT:
Superintendent

FINANCIAL INPUT/SOURCE:
All

MEETING DATE:
November 2, 2010

ROLL CALL REQUIRED:
N/A

BACKGROUND:

Based on a Board request, information concerning school-wide fundraisers was collected from each site. The information was collected on last year's fundraisers to ensure a full year of activities. Please note that these are school-wide fundraisers and there could be additional fundraising activities by a single group or athletic team.

RECOMMENDATION:

This is an information/discussion item.

	C	D	E	F	G
1			**2009/2010 FUNDRAISERS**		
2					
3					
4	**SCHOOL**	**GROUP**	**PRODUCT**	**FUNDS RAISED**	**PURPOSE**
5					
6	**CARLIN COPPIN**	*PTC*	Yankee Candles	$5,500.00	Document Cameras
7		*Art Docents*	Art Auction	$3,500.00	Art Supplies/Library
8			**TOTAL FUNDS**	**$9,000.00**	
9					
10	**CREEKSIDE OAKS**	*PTO*	Box Tops	$1,473.00	Play Equipment/Student Folders
11			Escript	$3,444.00	Assemblies/Award Ribbons
12			Game Night	$493.00	Tumble Book Subscription
13			Book Fair	$8,026.00	KidzArt Afterschool/Art Docent
14			Sally Foster	$9,446.00	Spirit Gear
15			Otis Spunkmeyer	$15,645.00	PTO Operational Expenses/Ladybug Document/Cameras
16			Jog-A-Thon	$2,776.00	Riso Supplies/Laminate/Supplies
17			**TOTAL FUNDS**	**$41,303.00**	
18					
19	**FIRST STREET**	*PTC*	Fall Sale	$2,337.00	Gift Items/Holiday Wrap
20			Spring Sale	$742.60	Turn off TV/PIPP Class, Activities
21			**TOTAL FUNDS**	**$3,079.60**	
22					
23	**FOSKETT RANCH**	*PTO*	Believe-Variety	$10,000.00	School Enrichment
24			Jog-A-Thon	$2,000.00	Technology/Classroom Supplies
25			Carnival	$1,200.00	School Supplies
26			Buy Out	$700.00	School Enrichment
27		*Leadership*	Stencils	$500.00	Student Prizes
28		*5th Grade*	Popcorn	$500.00	End of Year
29		*School*	Popcorn	$500.00	Student Prizes
30		*Fort Bragg*	Ice Pops	$500.00	Help with Fort Bragg Transportation
31			**TOTAL FUNDS**	**$15,900.00**	
32					
33					
34					
35					
36					

7.3.1

	C	D	E	F	G
37	**LINCOLN CROSSING**	*5th Grade*	Fireworks Booth	$4,000.00	Fort Bragg Trip
38			Bake Sales	$300.00	Fort Bragg Trip
39			Recycling	$200.00	Fort Bragg Trip
40		*PTC*	Gift Products	$9,000.00	PTC Budget
41			Jog-A-Thon	$4,000.00	PTC Budget
42			Cookie Dough	$4,000.00	PTC Budget
43			**TOTAL FUNDS**	**$21,500.00**	
44					
45	**SHERIDAN**	*PTC*	Cookie Dough	$1,000.00	Field Trips
46			Spring Festival	$3,000.00	Assemblies
47			**TOTAL FUNDS**	**$4,000.00**	
48					
49	**TWELVE BRIDGES ELEM**	*PTC*	Golf Tournament	$10,000.00	School-wide
50			See's Candy	$3,500	Books for Library
51			Fun Run	$20,000.00	School-wide
52			Auction	$4,000.00	Art Supplies
53			Fireworks	$7,000.00	Classroom Technology
54			Box Tops	$2,000.00	Printers/Ink Cartridges
55		*Relay For Life*	Fun Run	$750.00	Cancer Research
56			**TOTAL FUNDS**	**$47,250.00**	
57					
58					
60	**GLEN EDWARDS**	*School Wide*	Buy-Out	$6,000.00	One time donation (except athletics clubs)
61		*Athletics*	Magazine	$1,500.00	Fees
62			See's Candy	$1,500.00	Uniforms
63		*APTS*	Student Store	$5,000.00	School/Students/Teachers
64			Dance Activities	$500.00	School/Students/Teachers
65			Halloween, Holidays	$1,000.00	School/Students/Teachers
66		*ELAC*	2 X Events/Cinco de Mayo	$2,000.00	School/Students/Teachers
67		*AVID*	Bake Sale	$500.00	Field Trips
68			Cookie Dough	$500.00	Field Trips
69		*Better To Best*	Bake Sale	$500.00	Field Trips
70		*Band*	Cold Stone Pies	$1,500.00	Competition
71		*6th Grade*	Candy	$1,600.00	Science Camp
72			**TOTAL FUNDS**	**$22,100.00**	
73					

2.3.5

	C	D	E	F	G
74	**TWELVE BRIDGES MIDDLE**	*ASB*	Magazine Sales	$6,020.51	Honors/Perfect Attendance/Student Agendas
75		*ASB-SB*	Lolligrams	$618.90	Pep Rally/SB Exp.
76		*ASB-Ath*	Jog-A-Thon	$6,511.00	Ath. Officials/FISALL League Fees/Uniforms/Safety Equip.
77		*PTC*	Cookie Dough Sale	$4,210.00	Teacher request classroom material/Tech. Equip.
78			**TOTAL FUNDS**	**$17,360.41**	
79					
80	**LINCOLN HIGH**	*Choir*	American Idol	$900.00	Disneyland Trip
81		*Band*	Battle Of The Bands	$1,000.00	Uniforms/Instruments
82		*Boosters*	Garage Sale	$626.00	Sports
83			**TOTAL FUNDS**	**$2,526.00**	
84					
85	**ALL SCHOOLS**		**TOTAL FUNDS**	**$184,019.01**	

7.3.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
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 2, 2010

ROLL CALL REQUIRED:
None

BACKGROUND:

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

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

All schools have engaged in the writing of SMART Goals – **S**pecific, **M**easurable, **A**chievable, **R**esults-Oriented, **T**imely goals focused on **student achievement** by students overall and for significant subgroups in two areas at elementary (English Language Arts and Mathematics) and five areas at secondary (ELA, Math, Social Studies, Science, and A-G Requirements). Establishing Essential Standards, Common Assessments and developing collaboration through Professional Learning Communities, and increasing percentages of students meeting A – G requirements (Board Goals #1A & 1B) are included in the Specific Actions for the SMART Goals.

RECOMMENDATION:

Approve Single Plans for Student Achievement as submitted.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Sheridan Elementary School

For the 20010-2011 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:

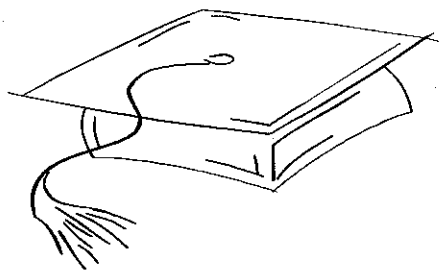
Contact Person : Kris Knutson

Position: Principal

Telephone Number: (530) 633-2591

Address: 4730 H Street, Sheridan, CA 95681

E-mail address: knutsonk@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

7.4.1

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 on site, as well as a state and federally funded Head-Start 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 55 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 below 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 seven (7) minimum 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 seven 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. Sixty four percent (64%) of our Kindergarten through fifth grade students participate in the after school program.

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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 (64%) 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 California State University in Sacramento 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

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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 "dress a lamb" 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.

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
   *Universal Learning Time
   *Parent Volunteers
   *After School Tutoring
   *Fast-Forward Math
   *Accelerated Reader Program
   *ELD
   *Reading Mastery
   *Corrective Reading
   *Cross-age tutoring

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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 one day 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

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2009 -10 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met
2010 Growth
Academic Performance Index (API) Report

California Department of Education
Assessment, Accountability and Awards Division
10/8/2010

School: Sheridan
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-6031363
School Type: Small Elementary

2010 Growth API Links:

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

Direct Funded Charter School: No

• State Accountability: Academic Performance Index (API)

/w EPDw UKMTYz

Number of Students included in the 2010 Growth API	API				Met Growth Target		
	2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups

53	791	813	A	-22	No	Yes	No

Similar Schools

Median API	
2010 Growth	2009 Base

Click on the median value heading to link to the list of 2009 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2009 Base API Report.

Subgroups

	Number of Students Included in 2010 API	Numerically Significant in Both Years	Subgroup API				
			2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	Met Subgroup Growth Target
Black or African American	2	No					
American Indian or Alaska Native	1	No					
Asian	0	No					
Filipino	0	No					
Hispanic or Latino	22	No					
Native Hawaiian or Pacific Islander	0	No					
White	28	No					
Two or More Races	0	No					
Socioeconomically Disadvantaged	17	No					
English Learners	14	No					
Students with Disabilities	6	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.

2009 -10 Accountability Progress Reporting (APR)

School Report
2010 Adequate Yearly Progress (AYP) Report

California Department of Education
Assessment, Accountability and Awards Division
9/16/2010

School:	Sheridan
LEA:	Western Placer Unified
County:	Placer
CDS Code:	31-66951-6031363
School Type:	Elementary

Direct Funded Charter School: No

2010 AYP and PI Links:

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

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• Federal Accountability: Adequate Yearly Progress (AYP)

/w EPDw UKLTM0

Made AYP: Yes
Met 5 of 5 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method
Schoolwide	57	57	100	Yes	ER	57	57	100	Yes	ER
Black or African American	2	2	100	--		2	2	100	--	
American Indian or Alaska Native	1	1	100	--		1	1	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	32	32	100	--		32	32	100	--	
Two or More Races	0	0	--	--		0	0	100	--	
Socioeconomically Disadvantaged	17	17	100	--		17	17	100	--	
English Learners	14	14	100	--		14	14	100	--	
Students with Disabilities	6	6	100	--		6	6	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 56.8 % Met all percent proficient rate criteria? Yes					Mathematics Target 58.0 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method
Schoolwide	53	23	43.4	Yes	CI	53	30	56.6	Yes	CI
Black or African American	2	--	--	--		2	--	--	--	
American Indian or Alaska Native	1	--	--	--		1	--	--	--	
Asian	0	--	--	--		0	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	22	5	22.7	--		22	9	40.9	--	
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	28	16	57.1	--		28	19	67.9	--	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	17	4	23.5	--		17	7	41.2	--	
English Learners	14	2	14.3	--		14	6	42.9	--	
Students with Disabilities	6	--	--	--		6	--	--	--	

Academic Performance Index (API) - Additional Indicator for AYP

2009 Base API	2010 Growth API	2009-10 Growth	Met 2010 API Criteria	Alternative Method
813	791	-22	Yes	

2010 API Criteria for meeting federal AYP: A minimum "2010 Growth API" score of 680 OR "2009-10 Growth" of at least one point.

Graduation Rate

Graduation data for the class of 2008-09 is not currently available; therefore where graduation data is necessary to make an AYP determination, including safe harbor at the subgroup level, the report will indicate "Pending." AYP reports will be updated when the certified graduation data becomes available.

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Ethnic/Racial (STAR)	Percent
African American (not of Hispanic origin)	4
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	26
Pacific Islander	0
White (not of Hispanic origin)	70

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
Participants in Gifted and Talented Education Program (STAR)	0
Participants in Migrant Education Program (STAR)	0
English Learners (STAR)	11
Reclassified Fluent-English-Proficient (RFEP) Students (STAR)	0
Students with Disabilities (STAR)	8

Mobility

School, CBEDS Date (STAR)	87
LEA, CBEDS Date (STAR)	87

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 continously enrolled since that date.

Fully-Credentialed Teachers (CBEDS)	100
Teachers with Emergency Credentials (CBEDS)	0

Enrollments* (STAR)	Percent
Grade 2	30
Grades 3-5	70
Grade 6	0
Grades 7-8	0
Grades 9-11	0

**This is a percentage of all enrollments in grades 2-11.*

Parent Education Level (STAR)	
Percentage with a response*	94
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.*

	Average
Average Parent Education Level (STAR)	2.70

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Average Class Size (CBEDS)	
Grades	Average
K-3	19
4-6	24
Core academic courses in departmentalized programs	N/A

	Number
Enrollment in Grades 2-11 on First Day of Testing (STAR)	53
Students Exempted from STAR Testing Per Parent Written Request (STAR)	0
Number of Students Tested (STAR)	53

	Yes/No
Multi-track, Year-round School (CBEDS)	No

School Goals for Improving Student Achievement:

Goal #1: By June, 2010, all significant student subgroups will meet AYP proficiency rates for STAR testing on ELA:

Schoolwide .....Current 43.4% .....Target 67.6%
Hispanic/Latino.....Current 22.7% .....Target 67.6%
White .....Current 57.1% .....Target 56.8%
SED .....Current 23.5% .....Target 56.8%
EL .....Current 14.3% .....Target 56.8%
SWD .....Current N/A .....Target 56.8%

Goal #2: By June, 2010, all significant student subgroups will meet AYP proficiency rates for STAR testing on Math:

Schoolwide .....Current 56.6% .....Target 68.5%
Hispanic/Latino.....Current 40.9% .....Target 68.5%
White .....Current 67.9% .....Target 68.5%
SED .....Current 41.2% .....Target 68.5%
EL .....Current 42.9% .....Target 68.5%
SWD .....Current N/A .....Target 68.5%

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 1 For Improving Student Achievement: By June, 2011, all significant student subgroups will meet AYP proficiency rates for STAR testing on ELA:

Schoolwide .....Current 43.4% ---- Target 68.5%
Hispanic/Latino.....Current 22.7% ------ Target 68.5%
White..... Current 57.1% ------ Target 68.5%
SED..... Current 23.5% ------ Target 68.5%
EL..... Current 14.3 -------- Target 68.5%
SWD.....Current N/A ----------Target 68.5%

Means of evaluating progress toward this goal: Theme tests, Chapter tests, CBM, CRLP (2nd and 3rd grades), STAR (state testing); accelerated reader assessment; Reading Mastery

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Possible Funding Source
Alignment of instruction with content standards: Student materials are aligned with content standards. Teachers will continue to focus on this objective.	20010-2011	N/A	N/A	N/A

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Possible Funding Source
Increased educational opportunity: The Categorical funds will be used to increase educational opportunities for students to receive small group instruction during school hours. Houghton Mifflin support materials, as well as, SIPPS, Reading Mastery and Accelerated Reader will be able to be provided to At Risk Students for reading. HSP support materials and Fast Forward Math will be provided to At Risk Students for math	2010-2011	Three Instructional Aides	$49,000	EIA Title 1 ARRA SBLT
Staff development: Sheridan teachers will be attending staff development trainings provided by the WPUSD and PCOE. Trainings will include HSP, Reading, and writing, along with others.	2010-2011	None	none	EIA
Collaboration: All teaching staff, intervention staff and afterschool staff will attend weekly collaboration meetings Mondays from 7:30-8:30 a.m.. Principal will provide Positive action, physical education and assemblies during this time.	2010-2011	None	None	PTC
Auxiliary services for students and parents: The Lighthouse Resource Center will be available on site two times a week for individual and group counseling and available for scheduled appointments for more intensive counseling, as well as, family counseling.	2010-2011	None	N/A	Lighthouse Resource Center
Monitoring program implementation and results: The principal will monitor all programs and the collection of data.	2010-2011	2010-2011	N/A	N/A

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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal #2: By June, 2010, all significant student subgroups will meet AYP proficiency rates for STAR testing on Math:
Schoolwide .....Current 56.6% ------ Target 68.5%
Hispanic/Latino.....Current 40.9%-------Target 68.5%
White.....Current 67.9%-------Target 68.5%
SED.....Current 41.2%------Target 68.5%
EL.....Current 42.9----------Target 68.5%
SWD.....Current N/A----------Target 68.5%

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Possible Funding Source
Alignment of instruction with content standards: All curriculum used at this site is adopted by the WPUSD and is aligned with the content standards	2010-2011	N/A	N/A	District
Increased educational opportunity: The Categorical funds will be used to increase educational opportunities for students to receive small group instruction during school hours. HSP support materials and Fast Forward Math will be provided to At Risk Students for math	2010-2011	Three Instructional Aides	$49,000	EIA Title 1 ARRA SBLT
Collaboration: 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.	2010-2011	None	None	None

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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

ELAP	**Amount: $ 930.00**
Economic Impact Aid/ English Learner Program	**Amount: $6,602.00**
Carryover	**$1,200.00**
Purpose: Develop fluency in English and academic proficiency of English learners.	
Arts and Music Block Grant	**Amount: $1,032.00**
Carryover	**$ 134.00**
Purpose: To improve art and music program for all students	
Gate	**Amount: $ 200.00**

Federal Programs

SBLT	**Amount: $ 4,117.00**
Carryover	**$ 1,047.00**
Title I: Targeted Assistance Program	**Amount: $27,811.00**
Carryover	**$ 162.00**
Title 1 ARRA	**$13,873.00**
Purpose: Help educationally disadvantaged students achieve grade level proficiency.	
Total amount of state and federal categorical funds allocated to this school:	**$57,180 .00**
Centralized Services (from EIA)	**(Amount $1,084.00)**
Total Available to Site	**$56,096.00**

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		
Lori Houck				X	
Bertha Ayala				X	
Holly Harper				X	
Numbers of members of each category	1	1	1	3	

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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
- _X_ Gifted and Talented Education Program Advisory Committee
- ___ Other *(list)*

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

5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the Site Based Leadership Team on Monday, September, 27, 2010

Attested:

Kris Knutson	Kris Knutson	10-15-10
Typed name of school principal	Signature of school principal	Date
Lori Houck	Lori Houck	10-15-10
Typed name of SSC chairperson	Signature of SSC chairperson	Date

10-4-10

SINGLE PLAN FOR STUDENT ACHIEVEMENT

6098610
(CDS Code)

Creekside Oaks Elementary School



School Years
2010-2011
2011-2012
Date of this revision: 9/20/10

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:	Linda Pezanoski
Position:	Principal
Telephone Number:	(916) 645-6380
Address:	2030 First Street, Lincoln, CA 95648
E-mail address:	l_pezanoski@wpusd.k12.ca.us

7.4.20

Western Placer Unified School District

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

SCHOOL VISION

Creekside Oaks Elementary School's (COES) vision is one in which staff, families, community, and students work together to promote responsibility, personal integrity, and an enthusiasm for learning. Families and staff collaborate to create a nurturing, child-centered academic climate that will instill in children a life-long love of learning. The entire COES staff works together as a team with parents in a positive, productive, and professional manner to benefit students.

SCHOOL PROFILE

Creekside Oaks Elementary School 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. Linda Pezanoski is the Principal.

Creekside Oaks Elementary School serves approximately 629 students in kindergarten through fifth grade. As a part of the district's class size reduction program, six first grade classes, six second grade classes, and five third grade classes, at 20 students or less per class, provide for primary students. There are three fourth grade classes and three fifth grade classes serving intermediate students. There are also five kindergarten classes.

The ethnic 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.

Support services include a Special Day Class, a Resource Program, Speech and Language, one Title I Reading Specialist, one Title I Instructional Aide, Intervention Support Provider, two bi-lingual instructional aides, three 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 "Caring About Kids" program wherein students problem solve in small groups and learn cooperative social skills that enable them to interact with peers in a positive manner.

Parents show their involvement in assisting with the School Site Council, Parent Teachers' Organization (PTO), annual events, and regular volunteering with classroom activities. Parents support PTO activities such as educational/enrichment assemblies; family nights; purchasing of supplies/materials/equipment; carnivals; 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 and a C.A.R.E. after school program. A GATE after school program is KidzArt and Chorus.

SCHOOL ACCOUNTABILITY REPORT CARD

TEACHER ASSIGNMENT:

Western Placer Unified School District Human Resource Department ensures that all teachers are appropriately credentialed and teaching within the designation of their credential(s). Personal background checks are completed by the Department of Justice before any instructor is allowed in the classroom. TB tests are on file and checked regularly so all are clear to be with students. Quality applicants are available and the best quality individuals are hired at COES.

STUDENT ACHIEVEMENT:

Creekside Oaks Elementary School 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 upon parent request to determine special needs, either with learning disabilities or advanced ability. Such testing is completed by qualified and trained district staff. Results are discussed with parents by teachers.

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CLASS SIZE AND TEACHING LOADS:

Western Placer Unified School District is committed to ensuring all students receive an exemplary education in preparation for the demands of the twenty-first century. Through class size reduction, class sizes of twenty or less have been implemented in first, second, and third grades for the entire day. Kindergarten classes are generally kept at about 25 students with two teachers available, except during prep time. Our Title I program assists designated students in reading, writing, and/or mathematics.

DISCIPLINE AND CLIMATE FOR LEARNING:

A COES student handbook is available and is dispersed to students and family members. Within the handbook is the discipline plan. The entire staff and School Site Council worked to develop a discipline plan which is in concert with the 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 with parent signature/response section, and positive behavior plan.

The entire staff of Creekside Oaks Elementary School takes classroom and playground discipline seriously so teachers can teach, students can learn, and a safe environment exists for all. Students are regularly reminded to do their best and treat others with respect, courtesy and kindness.

SUBSTITUTE TEACHERS:

Prior to substituting in our district, teachers must attend an orientation meeting in which rules and procedures are discussed such as expectations for student and support strategies. We hire substitute teachers who have clearly demonstrated their commitment to the students in Western Placer Unified School District.

EARLY RELEASE DAYS:

Twenty days are scheduled for K-5 by the WPUSD. All the Early Release Days are utilized for conferencing, report card preparation and staff development for teachers. Teachers meet with the principal and by grade levels to work on strategies, programs, and data to help students become proficient in language arts and math.

INSTRUCTIONAL MINUTES:

Kindergarten classes meet 36,000 minutes per year. The state requires 36,000 instructional minutes for kindergarten, 50,400 for grades 1-3, and 55,755 for grades 4-8. All other classes meet or exceed stated mandated daily and yearly minutes requirements.

ENROLLMENT AND ATTENDANCE:

Daily attendance is reinforced through contacting families of absent students. Independent study contracts are available for students that are away from school during the year. Many positive programs at COES motivate students to come to school.

COUNSELING AND SUPPORT SERVICES:

Western Placer Unified School District has a Director of Special Education, four full-time psychologists, two full-time nurses, and school psychologist interns from California State University-Sacramento, devoted to identifying and serving the special needs of our students. The Student Study Team process is in place at all school sites in which students with academic or behavior difficulties are referred.

Administrators, regular and special education teachers, parents, and often students meet to discuss the nature of the concern and brainstorm strategies to address specific concerns. After modifications are made to the existing educational program, a student may be referred for special education services or a behavior plan written. There are special education teachers, as well as speech and language therapists in WPUSD. In addition, we receive support from a Placer County Office of Education's program specialist.

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The Lighthouse Community Resource Center exists to assist parents, children, and their families, Children within the WPUSD receive individual and family counseling on a walk-in and school referral basis free of charge. The Lighthouse Center also houses many community based support services that serve the Lincoln area.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

Western Placer Unified is dedicated to providing the best education for our students. A major amount of funds are spent on new textbooks and instructional materials each year. All subject areas are aligning their purchase of new materials to California State Standards. Additionally, each teacher is provided $500 in lottery funds to purchase materials unique to his/her grade level.

SCHOOL FACILITIES AND SAFETY:

In August of 1994, COES opened at its new site on First Street with the Community Center facilities adjacent to the campus. The new site houses a library, a computer lab, administration building, and twelve new classrooms. Twenty-three portables house the remaining classes.

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.

A trained crossing guard is employed to assist students in crossing the busy intersection on Joiner Parkway and First Street. There are supervisors on the playground and in the cafeteria to supervise students during lunch/recess. Teachers are supervisors during AM/PM recesses. Two thirty minute district paid positions, along with administration, supervise students upon dismissal.

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 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 fire drills and evacuations are in place.

QUALITY OF SCHOOL INSTRUCTION AND LEADERSHIP:

Western Placer Unified School District expects the best from site administrators and teachers. COES has a quality faculty. Prior to being offered employment, candidates must complete an interview after presenting application papers along with excellent references. 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 and curriculum and instruction meetings each month. Site administrators are evaluated annually.

TEACHER EVALUATION:

All probationary teachers within the Western Placer Unified School District are evaluated annually and tenured teachers are evaluated at least every other year. Teachers receive training in instructional improvement. Administrators within the district have been instructed in supervision practices. Based on state directives and local concerns, teachers and administrators have opportunities to attend professional meetings and conferences to improve all educational delivery systems.

7.4.23

TRAINING AND CURRICULUM IMPROVEMENT:

The Western Placer Board of Trustees has allocated funds to be utilized for professional development for teachers, administrators, and classified employees. Teachers in our district have had the opportunity to participate in many curriculum and instruction trainings organized by the WPUSD Assistant Superintendent of Curriculum and Instruction as well as staff development opportunities offered through the Placer County Office of Education and the Sacramento Office of Education. Teachers in our district are a great resource of professional development. Numerous teachers have presented classes in our teacher in-services, presented at conferences, and presented workshops for Placer County Office of Education.

SCHOOL LEADERSHIP:

The school principal is Linda Pezanoski who has 15 years of administrative experience. She holds a current California Administrative Credential. She completed a master of art degree in early childhood development and holds a standard elementary credential (K-12), a Community College Instructor Credential, and an early childhood specialist credential K-3. Ms. Pezanoski has been a part of the Western Placer Unified School District for 35 years. She was awarded the Placer County "Elementary Administrator of the Year" for 2005.

The ½ time assistant principal is Ann Larsen and she has been in our district for 13 years. She holds a current Preliminary California Administrative Credential, CLAD, and a K-12 teaching credential.

The School Site Council has a membership that includes administration, teaching staff, classified staff, parents and community members. The main purpose of the School Site Council is to develop and implement a plan to improve instruction, services, school environment, and organization of the school.

SCHOOL INSTRUCTION:

The COES staff works 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 through a district program. The English Language Learner is served at Creekside Oaks by daily EL lessons. 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. The grant funded C.A.R.E. After-School Program exists for students M-F from 2:45-5:45 p.m. Creekside Oaks has one Title I reading specialist serving students in grades 1st through 5th grade along with a Title I instructional aide, Intervention Support Provider and EL support specialist. 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. "Positive Action Cards" are given for appropriate behaviors and monthly awards assemblies celebrate academic and good citizenship successes. "Fun Friday" is awarded to students demonstrating positive behavior. For all students, assemblies are held related to character building and doing their best relative to behavior. Students participate in various school educational enrichment assemblies and class field trips. Lighthouse counseling services are available to families and students with "Caring About Kids." School communication takes place through regular school newsletters, teacher communication letters/calls, school website and our school marquee. We hold Student Success Team meetings with staff and parents to assist student success. Fourth and Fifth grade students and staff are trained in conflict management. All staff members are encouraged to act in a positive, productive, professional, and personable manner.

TOPICS OF LOCAL INTEREST:

Creekside Oaks Elementary School staff is aware that much education takes place beyond the classroom. Fieldtrips taken throughout the school year add another facet of education and make relevant many learning experiences. Many other enrichment activities and assemblies also take place for students related to character education, music and the arts, science, and other enrichments. Visual and performing arts are supported throughout the school year.

7.4.24

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:**

- Standards are outlined in textbooks
- Report card is aligned to standards
- Testing is aligned to standards
- All core subject areas are aligned with content standards
- Assessments are aligned to state 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
- Music classes use state textbook and curriculum and students are taught these district and state standards

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

- Texts available through Western Placer Unified School District 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, has lessons for levels of learning and supplemental materials available
- Software supplements to produce worksheets are available
- Lower grade level materials can be used for students at below or well below basic levels
- Houghton Mifflin Harcourt Math has supplemental materials and many online resources
- Language arts texts have re-teaching books
- Language arts, math, and music sets all offer resources for multi-ability levels
- Most classes have all proper music materials yet some are in need of materials
- Western Placer Unified School District Board of Trustees has annual resolution confirming instructional materials available to students
- Teachers received new kits and texts for second language learners.

3. **Alignment of staff development to standards, assessed student performance and professional needs:**

- Music in-services are held by the Western Placer Unified School District
- CELDT training in-services held by the Western Placer Unified School District
- New language arts series in-services 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
- Standards based subject areas of math, language arts, and the arts attended by various staff of the Western Placer Unified School District
- Western Placer Unified School District provides a survey to assess professional needs
- PCOE standards in-service available and attended by some staff
- CTAP aligned to teaching standards
- Grade level meetings include standards/assessment topics to assist alignment and consistency in grades
- Funds, when available, have assisted in these areas re: professional needs/conferences
- Staff is well informed of standards through handouts/meetings
- Assessments are CRLP, STAR reading and math, writing assessments, Harcourt Math placement tests, San Diego Quick, Math Facts and state assessments CST, CMA and CAPA.
- OARS – Online Assessment Reporting System, teachers input assessment data
- Music teacher delivers music curriculum
- Science teachers deliver science curriculum

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

- Grade level (Professional Learning Communities) grade level meetings are held twice a month, before school, so teachers can evaluate student academic assessment data to further student progress.
- Parent volunteers assisting students in class

7.4.25

- One to one remedial time with team teacher
- Language arts remedial lessons and ELD lessons
- Newsletter communication to parents re: their important role with children, good nutrition, proper sleep, and 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
- Title I reading specialist and Intervention Services Provider for grades 1, 2, and 3
- C.A.R.E. program targets under-performing students
- Cross age tutors – study buddies – with older students helping younger students
- Student teachers utilized at times during the year in specific classes
- Scholastic decodable leveled books used to assist students
- Most primary staff use CRLP (California Reading and Language Project), believing results and accuracy assist with educational needs being determined – reading groups determined to assist low performing student needs
- After-school tutoring is offered to provide interventions and additional support in academic areas
- Supplemental materials and strategies shared among staff to assist lower performing students
- Student Study 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 special day classes (SDC).
- Sun City Volunteers

5. Services provided by categorical funds to enable under-performing students to meet standards:

- Accelerated Reader program
- Title I staff for reading (Teacher, Intervention Support Provider and Instructional Aide)
- Many various supplemental materials, as requested and funds available, for staff to assist student needs
- Special education funds assist with RSP, SDC, Speech, Psychologist personnel
- School Site Council funds for staff, after contract hours, to coordinate and run Student Study 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
- Professional Learning Communities work as grade levels to analyze assessment data to individualize student learning. Students who are at risk get immediate intervention
- Instructional planning sheets done by each teacher, after grade level communication, regarding specific academic needs shown from previous test/assessment results
- Grade level meetings held regularly to discuss assessments, results, instruction, and student achievement areas needing attention with plans for improvement implemented by faculty
- CRLP, CELDT, ADEPT, AR
- Teacher developed assessments used to guide planning and instruction
- Accelerated Reader
- Math Facts
- OARS – Online Assessment Reporting System, teachers can look at item analysis for intervention
- 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, 100%, have students that are low performing
- Lowest performing 1st – 3rd grade students in reading receive assistance with Title I teachers
- Lowest performing 4th-5th grade students in math receive assistance
- Kindergarten stated about 20% of students in this grade experience low performance
- Various assessments show varying percentages of students who are low performing and are in all classes
- Some grades report 1/4 to 1/3 of students are low performers, others report less

7.4.26

- Support staff (music, science) 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. After School Program from 6:00 a.m.- 6:00 p.m. for academic, recreational and enrichment activities
- C.A.R.E. After School Program from 2:45-5:45 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
- Interns available through the Lighthouse Resource Center for counseling services and Caring About Kids program
- PCOE courses available
- WPUSD staff development available
- Special Education RSP
- Special Education SDC
- Special Education Speech
- Character trait development assemblies
- Enrichment/educational assemblies
- Enrichment field trips
- Nurse aide 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 with one hour aide time per class paid by the district in addition to two teachers in each class (minus prep time)
- First through third grade class size reduction Option 1 (20 maximum per class)
- STAR Day Care on campus AM/PM
- 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
- Community sports programs (soccer, football, baseball, basketball)
- CPS assistance as needed
- Library time scheduled for all students weekly
- Parents and teachers e-mail one another as an additional means of communication
- Computer Lab is scheduled for al students weekly
- ELAC – meetings four times a year for parents of English Language Learners

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
- Parental apathy shown regarding children with greatest needs
- Families that are faced with parenting challenges at home
- Significant percentage of lower income students
- Parent Education classes
- 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., not as available with no API money for reaching goals)
- API funds cut and not available even if schools meet API growth targets

7.4.27

- 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 . . .)
- Oversized classes in music with limited teaching staff
- Low socio-economic group has less cultural and educational experiences
- Response to Intervention programs to assist all students in academic achievement

10. **Limitations of the current program to enable under-performing students to meet standards:**

- Additional intervention services for students who didn't meet the standards in reading and math
- More "Caring About Kids" sessions
- Parenting classes- many low-performing students have behavior problems
- Parent Education- the importance of reading and math
- More counseling available to students on campus
- Additional services/personnel needed to meet diversity and basic needs for at-risk students

7.4.28

2009-10

Academic Performance Index (API) School Report

STAR 2010 Percent Tested	Number Included in the 2010 API	2009 API (Base)	2010 Statewide Rank	2010 Similar Schools Rank	2010 Growth Target	2010 API Growth	2010 API Growth Points
100	362	775	5	1	5	788	13

Student Groups	Number of Pupils Included in 2010 API	Numerically Significant	2010 Subgroup API Base	2010 Growth Target	2010 API Growth	2010 API Growth Points
African American, not Hispanic	6	No				
American Indian or Alaska Native	7	No				
Asian	12	No				
Filipino	7	No				
Hispanic or Latino	127	Yes	709	5	740	31
Pacific Islander	4	No				
White not Hispanic	181	Yes	812	A	824	12
Economically Disadvantaged	122	Yes	723	5	716	-7
English Learners	77	Yes	643	8	705	62
Students With Disabilities	62	No				
Two or More Races	18	No				

2009-10

Student Testing And Reporting (STAR)

Scores are stated as a percent of students scoring at proficient	**English Language Arts** 2011 Target Pro/Adv Safe Harbor	**English Language Arts** 2010 Pro/Adv Safe Harbor	**Math** 2011 Target Pro/Adv Safe Harbor	**Math** 2010 Prof/Adv Safe Harbor
All Students	54.0%	48.6%	64.2%	60.2%
Hispanic/Latino	42.0%	35.4%	56.8%	52.0 %
English Learners	35.0%	27.3%	52.2%	46.8%
White not Hispanic	61.0%	56.9%	67.2%	63.5%
Socioeconomically Disadvantaged	42.0%	35.2%	49.1%	43.4%
Students With Disabilities	48.0%	41.9%	53.6%	48.4%

Conclusion: Based on the Academic Program Survey results, the following are focus areas;

English Language Arts - rigorous intervention 1st-3rd
Math Intervention – rigorous intervention 4th-5th
Collaborative Planning by grade levels in Lang. Arts and Math (Professional Learning Communities, DuFours)
Coaching/Professional Development in Lang. Arts and Math (SIPPS)
Categorical support in math interventions
Monitoring of math on OARS

7.4.29

STUDENT PERFORMANCE DATA SUMMARY *(continued)*

2009-10

School Demographic Characteristics

Ethnic/Racial (STAR) African American not Hispanic: 2% American Indian or Alaska Native: 2% Asian: 3% Filipino: 2% Hispanic or Latino: 34% Pacific Islander: 1% White not Hispanic: 51% Participants in Free or Reduced Price Lunch: 28% English Language Learners (STAR): 21% Multi-track year-round school? (CBEDS) – No School Mobility (STAR): 100%	Parent Education Level (STAR) Not high school graduate: 7% High school graduate: 19% Some college: 23% College graduate: 20% Graduate school: 31% Average Parent Education Level (STAR): 3.49 Average Class Size (CBEDS) K-3: 21 4-6: 29 Enrollment in grades 2-5 on first day of testing - 408 Number of Students Excused from Testing – 0 Number of Students Tested – 408

Percentage of Students Scoring Below Proficient on STAR Test
Comparison of 2008-09 to 2009-2010

	English Language Arts			
	Far Below Basic	Below Basic	Basic	Growth
Second Grade	3% to10%	6% to10%	41% to 21%	↓
Third Grade	6% to 3%	20%	35% to 40%	0
Fourth Grade	5% to 2%	5% to 8%	35% to 43%	↓
Fifth Grade	16% to 6%	14% to 16%	32% to 30%	↑

	Mathematics			
	Far Below Basic	Below Basic	Basic	Growth
Second Grade	0% to 5%	10% to 8%	31% to 13%	↑
Third Grade	4% to 1%	25% to 11%	24% to 21%	↑
Fourth Grade	0%	13% to 14%	27% to 33%	↘
Fifth Grade	4% to 9%	20% to 21%	20% to 31%	↘

Conclusions from Student Performance Data:
Second Grade: ELA scores went down but in math there was an 8% gain
Third Grade: ELA scores averaged about the same but math went up 14%
Fourth Grade: ELA scores went down and math scores were slightly down
Fifth Grade: ELA scores improved by 8% but math scores went slightly down

Conclusions from Parent, Teacher and Student Input:
English Language Arts continues is an area of concern. Rigorous intervention for 140 students continues with a team of five intervention staff. EL support, RSP and SDC is included in this team effort.

The newly adopted math curriculum didn't appear to greatly affect test scores. Teachers will be more familiar and experienced with the new curriculum which could positively improve test scores.

7.4.30

School Goals for Improving Student Achievement

Goal #1: By June 2011, all significant student subgroups will meet AYP proficiency rates for STAR testing in English Language Arts.

Goal #2: By June 2011, all significant student subgroups will meet AYP proficiency rates for STAR testing in Math.

Goal #3: Increase family involvement in student academic and attendance success

Goal #4: All staff and parents will work as a team in area of social and character development

7.4.31

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:
By June, 2011, all significant student subgroups will meet AYP proficiency rates for STAR testing on English Language Arts.

	Current	Safe Harbor Target
Schoolwide	**48.6%**	**54.0%**
Hispanic/Latino	**35.4%**	**42.0%**
White	**56.9%**	**61.0%**
SED	**35.2%**	**42.0%**
EL	**27.3%**	**35.0%**
SWD	**41.9%**	**48.0%**

Description of Specific Action to Improve Student Performance	Implementers Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: Teachers will identify students nearly proficient for concentrated support.	All year			
Improvement of Instructional Strategies/Materials: • Purchase annual fee for Accelerated Reader • Accelerated Reader Student Awards • STAR Assessment Incentives • English Language Development Intervention • English Language Intervention Support • Intervention Support Provider • Title I Reading Specialist (1st-3rd) • Title I Instructional Aide • Increase library book selection • Purchase high level selections of library books for research and novels • Third grade cursive writing booklets	All Teachers September 2010	• Subscription fee • Beads for keychain • Materials • Salary • Two Bi-lingual Instructional Aides (Salaries) • Salary • Salary • Materials • Salary • Library books • Reference books and novels • Photocopy - Kinkos	$ 3,000 $ 750 $ 500 $ 64,508 $ 11,419 $ 19,157 $ 86,943 $ 380 $ 9,753 $ 500 $ 1,000 $ 627	EIA SLIG SLIG Title I (ARRA) SLIG Title I Title I Title I Title I Title I GATE Site
Extended Learning Time: • Computer Lab	Faculty September 2010	• Technology Aide Salary	$ 6,565	SLIG
Staff Development: • Workshops/in-services in target areas such as OARS, HSP math, PLC etc. Instructional support	Faculty All year	• Workshop substitutes • Ladibug Technology for all classrooms	$ 5,000	Title I

7.4.3.2

Involvem of Parents/Community: • Meetings, communication, conferences • Communication with community: Bi-lingual Aide • SST Coordinator	Parents Title I Staff All year	• Materials • Salary • Stipend	$ 250 $ 5,772 $ 2400	Title I EIA EIA
Monitoring Program Implementation: • PLC Meetings • Utilize OARS to monitor student achievement • ESGI	Faculty All year Kindergarten	N/A Yearly subscription	N/A $ 750	N/A Site

7.4.23

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.

	Current	Safe Harbor Target
Schoolwide	**60.2%**	**64.2%**
Hispanic/Latino	**52.0%**	**56.8%**
White	**63.5%**	**67.2%**
SED	**43.4%**	**49.1%**
EL	**46.8%**	**52.2%**
SWD	**48.4%**	**53.6%**

Description of Specific Action to Improve Student Performance	Implementers Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: Teachers will identify students nearly proficient for concentrated support.	All year			
Improvement of Instructional Strategies/Materials: • EL Specialist • Classroom support	Teachers September 2010	• Salary • Two Bi-lingual Instructional Aides (Salaries)	$ 11,020 $ 23,826 $ 11,419	ELAP EIA SLIG
Extended Learning Time: • Computer Lab	Faculty September 2010	• Technology Aide Salary	$6,565	SLIG
Staff Development: • Workshops/in-services in target areas such as OARS, HSP math, Professional Learning Communities, GATE etc.	Faculty All year	• Ladibug Technology for all classrooms	$ 5,000 $ 7,000	Title I Arts/Music Grant
Involvement of Parents/Community: • Meetings, communication, conferences • Communication with community: Bi-lingual Aide • Website	Parents Title I Staff Teachers Aides All year Computer Tech	• Materials • Stipend	$ 250 $ 1,329 $ 500	Title I EIA SLIG
Monitoring Program Implementation: • PLC Meetings • Utilize OARS to monitor student achievement	Faculty All year	N/A	N/A	N/A

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL #3 for Improving Student Achievement: **Increase family involvement in student academic and attendance success**
Student groups participating in this goal: All
Performance gains expected for these students: Increase the average attendance of our school by 0.5%
Means of evaluating progress toward this goal: Monthly attendance reports as well as improvement on CST, CMA results
Group data needed to measure academic gains: Parent, student, and staff survey results and PTO, SSC, and ELAC attendance

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Involvement of staff, parents and community: ▪ Monthly newsletter for parent education ▪ Attendance telephone line ▪ Title I parent meeting	 Principal Principal Parents	 • Paper costs, ink • Sticker costs • Materials	 $ 100 $ 300 $ 500	 Site Site Title I
Auxiliary services for students and parents: ▪ Kindergarten Orientation Day to be held prior to the beginning of school. This day helps to orient kindergarten students, as well as their parents, with our program. ▪ Annual rewards for students with 100%	 Principal/ Teachers August Attendance	 • paper costs, postage • Certificates and prize	 $ 100 $ 50	 Site Site

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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL #4 for Improving Student Achievement: **All staff and parents will work as a team in area of social and character development**

Student groups participating in this goal: All
Performance gains expected for these students: Increased rewards for exhibiting positive behavior and decreased behavior problems, including referrals, citations and suspensions
Means of evaluating progress toward this goal: Data on referrals, citations, and suspensions
Group data needed to measure academic gains: Annual review of number of citations and suspensions

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: Students will learn about the effects of drugs and alcohol	Schoolwide during the month of October	• Incentives - necklaces	$ 1,000	SLIG
Staff development and professional collaboration: ▪ PROACT Training	Principal Vice Principal	Registration	$ 150	District
Auxiliary services for students and parents: ▪ Counseling through Sacramento State Interns to help students with social skills and emotional development ▪ School chorus – 3rd-5th grade students	Principal All year Teacher/all year	• Stipends for two Interns • Teacher/after school	$ 2,500 $ 1,183	EIA Arts/Music Block Grant
Monitoring program implementation and results: ▪ Monthly Student Awards Assembly for students who meet their goal in academics and in good citizenship (7 pillars of building character).	Principal	• Certificates, bracelets, books	$ 662	SLIG

7.436

CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost	Funding Source
• ELD Program Specialist to provide direct services to students and to teachers through coaching and staff development.	$ 5.903	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: $0.00**

Purpose: Help educationally disadvantaged students succeed in the regular program. Develop fluency in English and academic proficiency of English learners. — **Amount: $35,958** **Carryover $2,869**

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

School and Library Improvement Grant — **Amount: $28,905** **Carryover $10,475**

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

Other State or Local funds (list and describe) — **Amount: $ 3,974** **Combined Carryover $16,229**

		Allocation	
*ELAP	Code 6286	$ 2,035	**Carryover $8,985**
*Arts and Music Block	Code 0760	$ 939	**Carryover $7,244**
*GATE	Code 0140	$ 1,000	

Federal Programs

Elementary and Secondary Education Act:

Title I: Targeted Assistance Program — **Amount: $125,256**

Purpose: Help educationally disadvantaged students achieve grade level proficiency. — **Carryover $2,477**

Other Federal Funds (list and describe):

ARRA — **Amount: $64,508**

Total amount of state and federal categorical funds allocated to this school: $258,601

With carryover $290,651

7.4.37

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
Linda Pezanoski	X				
Stephany Hammer				X	
Elena Bessette				X	
Ericka Stewart				X	
Carmen Brown				X	
Annie Larsen		X			
Anne Culbertson				X	
Cathy Hutchings		X			
April Rennie		X			
Karen Anderson			X		
Numbers of members of each category	1	3	1	5	

7.4.38

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: September 20, 2010

Attested:

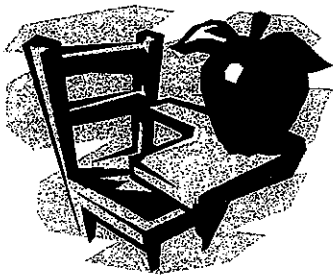
Linda Pezanoski Typed name of School Principal	Linda Pezanoski Signature of School Principal	9-20-10 Date
Cathy Hutchings Typed name of SBLT Chairperson	Cathy Hutchings Signature of SBLT Chairperson	9/20/10 Date

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SINGLE PLAN FOR STUDENT ACHIEVEMENT

at

Carlin C. Coppin Elementary School
#31-66951-6085252
July 2010 – June 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:

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

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

Western Placer Unified School District

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

7.4.10

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 limited only by their interest, ability and effort.

School Profile

Carlin C. Coppin Elementary School is located in Western Placer Unified School District in the city of Lincoln. The school serves kindergarten through fifth grades; the enrollment is 420, with two to four classes at each grade level. The ethnic makeup is as follows: 64% Caucasian, 30% Hispanic and 6% other. The Principal is Terri Dorow. Scott Leaman is Western Placer Unified School District's Superintendent.

Parents play important roles at Carlin C. Coppin through their active participation and involvement in School Site Council (SSC), Parent Teachers Club (PTC), annual events and regular volunteering in classrooms. Parents support PTC activities such as family nights, school assemblies, purchase of new equipment and rewards for positive discipline. Parents fully implement a monthly art docent program. Carlin C. Coppin is a focal point and community center for students and their parents.

School Accountability Report Card

TEACHER ASSIGNMENT

Western Placer Teacher Committee meets on a regular basis to ensure all teachers within our district are appropriately credentialed and teaching within the designation of their credential(s). In extreme cases where changes must be made due to teachers being reassigned to other school sites or due to medical leave/retirement, Western Placer Unified School District Board of Trustees are promptly notified and corrective measures listed. Personal background checks are completed by the Department of Justice before any instructor is allowed in the classroom.

STUDENT ACHIEVEMENT

Carlin C. Coppin School maintains high expectations for student achievement. Students are administered yearly a standardized test. A high priority has been set by both the school and district to raise individual performance and test scores. Students may also be tested upon parent request to determine special needs, either with learning handicaps or advanced ability. Such testing is completed by a qualified and trained district staff person who discusses the results with parents.

CLASS SIZE AND TEACHING LOADS

Western Placer Unified School District is committed to ensuring all students receive an exemplary education in preparation for the demands of the twenty-first century. Through class size reduction, class sizes average about twenty in first, second, and third grades. Kindergarten averages about twenty-five students.

DISCIPLINE AND CLIMATE FOR LEARNING

The Carlin C. Coppin discipline plan is disseminated to parents and students at the beginning of the school year in a Parent/Student Handbook. Parents and students are asked to sign an agreement form to verify they have eceived and read the handbook information. School rules are posted in each classroom. There is a detailed site discipline procedure 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, and parent signature line. Interventions for inappropriate behavior are explored as a first step and may include "Caring About Kids." Carlin C. Coppin also has developed a "Bucket Filler" program,

7.4.41

designed around students social emotional learning. Bucket fillers demonstrate good character and are rewarded weekly via a random drawing of names in each class bucket.

Procedures are established for reporting all criminal behavior on the school campus to the appropriate law enforcement agency. In several schools, students have been trained in conflict management which enables them to develop strategies to address interpersonal relationship issues. In one school an alternative learning center provides a quiet place in which students can reflect on their behavior, take tests, and complete missing assignments. We know that students learn best when they are in safe and secure schools and we are providing this for our students.

SUBSTITUTE TEACHERS

Prior to substituting in our district, teachers must attend an orientation meeting in which rules and procedures are discussed; expectations for student interactions reviewed; and support strategies outlined. In several cases we have hired substitute teachers who have clearly demonstrated their commitment to the students in Western Placer Unified School District.

INSTRUCTIONAL MINUTES AND EARLY RELEASE DAYS

Carlin C. Coppin Elementary School scheduled monthly early release days. The state requires 36,000 instructional minutes for kindergarten and the school's schedule fulfills that requirement. The state minimum is 50,400 minutes for grades one through three and 54,000 for grades four and five. The school schedule provides for 55,755 for those grades.

ENROLLMENT AND ATTENDANCE

Daily attendance is reinforced through contacting families of absent students. Independent study contracts are available for students that are away from school during the year. Awards are given to students achieving perfect attendance. Many positive programs at Carlin C. Coppin Elementary motivate students to come to school.

COUNSELING AND SUPPORT SERVICES

Western Placer Unified School District has a Deputy Superintendent of Educational Services, a full-time psychologist, a full-time nurse, and four school psychologist interns from California State University-Sacramento, devoted to identifying and serving the special needs of our students. The Student Study Team process is in place at all school sites in which students with academic or behavior difficulties are referred.

Administrators, general and special education teachers, parents, and often students meet to discuss the nature of the concern and brainstorm strategies to address these concerns. After modifications are made to the existing educational program, a student may be referred for special education services. Currently, there are special education teachers at our site, a full-time speech and language therapist as well as a resource teacher. In addition, we receive support from a District Program Specialist.

The Lighthouse Community Resource Center has opened in Lincoln. Children in Western Placer receive individual and family counseling on a walk-in and school referral basis free of charge. The Lighthouse Center also houses many community based support services that serve the Lincoln area. Last year, many students in our district received support from our college intern program and the Lighthouse Center.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Western Placer Unified is dedicated to providing the best education for our students. Teachers are provided lottery funds to purchase materials unique to his/her grade level.

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.

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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 recently been installed. A copy of the complete plan is on file at each site. A site emergency safety plan is in place. Evacuation drills are performed each year. A district crisis response team and plan are in place with identified procedures.

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.

TRAINING AND CURRICULUM IMPROVEMENT

The Western Placer Board of Trustees has allocated funds to be utilized for professional development for teachers, administrators, and classified employees. Teachers in our district are our greatest source of professional development. Numerous teachers have presented classes in our Teacher In-services, presented at numerous conferences, and presented workshops for Placer County Office of Education.

TEACHER EVALUATION

All teachers within the Western Placer Unified School District are evaluated annually, formally and/or informally. Teachers receive training in instructional improvement. Administrators within the district have been trained in supervision practices. Based on state directives and local concerns, teachers and administrators have opportunities to attend professional meetings and conferences.

TOPICS OF LOCAL INTEREST

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.

The maximum salary requires 32 years of experience, 26 of which must be earned within the district. The degree requirements for the maximum salary are either a BA + 75 units or an MA + 30 units.

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The Following Statements Characterize Educational Practices at This School

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-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 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
   - Harcourt 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 Harcourt in-services held by the WPUSD
   - Standardized testing in-services held by 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 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
   - 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
   - At-risk of 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
   - Before and after-school tutoring, has been offered, as funds are available, to assist students with academics
   - 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, 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
   - Many various supplemental materials, as requested and funds available, for staff to assist students 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
   - 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

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6. Use of state and local assessments to modify instruction and improve student achievement:
   - Deputy Superintendent for Educational Services 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:
   - Classes are balanced so that all teachers have students who 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:
   - 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
   - SST meetings to assess and assist student needs with faculty/parent input
   - Parent/teacher conferences with Early Release 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 with one hour aide time per class paid by the district.
   - First through third grade class size reduction
   - Parent volunteers in classrooms
   - Instructional assistants for academics in Special Education
   - Before and After-School tutoring
   - 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
   - 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 barriers 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, educational materials (Homework Club, 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 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

7.4.45

2009 -10 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met
2010 Growth
Academic Performance Index (API) Report

California Department of Education
Assessment, Accountability and Awards Division
9/16/2010

2010 Growth API Links:

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

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

Direct Funded Charter School: No

- 2009-10 APR
- 2009-10 State API
- 2010 Federal AYP and PI

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

- State Accountability: Academic Performance Index (API)

7.4.46

Number of Students Included in the 2010 Growth API	API				Met Growth Target		
	2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
274	824	816	A	8	Yes	No	No

Similar Schools

Median API	
2010 Growth	2009 Base
848	840

Click on the median value heading to link to the list of 2009 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2009 Base API Report.

Subgroups

	Number of Students Included in 2010 API	Numerically Significant in Both Years	Subgroup API				
			2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	Met Subgroup Growth Target
Black or African American	3	No					
American Indian or Alaska Native	2	No					
[illegible]	1	No					
Filipino	2	No					
Hispanic or Latino	77	Yes	803	757	5	46	Yes
Native Hawaiian or Pacific Islander	0	No					
White	184	Yes	843	846	A	-3	Yes
Two or More Races	5	No					
Socioeconomically Disadvantaged	74	Yes	756	772	5	-16	No
English Learners	33	No					
Students with Disabilities	57	Yes	704	673	6	31	Yes

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 the school or LEA

7.4.47

2010 STAR Test Results
Coppin (Carlin C.) Elementary School
All Students - 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:
293	Total Enrollment on First Day of Testing:
293	Total Number Tested:
293	Total Number Tested in Selected Subgroup:

Note: The first row in each table contains numbers 2 through 11 which represent Grade 2 through Grade 11 respectively. Additionally, EOC stands for End-of-Course.

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

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
ted Enrollment	84	61	69	79							

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	84	55	59	67							
% of Enrollment	100.0 %	90.2 %	85.5 %	84.8 %							
Students with Scores	84	55	58	67							
Mean Scale Score	368.5	358.1	379.1	353.6							
% Advanced	31 %	20 %	41 %	21 %							
% Proficient	35 %	40 %	29 %	34 %							
% Basic	15 %	29 %	21 %	34 %							
% Below Basic	12 %	9 %	7 %	7 %							
% Far Below Basic	7 %	2 %	2 %	3 %							

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	84	55	58	68							
% of Enrollment	100.0 %	90.2 %	84.1 %	86.1 %							
Students with Scores	84	55	58	68							
Mean Scale Score	372.1	420.6	386.4	351.1							
% Advanced	33 %	51 %	31 %	13 %							
% Proficient	29 %	35 %	48 %	38 %							
Basic	20 %	11 %	17 %	28 %							
% Below Basic	11 %	4 %	3 %	13 %							
% Far Below Basic	7 %	0 %	0 %	7 %							

7.4.48

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				72							
% of Enrollment				91.1 %							
dents with Scores				72							
ean Scale Score				351.3							
% Advanced				18 %							
% Proficient				35 %							
% Basic				25 %							
% Below Basic				14 %							
% Far Below Basic				8 %							

7.4.49

2010 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:
293	Total Enrollment on First Day of Testing:
293	Total Number Tested:
196	Total Number Tested in Selected Subgroup:

Note: The first row in each table contains numbers 2 through 11 which represent Grade 2 through Grade 11 respectively. Additionally, EOC stands for End-of-Course.

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

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
...rted Enrollment	84	61	69	79							

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	51	43	36	50							
% of Enrollment	60.7 %	70.5 %	52.2 %	63.3 %							
Students with Scores	51	43	35	50							
Mean Scale Score	379.9	362.8	392.7	358.3							
% Proficient and Above	69 %	67 %	80 %	58 %							

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	51	42	35	50							
% of Enrollment	60.7 %	68.9 %	50.7 %	63.3 %							
Students with Scores	51	42	35	50							
Mean Scale Score	382.0	427.2	391.0	362.5							
% Proficient and Above	69 %	86 %	83 %	58 %							

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				54							
% of Enrollment				68.4 %							
...dents with Scores				54							
Mean Scale Score				357.1							
% Proficient and Above				56 %							

7.4.50

2010 STAR Test Results
Coppin (Carlin C.) Elementary School
English Learner - 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:
293	Total Enrollment on First Day of Testing:
293	Total Number Tested:
26	Total Number Tested in Selected Subgroup:

Note: The first row in each table contains numbers 2 through 11 which represent Grade 2 through Grade 11 respectively. Additionally, EOC stands for End-of-Course.

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

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	84	61	69	79							

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	15		5	3							
% of Enrollment	17.9 %		7.2 %	3.8 %							
Students with Scores	15		5	3							
Mean Scale Score	339.3		*	*							
% Proficient and Above	53 %		*	*							

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	15	1	5	3							
% of Enrollment	17.9 %	1.6 %	7.2 %	3.8 %							
Students with Scores	15	1	5	3							
Mean Scale Score	334.3	*	*	*							
% Proficient and Above	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				3							
of Enrollment				3.8 %							
dents with Scores				3							
Mean Scale Score				*							
% Proficient and Above				*							

7.451

2010 STAR Test Results
Coppin (Carlin C.) Elementary School
Economically Disadvantaged - 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:
293	Total Enrollment on First Day of Testing:
293	Total Number Tested:
79	Total Number Tested in Selected Subgroup:

Note: The first row in each table contains numbers 2 through 11 which represent Grade 2 through Grade 11 respectively. Additionally, EOC stands for End-of-Course.

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

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	84	61	69	79							

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	15	18	16	18							
% of Enrollment	17.9 %	29.5 %	23.2 %	22.8 %							
Students with Scores	15	18	16	18							
Mean Scale Score	325.5	359.1	363.6	325.0							
% Proficient and Above	40 %	67 %	69 %	33 %							

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	15	18	16	18							
% of Enrollment	17.9 %	29.5 %	23.2 %	22.8 %							
Students with Scores	15	18	16	18							
Mean Scale Score	323.5	414.7	371.8	295.1							
% Proficient and Above	40 %	83 %	75 %	17 %							

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				20							
% of Enrollment				25.3 %							
Students with Scores				20							
Mean Scale Score				313.1							
% Proficient and Above				25 %							

7.4.52

2010 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:
293	Total Enrollment on First Day of Testing:
293	Total Number Tested:
53	Total Number Tested in Selected Subgroup:

Note: The first row in each table contains numbers 2 through 11 which represent Grade 2 through Grade 11 respectively. Additionally, EOC stands for End-of-Course.

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

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	84	61	69	79							

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	9	6	6	5							
% of Enrollment	10.7 %	9.8 %	8.7 %	6.3 %							
Students with Scores	9	6	6	5							
Mean Scale Score	*	*	*	*							
% Proficient and Above	*	*	*	*							

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	9	7	6	6							
% of Enrollment	10.7 %	11.5 %	8.7 %	7.6 %							
Students with Scores	9	7	6	6							
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				9							
of Enrollment				11.4 %							
udents with Scores				9							
Mean Scale Score				*							
% Proficient and Above				*							

7.4.53

STUDENT PERFORMANCE DATA SUMMARY *(continued)*

School Demographic Characteristics

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

Ethnic/Racial (CBEDS) African American not Hispanic: 1% American Indian or Alaska Native: 1% Asian: 1% Filipino: 1% Hispanic or Latino: 27% Pacific Islander: 0% White not Hispanic: 69% Participants in Free or Reduced Price Lunch: 32% English Language Learners 15% Multi-track year-round school? (CBEDS) – No School Mobility (STAR) NA	Parent Education Level –Highest level (STAR) Not high school graduate 4% High school graduate 23% Some college 29% College graduate 21% Graduate school 23% 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) 293 Number of Students Excused from Testing – 0 Number of Students Tested – (STAR) 293

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
English Learners	2nd – 5th	In English/Language Arts, 45.5% of our EL students scored proficient or above on the CST. In mathematics 54.5% scored proficient or above.
Economically Disadvantaged	2nd – 5th	In English/Language Arts, 52.7% of our economically disadvantaged students scored proficient or above on the CST. In mathematics, the numbers were 55.4% for economically disadvantaged.
Students with Disabilities	2nd – 5th	40.4% of our special education students are at proficient or above on the CST Eng./LA. In mathematics, 47.4% scored proficient or above.
All Students	2nd – 5th	62.4% of all students scored proficient or above in English/Language Arts and 67.2% scored at the same level in math.

7.4.54

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Language Arts

By June, 2011 all significant subgroups will meet AYP proficiency rates for STAR testing on ELA:

- Schoolwide – Current 62.4% - Target 66.2% Safe Harbor)
- Hispanic/Latino-Current 57.1%- Target 61.4% (Safe Harbor)
- White-Current 66.8%- Target 67.6%
- SED- Current 52.7%- Target 57.4% (Safe Harbor)
- EL- Current 45.5%-Target 58.2% (Safe Harbor)
- SWD- Current 40.4% - Target 46.4% (Safe Harbor)

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards * All intervention supplies and material purchased will be related to approved content standards and curriculum. * Lesson plans are developed to align with CA. content standards. * Benchmarks for achievement are developed to align with CA content standards and are designed to be used as a gauge for measuring student progress. * Fieldworker- Caring About Kids	All staff 2010/2011 School Year	• Additional Intervention Support Personnel to implement programs • Instructional aide to assist English learners and their families • Printing Costs • Intervention Services Providers-partial support & additional hours • ½ salary	**$18,360** **$11,812** **$ 6,853** **$ 7,000** **$13,384** **$ 3,146** **$ 2,000**	**PRBG (district)** **EIA** **SLIG** **SLIG** **SLIG** **ELAP** **SLIG**
Improvement of Instructional Strategies/Materials: * Staff will attend various workshops and staff development activities * Ongoing purchases of library materials * Supplemental materials will be purchased to support and enrich core curriculum on an as needed basis	All staff 2010/2011 School Year	• Conference, sub fees • Library materials • Renaissance Learning • Supplementary materials as needed	**$2000** **$3000** **$3000** **$2000**	**SLIG** **SLIG** **SLIG** **SLIG**

SS'h'L

Extende earning Time: • Students participate in intervention or enrichment programs	All staff 2010/2011 School Year	• Additional support personnel • Supplementary materials as needed	**$2,040** **$1,500**	**GAT** **SLIG**
Staff Development: • Staff will participate in monthly professional development meetings • Staff will attend workshops and professional development opportunities as available	All staff 2010/2011 School Year	• Conference and sub fees	**See above**	**SLIG**
Involvement of Parents/Community: • Monthly newsletter • Communication via PTC, SSC, ELAC • Special events involving school community	All staff 2010/2011 School Year	• Funds allotted for special events • Printing costs • Trainings, supplies for parent volunteers	**$250** **$500** **$100**	**SLIG**
Monitoring Program Implementation: • Frequent and ongoing assessments • Use of OARS as assessment tools • Anecdotal observations • Use of Collaboration Time for teachers to share data and plan accordingly	All staff 2010/2011 School Year	• additional hours for support personnel	**$500**	**SLIG**

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SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Math

By June, 2011 all significant subgroups will meet AYP proficiency rates for STAR testing on ELA:

- Schoolwide – Current 67.2% - Target 68.5%
- Hispanic/Latino-Current 63.6%- Target 67.2% (Safe Harbor)
- White-Current 70.7%- Target 68.5%
- SED- Current-55.4%- Target 59.9% (Safe Harbor)
- EL- Current 54.4%- Target 59% (Safe Harbor)
- SWD- Current 47.4% - Target 52.7% (Safe Harbor)

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: * All math supplies and material purchased will be related to approved content standards and curriculum. * Lesson plans are developed to align with CA. content standards. * Benchmarks for achievement are developed to align with CA content standards and are designed to be used as a gauge for measuring student progress. * New math program is followed with fidelity. * Field Worker- Caring About Kids	All staff 2010/2011 School Year	• Additional personnel to implement programs • Instructional aide to assist English learners and their families • Printing Costs • Intervention Support Providers-partial support and additional hours • ½ salary	**See above (LA)**	**EIA** **SLIG/ ELAC**
Improvement of Instructional Strategies/Materials: * Staff will attend various math workshops and staff development activities * Ongoing purchases of library materials, as applicable * Supplemental materials will be purchased to support and enrich mathematics program on an as needed basis	All staff 2010/2011 School Year	• Conference, sub fees • Library materials • Renaissance Learning • Supplementary materials as needed	**See above (LA)**	**SLIG**

Extended Learning Time: • Students participate in intervention or enrichment programs, as applicable	All staff 2010/2011 School Year	• Additional support personnel • Supplementary materials as needed	**See above (LA)** **See above (LA)**	**GATE** **SLIG**
Staff Development: • Staff will participate in monthly professional development meetings, with math being addressed • Staff will attend workshops and professional development opportunities as available • Staff will participate in observations of other math teachers as needed	All staff 2010/2011 School Year	• Conference and sub fees	**See above (LA)**	**SLIG**
Involvement of Parents/Community: • Monthly newsletter • Communication via PTC, SSC, ELAC • Special events involving school community	All staff 2010/2011 School Year	• Funds allotted for special events • Printing costs • Trainings, supplies for parent volunteers	**See above (LA)**	**SLIG**
Monitoring Program Implementation: • Frequent and ongoing assessments • Use of OARS as assessment tools • Anecdotal observations • Use of Collaboration Time for teachers to share data and plan accordingly	All staff 2010/2011 School Year	• additional hours for support personnel	**See above (LA)**	**SLIG**

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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 & .175 Teacher to provide direct services through in-class support and staff development.**	**Total $3,339**	**EIA**
	Total $3,339	

7.459

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

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

State Programs

Economic Impact Aid/ English Learner Program (Res 7091) — **Amount: $20,341**
Purpose: Develop fluency in English and academic proficiency of English learners
* EIA carryover — **$ 1,685**

English Language Acquisition Program (ELAP) — **Amount: $ 656**
* ELAP carryover — **$ 4,224**

Gifted and Talented Education (GATE) (Res 0140) — **Amount: $ 1,000**
Purpose: To enhance the education of GATE identified Students

School Library Improvement Grant (Res 0395) — **Amount: $19,912**
Purpose: Improve school response to educational, personal and career needs of all students.
* SLIG carryover — **$28,933**

Art & Music Grant (Res 0760) — **Amount: $ 647**
* Art/Music carryover — **$ 4,490**
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: **$100,248**

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SCHOOL SITE COUNCIL MEMBERSHIP

ucation 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				
Jane Isola				X	
Debbie Ewing				X	
Denise Anderson				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).

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RECOMMENDATIONS AND ASSURANCES

~ 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

Date 10/5/10

Jane Isola
Typed name of SSC chairperson

Jane Isola
Signature of SSC chairperson

Date 10/5/10

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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, 2010/2011 and 2011/2012.** For additional information on school programs and how you may become involved, please contact the following person:

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

First Street School
1400 First Street
Lincoln, CA 95648

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on _____ 2010

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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 450, 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 tate 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 'ected to the committee by their peer group.

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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 `treet 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 e 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.

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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 2009/2010 STAR assessment results and student performance in the classroom, we have determined that there is a need to address student writing. In the 2009/2010 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

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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. Besides 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 three 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.

7.4.67

2009 -10 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met
2010 Growth
Academic Performance Index (API) Report

California Department of Education
Assessment, Accountability and Awards Division
10/8/2010

School: First Street
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-6117493
School Type: Elementary

2010 Growth API Links:
- School Chart
- School Demographic Characteristics
- School Content Area Weights
- LEA List of Schools
- County List of Schools

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

Direct Funded Charter School: No

2009-10 APR | 2009-10 State API | 2010 Federal AYP and PI
Summary | Glossary | Base | Guide | Growth | AYP | PI | Guide

State Accountability: Academic Performance Index (API)

Number of Students included in the 2010 Growth API	API				Met Growth Target		
	2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
264	839	809	A	30	Yes	Yes	Yes

Similar Schools Report

Similar Schools

Median API	
2010 Growth	2009 Base
833	822

Click on the median value heading to link to the list of 2009 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2009 Base API Report.

Subgroups

	Number of Students Included in 2010 API	Numerically Significant in Both Years	Subgroup API				
			2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	Met Subgroup Growth Target
Black or African American	2	No					

7.4.68

American Indian or Alaska Native	0	No					
Asian	5	No					
Filipino	9	No					
Hispanic or Latino	170	Yes	799	763	5	36	Yes
Native Hawaiian or Pacific Islander	0	No					
White	75	Yes	893	899	A	-6	Yes
Two or More Races	2	No					
Socioeconomically Disadvantaged	153	Yes	795	777	5	18	Yes
English Learners	135	Yes	782	751	5	31	Yes
Students with Disabilities	33	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.

7.4.69

2009-10 Growth Academic Performance Index (API) Chart

School Chart
2010 Growth
Academic Performance Index (API) Report

California Department of Education
Assessment, Accountability and Awards Division
10/8/2010

School: First Street
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-6117493
School Type: Elementary

2010 Growth API Links:
- School Growth Report
- School Demographic Characteristics
- School Content Area Weights
- LEA List of Schools
- County List of Schools

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

Direct Funded Charter School: No

2009-10 APR		2009-10 State API			2010 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

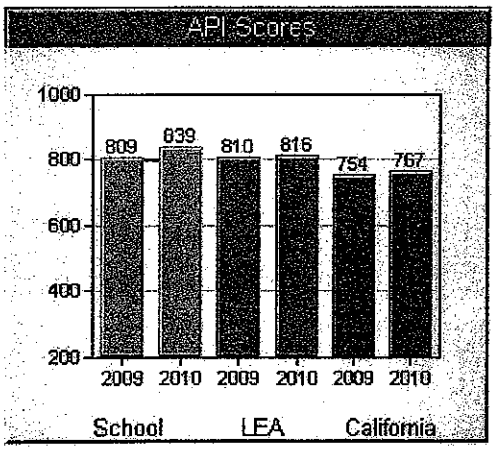
State Accountability: Academic Performance Index (API)

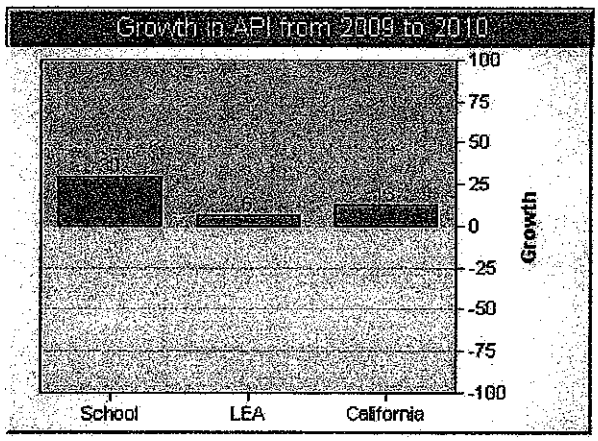
2009 Base API	2010 Growth API	Growth in the API from 2009 to 2010
809	839	30

Met 2009-10 Growth API Targets:

Schoolwide	Yes
All Subgroups	Yes
Both	Yes

Schools that do not have a valid 2009 Base API will not have any growth or target information.





Statewide Performance Target for Schools = API of 800 or Above

School: First Street
LEA: Western Placer Unified

7.4.70

2009 -10 Accountability Progress Reporting (APR)

School Report
2010 Adequate Yearly Progress (AYP) Report

California Department of Education
Assessment, Accountability and Awards Division
9/16/2010

School: First Street
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-6117493
School Type: Elementary

Direct Funded Charter School: No

2010 AYP and PI Links:
- School Chart
- School PI Status
- LEA List of schools
- County List of Schools

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

2009-10 APR		2009-10 State API			2010 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 19 of 21 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes: Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method	Mathematics Target 95% Met all participation rate criteria? Yes: Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method
Schoolwide	287	287	100	Yes		287	287	100	Yes	
Black or African American	2	2	100	--		2	2	100	--	
American Indian or Alaska Native	1	1	100	--		1	1	100	--	
Asian	6	6	100	--		6	6	100	--	
Filipino	9	9	100	--		9	9	100	--	
Hispanic or Latino	186	186	100	Yes		186	186	100	Yes	
Native Hawaiian or Pacific Islander	0	0	--	--		0	0	--	--	
White	79	79	100	Yes	ER	79	79	100	Yes	ER
Two or More Races	3	3	100	--		3	3	100	--	
Socioeconomically Disadvantaged	160	160	100	Yes		160	160	100	Yes	
English Learners	146	146	100	Yes		146	146	100	Yes	
Students with Disabilities	33	33	100	--		33	33	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

7.4.11

GROUPS	English-Language Arts Target 56.8 % Met all percent proficient rate criteria? No					Mathematics Target 58.0 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method
Schoolwide	264	148	56.1	Yes	SH	264	186	70.5	Yes	
Black or African American	2	--	--	--		2	--	--	--	
American Indian or Alaska Native	0	--	--	--		0	--	--	--	
Asian	5	--	--	--		5	--	--	--	
Filipino	9	--	--	--		9	--	--	--	
Hispanic or Latino	170	75	44.1	Yes	SH	170	107	62.9	Yes	
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	75	54	72.0	Yes		75	62	82.7	Yes	
Two or More Races	2	--	--	--		2	--	--	--	
Socioeconomically Disadvantaged	153	65	42.5	No		153	96	62.7	Yes	
English Learners	135	51	37.8	No		135	81	60.0	Yes	
Students with Disabilities	33	11	33.3	--		33	20	60.6	--	

Academic Performance Index (API) - Additional Indicator for AYP

2009 Base API	2010 Growth API	2009-10 Growth	Met 2010 API Criteria	Alternative Method
809	839	30	Yes	

2010 API Criteria for meeting federal AYP: A minimum "2010 Growth API" score of 680 OR "2009-10 Growth" of at least one point.

Graduation Rate

Graduation data for the class of 2008-09 is not currently available; therefore where graduation data is necessary to make an AYP determination, including safe harbor at the subgroup level, the report will indicate "Pending." AYP reports will be updated when the certified graduation data becomes available.

7.4.12

2009 -10 Accountability Progress Reporting (APR)

School Chart
2010 Adequate Yearly Progress (AYP) Report

California Department of Education
Assessment, Accountability and Awards Division
9/16/2010

School: First Street
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-6117493
School Type: Elementary

Direct Funded Charter School: No

2010 AYP and PI Links:
- School Report
- School PI Status
- LEA List of schools
- County List of Schools

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

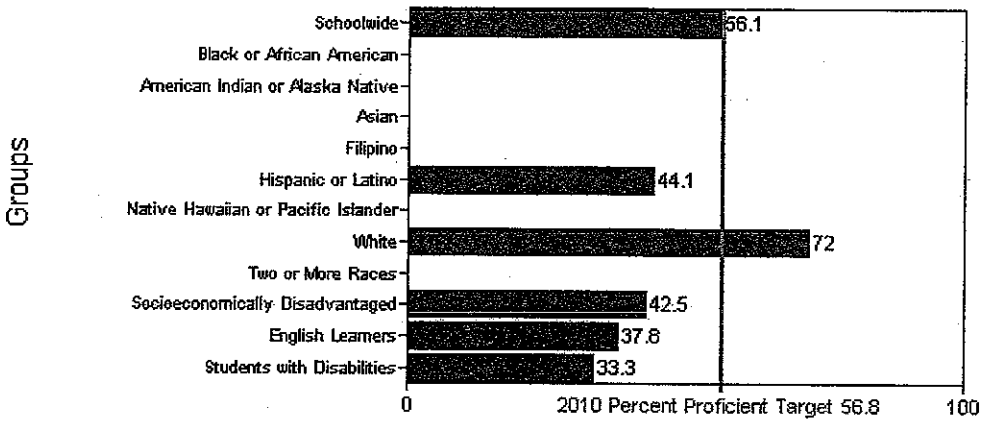
2009-10 APR		2009-10 State API			2010 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

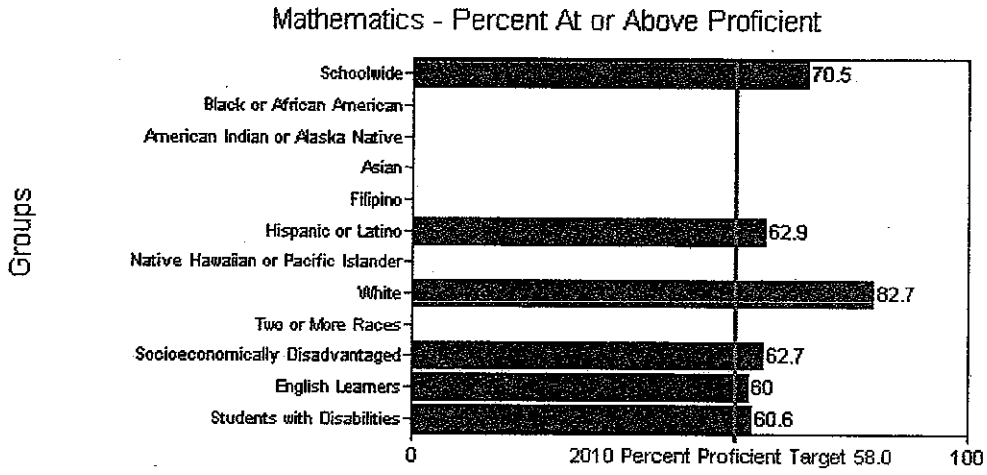
Made AYP: No

Met AYP Criteria:	**English-Language Arts**	**Mathematics**
Participation Rate	Yes	Yes
Percent Proficient	No	Yes
Academic Performance Index (API) - Additional Indicator for AYP	Yes	
Graduation Rate	N/A	

English-Language Arts - Percent At or Above Proficient



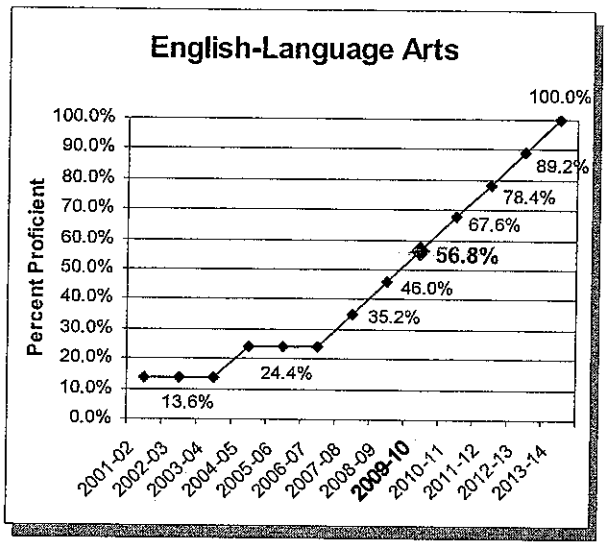
7.4.73

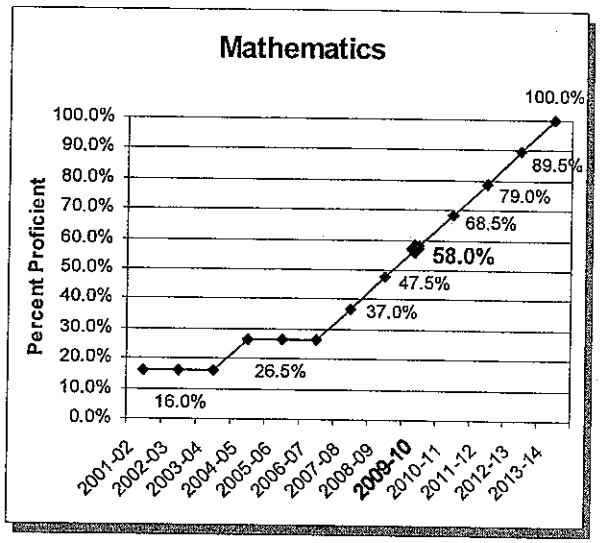

Mathematics - Percent At or Above Proficient
Groups
Schoolwide
Black or African American
American Indian or Alaska Native
Asian
Filipino
Hispanic or Latino
Native Hawaiian or Pacific Islander
White
Two or More Races
Socioeconomically Disadvantaged
English Learners
Students with Disabilities
70.5
62.9
82.7
62.7
60
60.6
0
2010 Percent Proficient Target 58.0
100

7.4.74

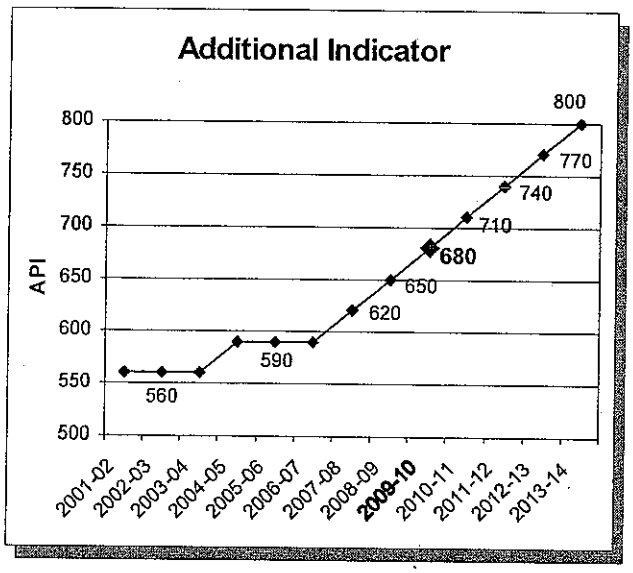
AYP Targets, 2002–2014
Elementary Schools, Middle Schools, and Elementary School Districts

- **Participation Rate – 95 percent** (schoolwide/LEA-wide and subgroups)
- **Percent Proficient – AMOs** (schoolwide/LEA-wide and subgroups)





- **Additional Indicator – Growth in the API of at least one point OR a minimum API score** (schoolwide/LEA-wide)



Note: AMO targets are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and LEAs are likely to occur in later years (after alignment of instruction with state content standards, after schools and LEAs have the opportunity for increased capacity, and after a highly-qualified teacher is in every classroom).

7.4.75

California Department of Education
Assessment, Accountability, & Awards Division

Return to Test Results Search

Print Report

2010 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: 288
Total Number Tested: 288
Total Number Tested in Selected Subgroup: 288

Note: The first row in each table contains numbers 2 through 11 which represent Grade 2 through Grade 11 respectively. Additionally, EOC stands for End-of-Course.

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

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	72	67	65	84							

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	73	66	60	80							
% of Enrollment	101.4 %	98.5 %	92.3 %	95.2 %							
Students with Scores	72	66	60	80							
Mean Scale Score	341.7	343.3	384.3	372.6							
% Advanced	17 %	21 %	45 %	31 %							
% Proficient	21 %	26 %	25 %	39 %							
% Basic	36 %	29 %	20 %	23 %							
% Below Basic	21 %	14 %	10 %	3 %							
% Far Below Basic	6 %	11 %	0 %	5 %							

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	72	67	60	80							
% of Enrollment	100.0 %	100.0 %	92.3 %	95.2 %							
Students with Scores	72	67	60	80							
Mean Scale Score	366.8	385.9	401.1	423.4							
% Advanced	24 %	36 %	43 %	43 %							
% Proficient	31 %	30 %	33 %	36 %							
% Basic	32 %	16 %	23 %	16 %							
% Below Basic	13 %	15 %	0 %	5 %							
% Far Below Basic	1 %	3 %	0 %	0 %							

7.4.76

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				80							
% of Enrollment				95.2 %							
Students with Scores				80							
Mean Scale Score				384.5							
% Advanced				34 %							
% Proficient				35 %							
% Basic				23 %							
% Below Basic				8 %							
% Far Below Basic				1 %							

Print Report

California Department of Education

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7.4.77

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 (Stanford 9)	Percent
African American not Hispanic	1
American Indian or Alaska Native	0
Asian	2
Filipino	3
Hispanic or Latino	65
Pacific Islander	0
White not Hispanic	28
Participants in Free or Reduced Price Lunch	70
English Language Learners (STAR)	41
Multi-track year-round school? (CBEDS)	No
School Mobility (STAR)	92

Parent Education Level (STAR)	Percent
Percent with a response	98
Of those with a response:	
Not a high school graduate	21
High school graduate	17
Some college	16
College graduate	11
Graduate school	35
Enrollment in grades 2-11 on first day of test	288
Students exempted from STAR testing	0

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
English learners	$2^{nd} - 5^{th}$	In English/Language Arts, 56.1% of our students scored proficient or above on the CST compared to 37.8% of English learners. In mathematics the numbers were 70.5% for the school and 60% for English learners.
Title I and SCE participants	$2^{nd} - 5^{th}$	The most needy below the 25%ile receive services through the Title I reading intervention program and after school tutoring groups.
Economically Disadvantaged	$2^{nd} - 5^{th}$	In English/Language Arts, 42.5% of our economically disadvantaged students scored proficient or above on the CST compared with 56.1% of overall student population. In mathematics, the numbers were 62.7% for economically disadvantaged and 70.5% all students.
Special Education participants	$2^{nd} - 5^{th}$	33.3% of our special education students are at proficient or above on the CST Eng./LA and 60.6% in mathematics compared to the numbers already shared for the general student population.
;her student groups: All Students	$2^{nd} - 5^{th}$	8.75% of all students scored below/far below basic in English/Language Arts and 2.88% scored at the same level in math.

7.4.78

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 second graders (currently in third grade) scored lower than the other grade levels in the CST English/Language Arts while our current fifth graders scored higher than the other grades in this area. In mathematics, our current third graders scored lower than the other grades while our promoted fifth graders scored slightly better than our current fifth graders.
- Our English learners and economically disadvantaged subgroups were not able to meet their AYP targets for the 2009/2010 STAR testing cycle in English /Language Arts, however, they were able to meet the targets in math.
- Our current fifth graders had the highest percentage of students scoring at proficient or advanced on the English/Language Arts portion of the California Standards Test while our promoted fifth graders had the highest percentage in mathematics (79%).

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 2011, all significant subgroups will meet AYP proficiency rates for STAR testing in Mathematics.

Goal #2: By June 2011, all significant subgroups will meet AYP proficiency rates for STAR testing in English/Language Arts.

7.4.79

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: By June of 2011, all significant subgroups will meet AYP proficiency rates for STAR testing in mathematics:

- Overall – Current 70.5% Target 75%
- Hispanic/Latino – Current 62.9% Target 66.6% (Safe Harbor)
- White – Current 82.7% Target 85%
- SED – Current 62.7% Target 66.43% (Safe Harbor)
- EL – Current 60% Target 64% (Safe Harbor)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: • Curriculum mapping and calibration at each grade level that aligns instruction to California Standards • The school will follow a district approved lesson pacing schedule and common assessment guide for each grade level • As part of implementing the Professional Learning Community model, the school will develop a consistent assessment and monitoring system for the mathematics program with particular focus given to the subgroups that failed to meet AYP targets	09-10 Teachers *Teaching staff* Teaching staff and principal	Teachers will use Early Release Days and Collaboration Tuesdays Cost associated with implementing intervention for underperforming subgroups (2 ISP's)* *Intervention Support Provider	$18,360	Title I
Improvement of instructional strategies and materials: • Support the implementation of the newly adopted math curriculum				

• Continue the use of Renaissance's Accelerated Math program • Implementation of the California standards-based Study Island computer program				
Extended Learning Time: • Supplement the Harcourt HSP Math program with additional manipulatives as needed • Continue to support the Accelerated Math program • The appropriate school, general and categorical funds will be used to support the mathematics program goals in the school plan • The school will provide additional time in mathematics for students needing intervention (at least 15 minutes daily) • Offer Homework Club	09-10 Teachers Principal Teachers Fall & Spring	Cost of additional manipulatives not included in the Harcourt HSP Math program Cost of materials (paper, ink cartridges) associated with running the program Certificated Supervisor	$1,500 $2,000 $5,000	SLIG SLIG SLIG
Staff development and professional collaboration: • Provide planning time for teachers during Collaboration Tuesdays and regularly scheduled grade level meetings • As budget permits, allow staff the opportunity to attend related workshops or training • The principal attended AB 430 training which focused on "Leadership and Support of Student Instructional Programs" • The district has provided and will continue to provide support to our certificated staff by offering articulation meetings. Our staff will continue to participate in the district articulation effort.(CAIPS Committee) • As part of the Professional Learning Community model, the teachers will continue to have increased opportunity to collaborate in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data)	09-10 Teachers on an on-going basis Principal Principal Certificated staff Certificated staff	Cost of workshops or training Cost of training	$2,000 $5,000	SLIG, Staff Dev. Title I
Involvement of staff, parents and community: • Identify, through SST's, grade level meetings and	Certificated staff	Cost of SST coordinator	$2,000	SLIG

...-grade articulation meetings, those students in need of academic support services • Parent/teacher conferences and on-going communication to discuss academics and if necessary truancy • Use of student folders in the primary grades and student agendas in the intermediate grades (both items include school rules, procedures, etc.) • Regular and timely communication with parents via newsletters, reports, notices, etc. • Implement consistent measures to insure the safety of the students and staff. • English Learner Advisory Committee (ELAC) meetings are held at least 4 times a year • We plan to offer two workshops/meetings to parents of Title I students. Parents would learn strategies on how to help their students and they would receive materials to take home to implement the strategies • FSS would like to provide students with the opportunity to participate in school sponsored trips and activities regardless of financial hardship	Teachers Students will use on a regular basis School staff Office staff Administration Title I staff School staff	Cost of folders and agendas The cost associated with the printing of documents and reports The cost associated with "visitor stickers"	$600 $2,000	SLIG SLIG
Monitoring Program Implementation: • Teachers and administration will monitor student progress on the OARS data management system • Teachers will monitor student progress on our Accelerated Math program • Administration will monitor program implementation through teacher observations, routine classroom walk-throughs, grade level meeting notes, Collaboration Tuesday notes and review of OARS information • Certificated staff and administration will review STAR testing program information to identify focus areas	09/10 Teachers and administration Administration	Cost associated with the renewal of the AM program		SLIG

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 2011, all significant student subgroups will meet AYP proficiency rates for STAR testing on ELA:

- Overall – Current 56.1% Target 56.8% (Safe Harbor)
- Hispanic/Latino – Current 44.1% Target 49.69% (Safe Harbor)
- White – Current 72% Target 75%
- SED – Current 42.5% Target 48.25% (Safe Harbor)
- EL – Current 37.8% Target 44.02% (Safe Harbor)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: • Curriculum mapping and calibration at each grade level that aligns instruction to California Standards • The school will develop and follow a district adopted lesson pacing schedule and common assessment guide for each grade level • As part of implementing the Professional Learning Community model, the school will develop a consistent assessment and monitoring system for the English/Language Arts program with particular focus given to the subgroups that failed to meet AYP targets	09-10 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: • Use of Renaissance's Accelerated Reader (AR) program in grades 1-5 • Implementation of the California standards-based Study Island computer program	09-10 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	SLIG SLIG

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• Continue to add AR leveled books to our library • Introduce magazines as reading material in the classrooms and the library • Support the classroom teachers by providing materials to enhance our standards-based curriculum • Support classroom teachers with English learners by providing them with instructional aide time • As part of the Professional Learning Community model, the teachers will continue to have increased opportunity to collaborate in order develop SMART Goals to improve student achievement and to plan and discuss lesson delivery (based on curriculum-embedded assessment data)	Librarian Teachers Instructional Aides	The cost of books The cost of magazine subscriptions Cost of 15 hours a day of instructional aide time	$5,000 $2,300 $87,000	SLIG SLIG EIA-LEP
Extended Learning Time: • Title I reading intervention for at-risk students in grades K-2 • Additional support provided by instructional aides in grades 1-5 • We will provide students with supplemental materials to aid in the mastery of grade level standards • Implementation of SRA Reading Mastery and SIPPS as intervention programs for struggling readers • Set aside an additional 30-45 minutes for reading/language arts students participating in the intervention program • Provide extended learning opportunities to our GATE and High Achiever identified students through the District's W-PEP program • Provide extended learning opportunities to our English learners through an ELD summer program	09-10 Title I teacher Instructional Aides Teachers Teachers ISP's Teachers Teachers	Cost of Title I teacher Instructional Aide hourly rate (4.5 hours per day) Cost of materials Cost of curriculum and ISP's Hourly cost for teachers providing enrichment classes Hourly cost for teachers providing instruction	$87,191 $22,406 $4,200 $18,360 $4,858	Title I Title I/EIA Title I Title I GATE
Staff development and professional collaboration: • Continue to offer district-sponsored training in the areas of reading and writing • Continue to offer staff development opportunities to	09-10 District Office Teachers	Cost of presenters and snacks Cost associated with attending	 $12,698	Staff Dev. Title I

our certificated staff in the area of language arts • Continue our association with CRLP Results • As part of implementing the Professional Learning Community model, the school will develop a consistent assessment and monitoring system for the reading/language arts program • The district has provided and will continue to provide support to our certificated staff by offering monthly articulation meetings. Our staff will continue to participate in the district articulation effort (CAIPS meetings). • As part of the Professional Learning Community model, the teachers will have increased opportunity to collaborate in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) • Five percent of our Title I allocation will be set aside for staff development	Teachers Teachers Administration	staff development opportunities The equivalent of 5% of the total Title I allocation	$4,950 $7,954	EIA-LEP Title I
Involvement of staff, parents and community: • Dissemination of assessment results to parents • Timely academic reports and referral for intervention if necessary • Identify, through SST's, grade level meetings and multi-grade articulation meetings, those students in need of academic support services • Parent/teacher conferences and on-going communication to discuss academics and if necessary truancy • Use of student folders in the primary grades and student agendas in the intermediate grades (both items include school rules, procedures, etc.) • Regular and timely communication with parents via newsletters, reports, notices, etc. • Implement consistent measures to insure the safety of the students and staff. • English Learner Advisory Committee (ELAC) meetings are held at least 4 times a year • We plan to offer two workshops/meetings to parents of Title I students. Parents would learn strategies on how to help their students and they	09/10 Teachers Teachers Teachers Teachers Students will use on a regular basis Teaching staff Office staff Principal Title I teacher	N/A Possible release time for teachers would require substitutes and compensation for an SST coordinator The cost of student folders and agendas The cost associated with the printing of documents & reports The cost associated with "visitor stickers" The cost of coffee and snacks provided at meetings The cost of coffee and snacks for the workshops, stipends for the	N/A $2,000 $600 $2,000 $250 $500	N/A SLIG SLIG SLIG EIA Title I

...ld receive materials to take home to implement the strategies • FSS would like to provide students with the opportunity to participate in school sponsored trips and activities regardless of financial hardship		teachers and the cost of materials The cost of field trips and/or other activities for those students with financial need	$500	SLIG
Monitoring Program Implementation: • Teachers and administration will monitor student progress on the OARS data management system • Teachers will monitor student progress on our Accelerated Reader program • Administration will monitor program implementation through teacher observations, routine classroom walk-throughs, grade level meeting notes, Collaboration Tuesday notes and review of OARS information • Certificated staff and administration will review STAR testing program information to identify focus areas	09/10 Teachers and Administration Teachers Administration Teachers and Administration			

CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost	Funding Source
	Total: $0	School Library Improvement Grant
• Serve as a liaison between District and Schools. • Prepare and submit various reports (CalWORKS, Title I Data, R-30 Language Census, etc.). • Advise and assist school with program requirements. • Coordinate staff development. • Newcomer teacher to provide additional English language support services to newcomer students. • ELD Program Specialist to provide direct services through in-class support and staff development.	Total: $6,503	EIA-LEP
	Total: $0	Title I Part A
	Total: $0	Title III

7.4.87

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

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

State Programs

Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	**Amount: $0**
Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners.	**Amount: $39,613** **Carryover: $2,671**
English Language Acquisition Program (ELAP) Purpose: To help English learners in grades 4 through 8 improve their English proficiency.	**Amount: $2,756** **Carryover: $5,581**
Gifted and Talented Education (GATE) Purpose: To enhance the education of GATE identified students.	**Amount: $2,587**
School Library Improvement Block Grant (Res 3010) Purpose: Improve school response to educational, personal and career needs of all students.	**Amount: $19,330** **Carryover: $19,491**
Arts & Music Block Grant Purpose: To promote the arts and music.	**Amount: $628** **Carryover: $4,844**
Other State or Local funds (list and describe)	**Amount: $0**

Federal Programs

Elementary and Secondary Education Act:

Title I: Schoolwide Program Purpose: Upgrade the entire educational program of the school.	**Amount: $0**
Title I: Targeted Assistance Program Purpose: Help educationally disadvantaged students achieve grade level proficiency.	**Amount: $135,458** **Carryover: $63,741**
Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students.	**Amount: $0**
Other Federal Funds (list and describe): **Title I ARRA**	**Amount: $69,363**
Title III: EL (Res 4201 or 4203)	**Amount: $0**

Total amount of state and federal categorical funds allocated to this school: **$269,736**

7,488

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				
Jay Bobrowsky, Chairperson				X	
Virginia Cosh				X	
Alejandra Guzman				X	
Flora Isidro				X	
Dulce Santana				X	
Mark Bryant		X			
Patrick Stelma		X			
Amanda Tate		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).

7.4.89

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 14, 2009

Attested:

Ruben Ayala Typed name of school principal	Ruben Ayala Signature of school principal	10/8/10 Date
Jay Bobrowsky Typed name of SSC chairperson	Jay Bobrowsky Signature of SSC chairperson	10/8/10 Date

7.4.90.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

LINCOLN CROSSING ELEMENTARY SCHOOL

31-66951-0113068

2010/2011 School Year

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

Kevin Kurtz
Principal
(916) 434-5292

Lincoln Crossing Elementary School
635 Groveland Lane, Lincoln, CA 95648
kkurtz@wpusd.k12.ca.us

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on _____, 2010.

7.4.91

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 612 students with 4 kindergarten classes, 5 first grade, 5 second grades, 5 third grades, 3 fourth grades, and 3 fifth grades. As part of the districts class size reduction ›gram, all first, second, and third grade classes operate with a maximum of 20 students. 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 the staff, parents, students and community work in partnership creating a safe, respectful, positive and consistent environment that focuses on the education of all students. High standards and expectations enable all students to achieve their fullest potential through excellence in teaching, learning, parenting and community support.

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 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

"here is 1 principal who leads the School Site Council consisting of community members and staff members. The School .e 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:

- "Positive Action" coupons
- Monthly Character Recognition Program
- Assemblies on a variety of topics and curricular themes
- Monthly leadership/positive action assemblies
- 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 .n their child's school. We encourage volunteering at the school at every level.

Many specific opportunities for parent involvement include:

7.4.92

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/Reading Lab
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.

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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

7.4.94

- 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 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)
   - 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

7.4.95

- 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

7.496

STUDENT PERFORMANCE DATA SUMMARY

Academic Performance Indicator (API):

	School-wide	White	Socioeconomic Disadvantaged	Hispanic	Disabilities
2009/2010	830	831	--	794	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	34	24	9	1	12	37	36	15	1	33	33	25	6	3	23	49	16	7	5
MA	44	21	20	11	4	41	36	15	7	1	26	47	22	6	0	11	47	19	19	4
SCI																0	43	29	29	0

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	+/-	07/08	08/09	09/10	+/-	07/08	08/09	09/10	+/-	07/08	08/09	09/10	+/-
ELA	63	58	67	+ 9	46	46	49	+ 3	68	71	66	- 5	86	65	72	+ 7
MA	68	57	65	+ 8	74	68	77	+ 9	68	78	73	- 5	66	69	58	- 11
SCI													38	38	43	+ 5

Disaggregated CST/AYP Performance Score Summaries (Percentage of Students Meeting Standards): Following are the percentage of students' proficient disaggregated by group:

	Language Arts (56.8%)					Mathematics (58.0%)			
	# At/Above Proficient	Percentage	Met AYP	10/11 Growth Target (67.7%)		# At/Above Proficient	Percentage	Met AYP	10/11 Growth Target (68.5%)
Schoolwide	231	61.3	Yes	65.2 (SH)		255	67.6	Yes	69.6
Black	--		--	--		--	--	--	--
Am\ Indian	--		--	--		--	--	--	--
Asian	15	55.6	--	--		15	55.6	--	--
Filipino	14	58.3	--	--		19	79.2	--	--
Hispanic	35	50.0	No	55.0 (SH)		46	65.7	Yes	68.7
P Islander	--	--	--	--		--	--	--	--
White	150	69.1	Yes	71.1		154	71.0	Yes	73.0
Two/More	12	54.5	--	--		17	77.3	--	--
SED	12	30.8	--	--		18	46.2	--	--
ELL	7	19.4	--	--		12	33.3	--	--
Disabilities	29	44.6	Yes	50.1 (SH)		35	53.8	Yes	58.4 (SH)

SH: Safe Harbor

Strands: Following is a list of the average percentage of correct responses for the consecutive past three years of testing in the content standard areas by grade level.

	Second	Third	Fourth	Fifth
Language Arts				
Word Analysis	74/74/79	74/76/75	77/81/77	73/75/70
Reading Comprehension	65/65/73	67/64/72	61/72/68	63/69/66
Literary Response	77/79/84	72/69/79	77/74/64	66/79/73
Written Conventions	74/70/73	71/70/66	71/71/72	74/74/69
Writing Strategies	59/60/63	60/70/63	59/60/66	56/72/70
Math				
Place Value	80/74/79	81/79/79		
Multiplication, Division	75/72/80	79/75/76		
Algebra Functions	79/78/76	80/79/79	80/83/84	69/71/68
Measurement, Geometry	74/72/80	82/75/86	66/69/62	63/62/52
Statistics	79/80/75	83/86/86	66/76/73	78/77/77
Decimals, Fractions			87/87/85	
Operations, Factoring			82/86/77	75/75/66
Estimation				72/75/65
Science				
Physical 5				72/80/75
Physical 4				67/84/77
Life 5				59/78/81
Life 4				58/73/76
Earth 5				64/76/72
Earth 4				65/67/77

CELDT Data

	K	1	2	3	4	5
Advanced			1			
			10%			
Early Advanced		3	3	2		4
		50%	30%	22%		50%
Intermediate		2	4	5	3	4
		33%	40%	56%	60%	50%
Early Intermediate		1	2	2	1	
		17%	20%	22%	20%	
Beginning					1	
					20%	
Number Tested		6	10	9	5	8

Conclusions from Student Performance Data:

Language Arts: Grades, 2, 3, and 5 increased the percentage of students at/above proficient in this area. Second grade notes improved scores in the reading and writing strategies, third grade in reading strategies, and fourth grade in writing strategies. It appears that those strategies related to reading need to be a focus area for grades four and five with writing a focus for third grade.

Mathematics: Grades 2 and 3 increased the percentage of students at/above proficient in this area with grades 4 and 5 noting a decrease. Statistics is an area where all grades saw a decrease in the mean percentage of answers correct. Multiplication, division, measurement and geometry were areas of improved performance for grades 2 and 3. Except for fourth grader's performance on algebra skills, decreases in the mean percentage on all strategies were noted for fourth and fifth grade.

2007

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.

IMPROVEMENT GOALS & BUDGET

SMART GOAL # 1 By the end of the 09/10 school year, the percentage of students scoring proficient and advanced in the area of English/Language Arts will increase as indicated below:

White: Current: 69.1 Target: 71.1
Hispanic: Current: 50.0 Target: 55.0 (Safe Harbor)
Disabilities: Current: 44.6 Target: 50.1 (Safe Harbor)

Description of Specific Actions to Improve Educational Practice	Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards A. Grade level long/short range planning of instruction aligned to content standards B. Grade level goals aligned to content standards to improve student achievement for all sub groups. C. Language Arts pacing guides and assessments utilized to ensure instruction is matched to standards at each grade level. D. Manipulatives and instructional support materials utilized to supplement and enhance the core curriculum. E. Providing organizational supports for student success F. Technology Support for Curriculum	Ongoing	Technology Support Copy Machine/Paper/Supplies Student Planners/Communication Folders Materials/Supplies	$1473 $2000 $450 $864 $5386	SLIG SLIG SLIG GATE EIA
Extended Learning Time A. Integration of instructional strategies to address the learning needs of students identified as below standard. B. Provide intervention programs for underperforming students C. Provide materials/programs/training that support ELL students. D. Software designed to encourage reading and the development of language arts skills. E. Extending the Language Arts Curriculum through art activities	Ongoing	Accelerated Reader Class Book Sets Intervention Program ELL/Economically Disadvantaged Support Art Curriculum Support	$2740 $2,000 $18360 $1850 $1402 $2549	SLIG SLIG Intervention SLIG ELAP Art/Music
Increased Educational Opportunity A. Integration of instructional strategies to provide challenge opportunities for students identified as above standard. B. Providing programs that motivate students to read for pleasure and recognize student achievement	Ongoing	Recognition of Student Achievement Library Collection and Support	$200 $1700	SLIG SLIG
Staff Development and Professional Collaboration B. Utilization of early release Monday's, staff meetings, trainings outside of school to enhance the delivery of instruction.	Ongoing	Gradelevel PLC/Collaboration Staff Workshops/Trainings	$717 $700 $500	SLIG SLIG EIA
Community Support & Student Recognition A, Utilize monthly newsletters, PTC meetings, Open House, parent conferences and other events to educate, inform, and assist parents in supporting their child(ren) in meeting standards.	Ongoing	Parent Newsletter Materials Parent Web Resources	$62	SLIG

7.4.09

SMART GOAL # 2 By the end of the 09/10 school year, the percentage of students scoring proficient and advanced in the area of Math will increase as indicated below:

White: Current: 71.0 Target: 73.0
Hispanic: Current: 65.7 Target: 68.7
Disabilities: Current: 53.8 Target: 58.4 (Safe Harbor)

Description of Specific Actions to Improve Educational Practice	Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards A. Grade level long/short range planning of instruction aligned to content standards B. Grade level goals aligned to content standards to improve student achievement for all sub groups. C. Math pacing guides and assessments utilized to ensure instruction is matched to standards at each grade level. D. Manipulatives and instructional support materials utilized to supplement and enhance the core curriculum. E. Providing organizational supports for student success F. Technology Support for Curriculum	Ongoing	Technology Support Copy Machine/Paper/Supplies Student Planners/Communication Folders Materials/Supplies	$1473 $2000 $450 $1247 $2651	SLIG SLIG SLIG GATE EIA
Extended Learning Time A. Provide materials/programs/training that support ELL students.	Ongoing	ELL/Economically Disadvantaged Support	$1403	ELAP
Increased Educational Opportunity A. Integration of instructional strategies to provide challenge opportunities for students identified as above standard.	Ongoing	Recognition of Student Achievement	$200	SLIG
Staff Development and Professional Collaboration A. Utilization of early release Monday's, staff meetings, trainings outside of school to enhance the delivery of instruction.	Ongoing	Gradelevel PLC/Collaboration Staff Workshops/Trainings	$717 $700	SLIG SLIG
Community Support & Student Recognition A, Utilize monthly newsletters, PTC meetings, Open House, parent conferences and other events to educate, inform, and assist parents in supporting their child(ren) in meeting standards.	Ongoing	Parent Newsletter Materials Parent Web Resources	$63	SLIG

7.4.10

SMART GOAL # 3 By the end of the 10/11 school year, 90% of third – fifth students will report that they feel safe and respected by their peers and staff as reported an end-of-year student survey.

SMART GOAL #4: By the end of the 10/11 school year, 90% of all students (grades K-5) will report a sense of pride.

Description of Specific Actions to Improve Educational Practice	Timeline	Related Expenditures	Estimated Cost	Funding Source
Improvement of instructional strategies and materials C. School-wide behavior plan, including rewards and consequences, promotes consistent enforcement of school discipline. D. Leader in Me & Positive Action character education program/curriculum focusing on positive reinforcement, preventative interventions, and leadership skills. E. Monthly/Trimester awards given for positive actions, academic growth, and attendance. F. Provide a safe school environment for student learning.	Ongoing	Leadership Program/Positive Action	$3800	SLIG
Increased Educational Opportunity/Extended Learning Time A. Work with the school psychologist and the Lighthouse program to provide counseling, school success, and/or social skills groups for students. B. Assemblies/presentations that focus on social skills, self-esteem and appropriate choices and that reinforce the school-wide behavior plan C. Provide outreach programs and information to parents encouraging parent participation in school programs and activities. D. Provide after school programs that challenge students to utilizes concepts they have learned during the school day in meaningful ways. E. Student performance opportunities.	Ongoing	Physical Education Afterschool Clubs (Choir, Broadcast, Drama, etc.) Assemblies	$400 $5000 $500 $3200 $2235	SLIG Art/Music GATE SLIG SLIG
Staff Development and Professional Collaboration	Ongoing			
Community Support & Student Recognition A, Utilize monthly newsletters, PTC meetings, Open House, parent conferences and other events to educate, inform, and assist parents in supporting their child(ren) in social and academic growth. B. Work with local organizations to enhance our student recognition programs.	Ongoing			

Budget Summary:

	SLIG	EIA	ELAP	GATE	MUSIC/ART	Intervention
Goal 1	$13,892	$5,886	$1,402	$864	$2,549	$18,360
Goal 2	$5,986	$2,651	$1,403	$864		
Goal 3	$9,635			$500	$5,000	
TOTAL:	$29, 513	$8,537	$2,805	$2,228	$7,549	$18,360

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
• Newcomer's teacher to provide direct services to Newcomer students. • ELD coordinator/coach to provide direct services to students and teachers	$469	EIA-LEP

7.4.106

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL 2010-2011

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

State Programs

Economic Impact Aide/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	**Amount: $3,345** **Carryover: $5,192**
School Library Improvement Grant Purpose: Improve school response to educational, personal and career needs of all students.	**Amount: $26,668** **Carryover: $2,845**
Art/Music and P.E. Grant Purpose: Increased academic support in the areas of Art, Music and Physical Education.	**Amount: $866** **Carryover: $6,683**
Pupil Retention Block Grant Purpose: Provide early intervention in reading for students in grades K-4.	**Amount: $18,360**
ELAP Purpose: Improve school response to educational, personal and career needs of students identified as English Language Learners.	**Amount: $722** **Carryover: $2,083**
GATE Purpose: Improve school response to education, personal and career needs of students identified as Gifted and Talented in grades 2-5.	**Amount: $2,228** **Carryover: $--**

Federal Programs

Title III	**Amount: $--** **Carryover: $--**

7.4.107.

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			
Jenny Wright	Chair		X		
Getta Dolinsek			X		
Hilma Valtaite			X		
Pam Soha	Secretary			X	
Lisa Jonutz					X
Bryce Luppe					X
Bill Wickham	Co-Chair				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).

7.4.08

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	9/16/10 Date
Jenny Wright Typed name of SSC chairperson	Jenny Wright Signature of SSC chairperson	9/16/10 Date

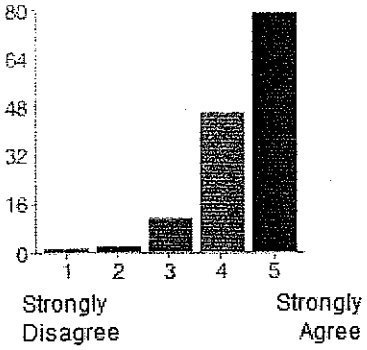
7.4.109

Appendix A
(Parent Survey Results)

7.4.110

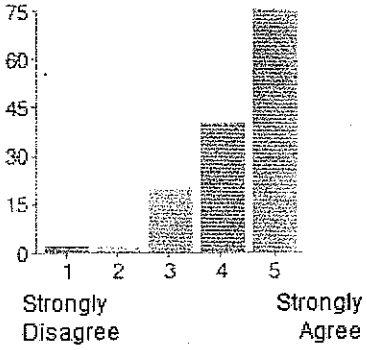
2009/2010 Parent Survey Results

1. My child(ren) is making good progress in learning to read.



1 -	Strongly Disagree	1
2		2
3		11
4		46
5 -	Strongly Agree	79

2. My child(ren)'s interest in reading has increased this school year.



1 -	Strongly Disagree	2
2		2
3		20
4		40
5 -	Strongly Agree	75

3. What do you feel has contributed to your response in number 2 above?

I think his teacher **** has helped encourage our son to be a better reading, as well as our incentives at home and our own reading to him.

Class time geared toward their reading level by switching classes and teacher encouragement with goals.

**** has a way with the kids. My child who does not like to read or do homework Comes home to do it and is excited about it.

My daughter is in 1st grade and I LOVE that she is being invited to read to her Kindergarten class from last year! What an amazing idea to gain confidence and public speaking! She has practiced in her class and she loved it. She was beaming with pride! As a parent seeing your child excel in such a crucial and essential life skill is so wonderful. She also mentioned that she may read to the 2nd graders and other 1st grade classes...these are amazing ideas!

My child has always been an exceptional reader with a great interest in reading. I do not think that this is a result of any influence on the school or his teacher's part this year.

**** is a great reader, just doesn't enjoy reading that much. We have tried all sorts of types of books; it's just not his passion. We have to give him incentives at home just to reach his AR goal which is set very high because he reads well.

I feel the teachers are doing a good job with the resources that they have. I wish their was more help for the teachers in the kindergarten program. Class size is too big, and as a result it is very hard to give direct attention to each student in center time. The teachers are doing the best job they can with the time amount they have. Without parent participation I would be very concerned about the kindergarten program.

Her interested in reading has been the same. It would be great to have gotten feedback on how they were doing in their universal access reading groups. So parents can do their part to assist in the progress.

Reading incentives both at home and school.

Finding books she enjoys!

More individual/one-on-one attention is needed.

Universal Access is not working.

"Appropriate reading level" does not give them a chance to compete in order to succeed.

**** has done an amazing job with getting his kids to read. He works with each kid at "their" pace and gives them great recognition when they do well. JT started this year not being a strong reader, now he's reading books that I thought he would never be able to read. He loves to read too...it's amazing.

**** is in **** class, he could read at all, now he will be ready for First Grade. He comes to me at night and

7.4.111

wants to read...makes me a happy Mom.
I could have not wanted or asked for better teacher for my boys this year.
She won't go to bed without reading a book.
Being aware of others' enjoyment of reading has helped increase my child's interest in reading.
Purchasing book and checking out books from the Library is the primary reason my child's interest in reading has increased.
My child has always been interested in reading. I do find that the test taking process for AR books seems a little off / slow. My child says they have to wait on a list to take their turn to test. My child has waited 2-3 weeks sometimes before taking test(s), and by then the outcome is not as it would have been maybe if the test was taken sooner. I also would like to see more help with picking books when the class goes to the library. My child at times would think they like a book, then after reading the first couple of pages at home, decides the book just isn't what they thought it was. I just think there could be some guidance.
His teacher making reading fun and talking to him about reading.
Parent's continuous encouragement at home for child's interest in reading and teacher's encouragement as well.
The nightly reading assignment has **** in the habit of reading and over the spring break he had a breakthrough and now plows through whole books instead of just wanting to read 10 pages.
Teacher support, reading groups, AR program, positive classroom environment.

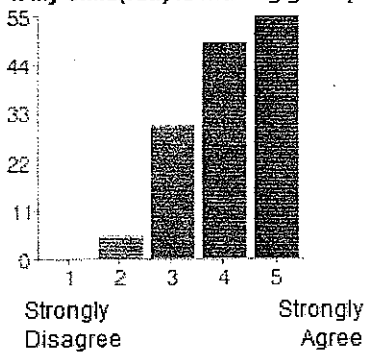
She has progressed very much in her speed in reading but I think she still is lagging in understanding what she read.
My child is above average in reading.
They like to read.
Teachers taking their time to work with the children, and the Universal Access program has been GREAT!!
All the reading they have done in **** class.
The teacher is doing a wonderful job encouraging my student.
The reading groups and her desire to read.
She doesn't enjoy reading.
Well, I think she has always had a strong interest in reading, even as a very young child.
My child has been working on little "books" for his class in Kindergarten. He has also learned how to blend and sound out words very well sparking an interest in reading his own books.
She love to read before going to sleep.
I think it's due to a natural increase because of her increased reading abilities, as well as the required 25 minutes/night of reading.
**** has been an amazing influence on my son and has keep him extremely motivated to learn.
Partly because of a popular series of books that she sees her friends read and she wants to read them as well.
She's very goal oriented and her teacher set some good goals for her.
My daughter has always loved to read ..she still does. However, the Book Fairs and Book ordering forms have been fun to pick out books that she gets to buy.
My child has always enjoyed reading but has continued to do so.
He is interested in reading books that his friends are reading.
I feel both my children's teachers, **** & ****, are exceptional educators and we are very fortunate to have them at LCE!
He has a caring teacher that teaches him.
Encouragement and extra help from the teachers and other staff members.
My daughter isn't overwhelmed or discouraged by the difficultly level of the assignments.
He is more confident in his reading.
Our child has benefited from having a dedicated, caring teacher, and an excellent assistant support staff who work hard to help him reach his potential.
Not Sure, good books!
Access to the public and school library.
The new reading groups and AR.
Strong parental support at home following a great teaching staff's instruction.
She has a reading tutor.
I think the opportunities provided for in class reading time, books being available in the classrooms and libraries and for our teachers making reading a positive experience has really grown our sons desire to read!!
My son has been having a lot of trouble in reading. I think the new groups are good but the way that they are evaluated on reading speed (words per min) should change to more than one time for the score.
When they find a book that they are really interested in they really enjoy their reading time. My first grader is really loving his independence of reading on his own. I have loved all the first grade teachers and their love for

teaching and building the children's confidence.
They are now becoming fond of certain authors and series of books.
**** has been a great teacher and the reading program is much better than last year.
My son has always loved to read but my daughter just learned to read and can't get enough....not sure if it is cause she wants to be like her brother or if it is from the goals set at school?
The teacher and how **** sent home theme books to challenge the students.
They don't see the fun in it
Our involvement with the public library as a family, summer reading programs etc. AR goals in class has made them more focused.
Reading groups at school, friend's interest, and at home work. I like reading being a part of the home work, once they get started they love it and want to keep reading, but without that incentive it would be harder to get them to start
His mom, his big sister and **** working to show him the joy in reading and finding books that interest young boys.
Some things that have helped are her classroom goals in reading improvement, seeing her friends excel at reading, and the emphasis on the importance of reading at home.
AR Reading Goals and Incentives. She has really started to enjoy reading, now that she is a more confident reader, and her level has improved, so the stories are more complex and interesting for her.
THE READING LEVEL PROGRAM, TO REACH DIFFERENT LEVELS AND GET AWARDS
The fact that both my children were required to read books that they may not have chosen on their own and enjoyed them.
The kids really love to learn, the AR goal they have set is motivating them to read more...
I feel that being more inspired gets you to read more.
She matured this year and her teacher has introduced her to literature she enjoys.
One of my children is reading very well but I don't know that he is being challenged in class, so he's not that excited about it when I think that he might be if he were challenged.
Another child is not reading well at all and we've been working with him outside of school to try to get him excited and interested.
My kinder loves learning how to read. She is very excited to read the books she makes in class.
My 2nd grader has been a struggling reader. I have really seen him push himself in the AR program. The reading groups he participated in has helped him to grow as well as a special reading group he participated in the last month or so. The additional time in small groups has made a big difference.
I believe some changes in the classroom as well as extra encouragement at home have increased my child's desire to read.
Accelerated Reading
She always has been interested in reading
Getting a brief overview of the books before picking one out to read.
I think the AR program has been essential in helping my child with comprehension and reading speed.
Increased motivation from his teachers and home.
The better he gets at reading the more interested he becomes in reading.
Her teacher, ****.
I think question #1 has answered question #2. Because they have and still are learning to read; now they have more interest in reading because they can. I also think the reading test they take in class and computer lab help. They see that good grade and are meeting their reading goals and it pushes them more.
My 2nd grader has had a great teacher who has introduced her to new series of books to continue her love of reading, while my kindergartner has started reading on her own and is now loving the new world that has opened up to her. I do attribute it to great teachers also.
I feel my child had become more interested in reading because, not only does she want to do a good job, but there is an incentive in her class room climbing the mountain for the reading goals. She gets excited when she gets to move up, and if she ever falls a little bit down she is determined to read more to move above and beyond.
good teacher
We feel that the staff see's the child is not doing well so they give up... making the parent's do the job for them...
Connor loves to read and has really enjoyed reading at home and as well as in school
She likes to fill in the monthly reading log.
We had great teachers who held their kids accountable (****) and encouraged and enhanced their self esteem (****).
By having him read to somebody on a daily basis. His awareness of words in his environment has piqued his interest in learning how to read and pronounce words.
Holding the children accountable for daily reading and the AR program and AR awards. Not sure about the

reading centers, My kids do not come home and talk about it or have any information sent home. Would like more information on how they are doing on their assigned reading groups.
I found that my son will read to achieve a goal but not to better his skills. He will read to please his teacher or if she informs him of a goal that he has not reached he will cram it all in one day. He is motivated by recognition by his teacher, who he loves, not much else.
Her teacher's support and enthusiasm, practice and reading at home.
I feel my child is not as motivated as he could be in his reading progress. He likes to read but he's not finding the kinds of stories that keep him interested. We plan to explore his reading choices over the summer and encourage him to read a series of books over that time.
his interest has stayed the same as last year. We still need to do a lot on encouraging for him to read.
The teacher's enthusiasm as well as the Accelerated Reading program and goal setting.
The AR Program and the fabulous teachers they have.
I actually have tried with his teacher to find what he is interested in reading. once we found it he did great!
I think it's a combination of her teacher and parents working together that has help with that.
The enthusiasm and guidance shown by the teacher. Also, the positive peer pressure of seeing others reading in the classroom.
The wonderful staff that dedicates their time and energy to every student! I do believe the AR program helps as well.
**** has really blossomed as a reader, I just wish they spent more time in their reading groups. 15 minutes is not very much time for something as important as reading, in my opinion. We do read at home with her to help her further. With the school's budgets where they are, we as parents have to help pick up the slack. I'm lucky I don't work, so I am able to do so.
I think that his teacher **** showed him that reading different kinds of books and made it fun for him.
Leveled reading groups. First grade teacher encouraged reading, read to kids often and allowed access to many books.
More reading homework
There are still so many times that I have to urge him to read or do his AR.
I think A/R is part of it, but the teachers have done an amazing job at helping my kids fall in love with reading.
The little books that he brings home and enthusiasm for reading in the classroom.

7.4.114

4. My child(ren) is making good progress in learning math skills.



1 -	Strongly Disagree	0
2		5
3		30
4		49
5 -	Strongly Agree	55

5. What has helped and/or hindered the progress of your child(ren) in learning math skills.

The math this year at times has been confusing. That could be the publisher's fault. Overall, our son is making gains because of his teacher and interest in math.

My children are learning math but I find the homework sheets to sometimes be confusing and have errors on them.

It was a rough cold and flu season. Mixing school makes it hard to catch up.

My student is not get the challenge that is needed to progress at his highest level in math.

My son really likes his teacher and she has made learning enjoyable. He enjoys all aspects of school and is continually learning.

I think my child would have excelled more if given more one on one time in this area.

Like the universal reading, it would be good to have a math program as such were kids with that can take on harder math should be given the opportunity to learn more than the normal curriculum in class.

My 1st grader has done fine. However, my 4th grader struggled terribly with the new math program. We struggled with it at home as well.

Math is way too hard for these kiddos!!!

It appears that math skills are too advanced for "appropriate" learning age.

While this is not necessarily a bad thing, not enough support is given to the students.

**** is a Math wiz...he just loves Math and **** is a great teacher and makes learning Math very easy.

Great teacher (****) has been excellent in teaching all subjects.

Math is really a strong area for my child. Luckily is come fairly easy to him. I do think the Saxon math program is good. It does move pretty fast. I was surprised that all of a sudden multiplication started coming home this week. My child is doing fine at it, so it must be adequately covered at school, because we have not worked on multiplication at home at all.

My child has always showed interest in math. This year has been no different than before.

The new math this year jumps around too much.

Homework / class assignments and activities done both at home and school.

Some of the math homework is a little confusing, the concepts are advanced for a 7 year old-- but that is what school is for and with patience he is understanding most of it. I like that it is more challenging, it has to be or our kids won't be ready for the global world!

The new math program has hindered my 5th grader.

I really don't know (hindered). Her grades are low. She has a hard time understanding the rationale of how she got her answer. She tells me sometimes that her answer was given by the teacher. I don't know if the teacher has time to help her or those who are like her. I figured they should tell the parents that maybe she would recommend a private tutor in math. When I go to open house, the teacher just tell me my child is progressing well. When I help my child with her homework, I can tell that she either did not listen to the teacher or she just did not learn. Teacher should tell the truth to the parents, that my child is really slow in learning. I am not one of those parents who do not want to hear that their kid is not doing good. I know that not all kids are smart.

Teaching in the class has increased my child's math skills.

The new math program was a little different for my child, but she seems to be catching on now.

When **** is working her Math problems, the concept of placing dots for the # they are reading and then adding up the dots has helped enormously.

I think that the daily math homework has helped in my child's learning.

Don't know

7.4.11S

Daily homework practicing what was taught in class that day.
She enjoys the way her teacher does math
My child loves math, and is very focused with workbooks and other learning materials at home.
His ability to count to 100 as well as the lessons in his class and homework he brings home.
**** creative ways in teaching math skills. She made is so fun he didn't even know he was learning.
The hands on activities in Kindergarten have helped with this.
My child tends to struggle most with math. Sometimes the homework is a little unclear.
I don't feel your math curriculum is that strong my child has had ups and downs this year. I have even found some of the pages difficult. I don't know if it is the delivery because I am not in the class.
Patience from his teacher
i feel my child receive all the help he needs from the teacher and other staff members! LCES have excellent teachers
The hands-on method of teaching math is definitely helping!
I wish there was a math program in the first grade. The Math being taught in class is way below his math skill level. So my husband works with him at home to keep him ahead and interested. The math homework is way too easy for him and he finds it boring. I understand every child is at a different level in reading and math therefore, there should be a math program for children who are more advance. Just like the reading program.
Our child struggles a bit in this area, but he's benefited from one on one instruction in the Resource Room. He also receives additional help in his home tutoring program.
**** is a good teacher; however your new math program teaches division is a strange way. Both of my girls are straight A students and did not understand the new method of teaching division. I taught them the old way and they understood better.
I don't think the teachers are able to work with one concept for very long to make sure ALL the kids understand what they are being taught.
The new curriculum has been a huge success! Love it compared to last year's junk books/system. Having the books online has saved our sons hide a few times.
She likes math
Lots of fun ways to learn it and the daily practice
I have not been impressed at all with the HSP Math Curriculum. My fifth grader's math comprehension and basic math skills have remained static. We discussed this with her teacher and we were surprised at how much time the teacher's need to adjust the curriculum to teach the concepts so that they aline with the homework, tests and finding ways to teach so that they are understood by the kids. As a parent it has been difficult to assist our children at home because there is no textbook examples to what they have learned in class. I felt like I could help more last year when I could look over the textbook first. Not even the HSP math online texted book match their homework assignments sometimes and the tests have questions that they never seen on any homework.
The understanding of the math has been an issue with my son, however this year he understands it more than ever. Math is his favorite subject now
The students should be doing timed math fact tests. They don't seem to do anything other than the ditto papers.
I wish more time was spent mastering the basics, getting their times table mastered before doing more challenging work.
Would like more challenge. I understand it's hard to meet individual needs, but maybe extra optional assignments for kids who want more challenging work
Doing homework daily
A lot of work at home goes into his success. The new math program is tough even for a parent to "get".
I really liked the new math program this year!
My child's teacher has taught her good study skills which have helped improve her education as a whole.
I don't feel that concepts were explained enough. In addition, the way that our 4th grade teacher used to solve certain problems wasn't adequately explained and would often differ from what the book demonstrated. As a parent it was difficult to help with homework as I didn't understand the methods.
help get kids hooked more to math in fun ways
Online math lessons helps for math, finding the right supplies for the student, and having a psitive attitude around a positive atmosphere helps a child learn better.
She has been introduced many new mathematical idea, although the curriculum doesn't include enough repetition.
Both children are performing well in math. I cannot say specifically what has helped.
My child has done better at the end of this school year due to the math tutoring he is receiving after school.
My child is doing fine but I am not happy with the material provided. Often it is too easy or actually does not make sense.
probably new material
The "New Math" work packets were HORRIBLE! They were often wrong in their answers and almost always

had spelling, grammar and direction problems. Saxton Math was much clearer in direction and had the right answers in their examples. Our child was lucky enough to have a teacher that went thru and made the corrections and added directions before giving the homework to the children. So he improved well with his teacher's hard work correcting what should have been self explanatory.

Her teacher has been very patient with her.

The subject was presented in easy and interesting manner by his teacher. We let him play educational games in the computer.

He says math is "easy" so he likes it.

She loves math

I think the math is too hard for the grade levels. I think it's great if they learn on a higher level, but not all kids can and I think it sets some of them up for failure.

While I think the new math books are at times confusing, my older child is having it explained by her teacher and is doing excellent.

My child has always been pretty good in math I have to say, despite the fact that she was born deaf, she has overcome situations and asks questions if she does not understand something. She also feels comfortable asking not only her teacher for help but also her peers when at school. Though I do find the math a little bit challenging at times when there is not a lot of references to go off of when doing homework, so as for that I feel that not only should they bring their math pages home but also their books.

We have found that some of what was taught in the class was helpful however was not enough. We feel that LCES worries about the school's score's and funds rather than if the child get's the proper education.

**** struggled with this subject at the beginning of the school year, but is improving thanks to the suggestion of extracurricular activity with an after school program. **** could not grasp the basic concepts, but seems to have improve over the past 2 months

My son had many sheets of math homework each night, which was both good and bad. At times, he was unsure by the time he got home what he had learned or what he was supposed to do. It seems like there may have been an opportunity for more in class group work (2nd grade)

Again, frequent math problems that enhance his confidence in adding and subtracting problems.

Not happy with the new math program. It is difficult to be supportive towards your children doing the homework when the parents feel the program is inadequate. Have a child in K1. 1st. and 3rd. First graders spent more time on shapes and patterns then they did learning about money. Felt the 3rd grade homework was not consistent. It would often throw in problems that were more advance or that did not go with the content of the day. Was not happy how it showed the children how to do times, division and fractions.

Math seems to come easy for him so he tends to concentrate more on it because it is easier.

Helped - repetition, songs, manipulatives

Hindered - developmental readiness, but she has reached necessary milestones

My child is making great strides in mathematics. It is his favorite subject. We try to make it fun at home as well as what he learns at school.

I feel like he still does not get good explanation on how to do some math problems especially word problems in class. He comes home still confused on how to work them out.

Mistakes in the new curriculum make it difficult on the teachers and students alike. Re-writing directions is time consuming and still difficult to understand.

Not a huge fan of the new math program, but willing to keep a positive attitude about it and hoping it gets better...

I think a lot of it was something he had learned mostly last year....needs a bit more challenge in my opinion.

I'm not happy at all with the new math this year. It's very sad that during the second semester that we received a note that the teachers weren't behind this program and all questions be directed to the district office. I honestly don't understand why my 4th grader has to do 7th grade level math. What happen to working on the basic math skills?

The creative homework assignments have been helpful.

I feel as though the math program was confusing at times.

**** can now add, count to 100, write her numbers to 100, count by 10's, 5's and 2's. Those are all skills she learned this year!

His teacher has showed him as well as us at home.

Teacher not as comfortable with math as reading

More homework and extra work at home

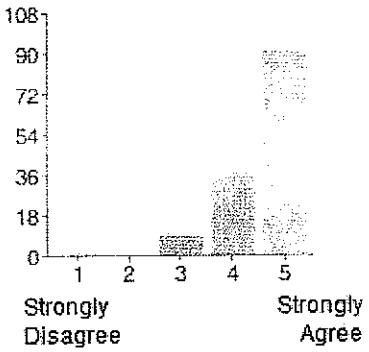
Our constant support as parents has helped him a lot but the math curriculum that LCE has chosen this year is much more too advance for his 4th grade level...it's like too fast too soon. It doesn't make sense doing algebra at this level when they haven't even memorize by heart the basics of multiplication and division.

The new Math Curriculum has been a challenge. We were much more impressed with the progression and building blocks of the older math. Both of our kids were much more frustrated and unsure this year in math. However, I think it has gotten better as the year has gone on.

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My daughter has made progress in her math, but I am concerned about some of the homework that has been sent home. The pages ask first graders to measure doors and there have been errors on the pages as well. In entering kindergarten my child already knew how to count to 100 and beyond and was able to do simple addition. They have just begun subtraction and he really has not advanced much in this area in the past year. He just practiced the same skills most of the year.

6. I feel that LCES is a positive environment for my child(ren) to learn.



1 -	Strongly Disagree	1
2		0
3		9
4		38
5 -	Strongly Agree	91

7. My reasons for my rating of number 6.

Overall, I think LCES does a great job of being more than a school but a part of the community, the principal, staff and PTC.
We have had wonderful teachers and staff working with our children. The teachers have many exciting ideas they use to encourage the kids and keep class fun.
My son is very involved in school. He loves his teacher this year and I have seen very positive things from him. He also receives very positive feedback from the principal. Which makes the school an inviting learning area. He very much enjoys his school and all the programs that are offered.
Everyone at LCE is very welcoming, positive, role models for my child.
So far - 3 years in we've had nothing but great teachers!
I have been very pleased with my child's teacher; she has created a warm environment for my child's first year in school.
Caring teachers helped a lot. It made the children enjoy their time at school. The different creative activities that the teacher adds to the teaching technique is also a plus.
My children are happy at this school, they like their teachers and are both involved with the school's extracurricular activities.
Staff is excellent!
There is a negative social peer structure, which should be addressed, but isn't. This lowers self esteem in students.
I've had a great year at LCE, with ****being Diabetic the staff has been amazing. I couldn't ask for a better school.. I've been very lucky.
I myself am a volunteer parent and I can say that LCES is a friendly school and teachers are really helping the kids to learn a lot more.
It is a clean, happy, safe environment in which to learn.
The staff is great. The principal is great. I feel my child is safe there. My child loves school and is always happy to be there.
**** has been a WONDERFUL teacher. My child couldn't wait to go to school each day because they love the daily routines and positive attitude that **** brings to the class each day. I couldn't have asked for a better teacher than ****. She is a role model, and exactly what my child wanted / needed in a teacher. Nothing bad to say about her at all.
Great teachers and learning environment at school.
Great teachers, great that they have music and art.
My son is very happy at LCES and I have found it to be a wonderful school during my visits and volunteer work.
LCES is a good school. My child has no negative comments. She likes her teachers and her classmates. She always want to participate in all the school's activities. Although she is basically shy and not assertive. I would like to commend the PTC and the volunteers. They do a good job and they are hard working. The Lincoln Crossing community is a nice place, clean, safe, and in a good neighborhood.
I believe it all comes down to the teacher.
I feel the elementary school is a good school and the staff care for the kids.

7.4.118

Great teachers, great environment
I believe Lincoln Crossing is a great school, and Taylor is happy there. If she is in a positive environment, she will continue to learn.
This is a great school. The staff is wonderful. The PTC is also doing a great job.
My daughter feels very comfortable at her school and enjoys going each day.
She often does not want to go to school, she says there are many mean children
She seems to really like learning at school, and she likes the project type centers the best, but I wish she was challenged a little more.
My child really enjoys his teacher. We enjoy all the school functions that go on as well.
I love the participation of the PTC
The staff, both instructional and administrative, is friendly and helpful, teachers are very good, PTC is great, and the school has an overall very positive climate. We love it!
I have seen my son's social, educational and fundamental development increase greatly since he has started school.
My daughter's teacher has always been open with me and has helped me address potential weak areas in my daughter's learning.
My daughter has never complained or talked about school, staff or friends in away that would concern me about her safety or her ability to learn while attending LCE.
It is a safe and happy place....
My child would have a more positive environment if they had a different teacher.
You have an excellent staff!
The teachers do a great job at teaching and boosting moral
I have no complaints. So far, the teachers and the curriculum has been outstanding!
I have been very happy with the teachers at Lincoln Crossing. I have no complaints about the environment. The school is very clean and the kids are cared for.
Lincoln Crossing Elementary School and its administrative and teaching staff have been wonderful to our child. Though it is a beautiful facility, I feel LCE's true strength is its wonderful educators. Their commitment to my child's education and overall well being is exemplary, and my husband and I feel blessed to have our child at such a fine school.
We have had a great experience this year, however the kids that excel above average need more challenging work or work in general (not home work) to keep their little minds busy at all times during the class time..
Great overall staff participation from teacher to front office to crossing guards!
I love our school and all you offer our children. All the teachers have been wonderful, caring and knowledgeable so far and really do a great job in making school a fun place to be. I love all the activities, field trips and specialty events you do to bring the students and families closer together! LCES rocks!
Yes, as long as academics continue to be the main focus and teaching the concepts remains politically neutral.
We are satisfied with the focus on the 7 habits. I think most teachers are there because they love to teach and our children do look forward to going to school each day. We know that they are at a school were their safety always is a number one priority.
LCES has a great staff and is a very approachable school for a parent. Kids love it too.
Overall a great school
Some teachers are not making learning fun
The teachers are great! The environment is safe and school is run well.
I love the school but it seems like a lot of worksheets, where we'd like to see a LOT more hands on activities
Good staff, good support from school
**** is simply the best teacher with an attitude that fits perfectly with my son's.
The teachers my child has had have created positive environments.
We have had a good experience with teachers and staff for the time our child has attended LCES. We appreciate everyone's hard work.
I feel that the environment on the campus is one with positive reinforcement and the kids have a clear understanding as to what is acceptable behavior and what isn't. That being said, I'm not happy with the way the kids are yelled at to keep quiet while in the cafeteria. I feel that the kids should be able to quietly socialize while eating.
The 7 habits rolled out this year is effective in building better kids/ leaders in the future
My reasons are that I've been getting good notes from teaches saying that progress is growing in a students work and mind, my daughter tells good things what she did at school, LCE has the right supply for medical reasons, and I hear proper manners, proactive choices, and excellent behavior.
The school is run by a wonderful staff.
Overall, I think the teachers are very good, that they care about the children and want them to succeed. I like the facility and I love the STAR program. I think if the class sizes were smaller that my kids would get more

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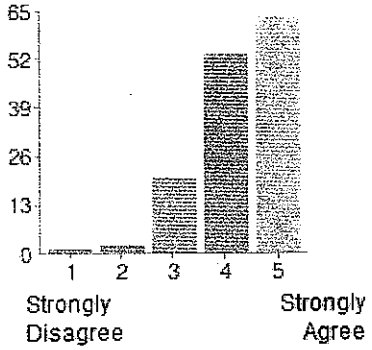
individualized attention than they currently do. I don't think there is enough emphasis on manners and personal organization.
Staff is caring and friendly. I feel my children's needs are considered in the classroom.
I think that LCES has done well with the programs that have been implemented for the kids and parents etc. I think all of it goes towards a better environment for our kids to learn and enjoy school.

PTC
Good teachers, **** very involved.
Scholastically Great! Love the Staff and Volunteers, but recess time needs more supervision with stronger rules to make bullies accountable.
We have been exposed to other schools in the district and are very happy with the environment at LCE.
LCES helped my child developed his mental, physical and social skills during this school year.
Great staff and teachers.
I think the school and staff are great. They all care and I haven't ran across a teacher I didn't think was great!
For the most part, all teachers that I have come across are upbeat and promote a nice atmosphere. The staff is friendly and helpful. The teachers that my children have had while at this school have been very nice, available to talk about any concerns and genuinely seem to like my kids and want them to excel. Those teachers are ****, **** and ****.
My child enjoys going to school every day. She always says to me how much she enjoys talking to all the teachers and staff because they are very nice. She has also stated that there is always supervision on the campus, which is great to hear, to know that my daughter and all the other children are safe at school. Most of the kids at LCES seem to be well rounded kids.
After talking with are children we found they do not feel that LCES has a positive environment. We have to agree... LCES needs to work hard in all areas.
I feel the school always encourages student to be their best no matter what their challenges. Enforcing life skills and promoting a sense of community and responsibility for children to succeed
The kindergarten class size is a big large.
Learning groups are a healthy, proactive way of getting all the kids involved in learning various subject matter.
Would like to see the teachers empowered a little bit more on those kids who are repeatedly problematic. Nothing serious, but after two-three warnings... c'mon. Now the kids who are behaving as they should are being penalized by having to deal with the disruptions.
The teachers we have had so far have our children's learning at heart.
I really like Lincoln Crossing. As a working mother I wish I would have had more time to spend in the day. It seems my son gets bullied and is afraid to mention it because he is under the assumption that with the **** there is no way out if you tattle you are at fault. I have brought this to his Teachers attention who acted on it appropriately and made me feel confident she would watch out for it. I am disappointed that my son's perception of the **** is this, and disappointed in myself for not making an appointment to meet with him to discuss my feelings on a very serious subject.
My daughter is happy and successful, what more can I ask for?
My child is very happy at LCES. He enjoys the classroom jobs and takes pride in his achievements.
Bullying. There has been new legislation passed regarding bullying, so maybe there will be a bigger impact on it at LCE. Some supervising staff have not adequately addressed issues with kids being bullies, therefore making children not feel able to get help from adults. I want my children to feel confident that the adults at school will back them up and assist in correcting negative behavior by other students. Perhaps a school values and/or bullying curriculum should be considered.
Combination of great teachers, office staff and ***!
I think in most cases this is a great school with a fantastic ****. Teachers have a lot to do with it and when you get a teacher that is stressed out and persnickety it makes it a bit harder on the kids.
I do fell overall that LCES is a positive environment for my child to learn. I give a lot of credit to her teacher this year. Who really worked with my child. It was a really pleasure to work with Ms Stone.
The classroom environment as overseen by the teacher.
Good communication between student and teacher.
I help in **** class every Monday. The room is bright, clean, and show cases the creativity of the children. Not only is the classroom a positive place to be, but **** is fabulous with the children. She always greets them with a smile, encourages them when they are struggling; she makes learning fun and exciting for them! She truly loves her job and cares about the kids and it shows. Kids can feel that warmth and caring. She's good at what she does! She is a wonderful teacher!
All the teachers are very knowledgeable and patient and make the kids feel welcome and want to come to learn.
My children feel happy and safe while at school
Professional staff/faculty

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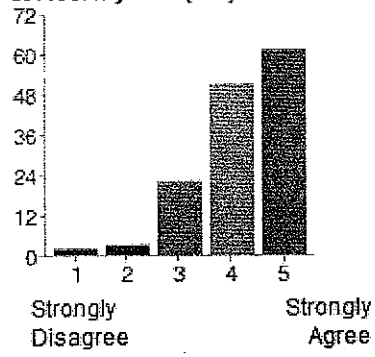
Encouraging teachers who truly seem to see the partnership with parents as a must. A supportive principal who seems to treat his staff well and expect excellence.
I do believe that it is a positive environment for my child.

8. I feel my child(ren) is given opportunities to excel academically.



1 -	Strongly Disagree	1
2		2
3		20
4		53
5 -	Strongly Agree	63

9. I feel my child(ren) receives the help he/she needs to be a successful learner.



1 -	Strongly Disagree	2
2		3
3		22
4		51
5 -	Strongly Agree	61

10. Please provide us with any additional comments you may have below.

I'd like to see more afterschool or outside of school enrichment activities.
**** is one of the best teacher's my son, ****, has ever had. He encourages him to excel in every way possible and always supports him. **** has shown a huge change in his desire to learn and be a part of the academic team that begins in the classroom due **** efforts and attention. He should be applauded for his incredible work!
We think our PTC does a great job.
I love Lincoln Crossing!! My family feels very comfortable here!!
We couldn't ask for a better elementary school for our child. Thanks for all you do!
My child does have some special needs which we have provided for outside of school. He has a hard time with language and reading and attends an afterschool reading group. I think LCE has done a fine job giving my child the help he needs, but it's simply not enough. But I don't expect the school to provide anything more. His teacher and **** go above and beyond to help him.
I would like to see better enforcement with the pick up / drop off rules. I would also like to see a crossing guard in the afternoon over at the corner of Danbury & Groveland. There is someone there in the mornings, but NEVER anyone there in the afternoon. Many children cross there in the afternoon.
Does the school have cones they can put up over in the "circle" area by the start of the parking lot over by the park / playground area? Parents seem to think that is a parking area, and I think it is unsafe for all the little ones that pass through there when school gets out.
Thank you for all your hard work LCES staff and teachers!
I based my answer (#8 and #9) for my answers above. It may not be the teacher's fault.
I think for kindergarten, they need to add a student of the month sort of thing like they have for the older grades, and also, I think they should implement a reading log system that rewards them for reading a certain amount of books. She has really caught on to reading in Kindergarten and she is so proud to be able to read. She can't wait to go to 1st grade! On a different subject, I think the school should look into a school to farm sort of lunch program, so our students can have wonderful, fresh lunches.
I believe that my child's Kindergarten teacher (****) is very well organized and structured, which is exactly what my child needs. She encourages the children to do well and is very good at keeping us informed on any issues or

7.4.121

progress our child has.
My son was really catching on to all of the learning opportunities that were presented to him and **** continued to challenge him on a daily basis with new and exciting things.
We love ****. She has been a fantastic resource for me and my daughter throughout the year!
I'm very impressed by the staff involvement with after school events.
My daughter is very bright and would benefit from doing different activities in her Kindergarten class than some of the other kids. She is bored quite often and doesn't always pay attention because of that.
My child was retained in kindergarten and we were not offer additional help during the school year and the teacher thought my child would be retained at the first conference in Nov. I feel there should be tutoring offered to those kids who are struggling.
Overall am pleased with the school system at LCE
I often feel that my child, and other well-behaved children in class, can be ignored. Her class is held up constantly with disruptive children whose misbehavior consumes the teacher's time and energy.
The class sizes are perfect. Sometimes the class can become a little overwhelming for one teacher. It would be nice if the teachers could have a helper. I help in the classroom as much as possible. But, I have two younger children another on the way and it is hard to get a sitter for them. I know due to budget restraint that is not possible. It would definitely benefit the children. I think the school is a great school over all and we have been very happy. Thank you!
Number 8 I answered with a number 3 because - They are gate qualified and I was told that there would be cluster classes available to them for higher academics. There was no such cluster classes only extra home work given out. I will not attend the first street school because of its location. I wish there was advance placement classes available at LCE for the students that need to be rewarded for their hard work and for their academic achievements. Way too much emphasis is put on the kids that need the extra help verses the ones that need higher academics. The kids with higher academic achievements fall into the role of a teacher's helper. That is not rewarding or nourishing the child's brain and perhaps dumbing them down. As a parent of two students at LCE I have been happy with the overall school however I just wish there could be more done for the students who academically need the challenge in the class room setting.
Thank you all!
Great job to all keep up the good work!
My child is now getting evaluated for the help he needs. The process is a long one.
I have loved being able to send the teachers emails. This has been a great communicator. My emails are always replied to and it is a fast and easy way to let the teachers know when our children are having a rough time and are not catching on.
Thank you, **** and WPUSD for keeping the Music Program alive for our students. I know that stimulating that part of a child's mind can help them with their learning in other areas and develops creativity and options for a child when they are older.
Again, I would have to say it is because of ****. My son excels because she is so in tune with his style of learning. He has had several teachers and no one seems to be able to encourage and excite him about learning the way she does. I am so pleased that she has been his teacher, and sad that he will not have her again next year.
The school this year has been a big improvement from last year but would still like to see more communication come home with the students.
The basics are being met, but I would like to see more challenging of the students not just the basics. If we lower the bar that is where the students will go to, but if we raise the bar than they will rise to it.
I especially mean the 4tha and 5th grades. The no homework policy will not help them be successful in middle school and certainly not prepare the foundation for the higher level academics that we should wish for all students. The **** should really talk to 12 bridges and see what they are doing because they have it under control. Not our barn school. We are not farmers we are the future!
Where is the homework?
I know many of us parents would be willing to offer any help we could in getting more hands on activities, more arts, gardening (a school garden where they could grow things for the school), clubs or groups where the kids could volunteer and do community service, etc
I would have liked more communicated assessment of my child. I think there is a void in communication that can't be overcome with e-mails. I've not known this whole year what his reading level is, only that he's doing well. I work and never have a chance to see the teacher in person to ask, "Exactly, how's he doing?" Additionally, I think the office flat screen TV sends a terrible message about the schools priorities and the districts use of funds. I loathe that TV.
**** is a great teacher!! She has a great perspective of education as a whole, and has challenged our daughter, and encouraged really good study habits and expectations. She was a good fit for our child!
Very happy with the learning experience this year. I feel that the teachers and staff really care about the kids and that communication with parents has improved. I love the website-it helped me to stay on top of homework and

7.4.12

events at the school. I would like if teachers used only one website to relay information (the school's).
It's a minor complaint but I don't think that 100% of the music the DJ plays at school functions is appropriate for elementary school kids.
Thanks for a great year.
GATE students should be given more challenges to fully harness their potentials.
I feel that way because I've seen my child's work and it's challenging helping my child to have a good education to grow up to be a good citizen.
I feel like the classes teach to the middle, and I don't think the teachers have a lot of flexibility to work with the children individually for specific needs. I wish that, as a parent, I knew what more I could do to support my children and their teachers during the year.
The reading groups my 2nd grader participated in has made a difference in his reading.
Good job and keep it up!!!
Thank you for a great school year
Communication this year is not good. Open House was not on the school calendar (on line) nor did I receive information about it.
I really enjoy LCES, it has been a great school for my daughter. She will be attending 5th grade there this upcoming school year and she is excited. Also I look forward to my son starting kindergarten there this upcoming school year; all of the k teachers seem to be very nice and caring. I was hoping to maybe see this upcoming school year some after school tutoring. Though my daughter seems to be doing well in school she does ask if there will be more time to sit with her teacher and ask questions about what they are learning.
As parent's we should help in all areas of our children's education, But when you have to do more than the school does that's just not going to make successful learners.
**** will need additionally support with mathematics in 5th grade if he is to continue to improve. I would like him to attend summer school if possible.
All in all, very pleased with the way our children are learning at LCES. Less (or no) fund raisers would be nice. Administrators of this district, need to figure out a ball park figure for various functions to be carried out through the school year, let the parents/legal guardians in on what that itemized amount is, and then be done with it. Seemingly every week there's another fund raiser for this or that. Waste of resources and time. Thanks
Overall I love Lincoln Crossing and **** is one of the most fabulous teachers I have ever met. When I talk about her to friends or family it brings a tear to my eye because she is such a wonderful person to talk about. She should be recognized for that!
**** is a dynamite kindergarten teacher. I couldn't imagine anyone better. If my daughter is exceeding expectations in kindergarten, I know she can push into some of the 1st grade classes to challenge her.
My only criticism is that WPUSD doesn't have elementary school PE teachers. The opportunity to help students build a foundation for movement skills and much more is being missed. This is an all too common tragedy, but no excuse.
I think LCES is doing a great job encouraging the kids to read. We enjoy the PTC functions. We are thankful that our kindergartner has been enrolled next year and we look forward to the next school year. Keep up the good work!
There is a sense in some community rings that the PTC is essentially running the school because they make lots of the decisions. There is a negative feeling about the PTC because it has not made ALL parents feel welcome with their ideas. Generally speaking, the notion is that parents can offer their ideas, but it doesn't matter because the PTC has their own agenda and will do what they want. It even seems as though some matters for the principal have been deferred to the PTC.
Another issue in the same subject area is fundraising. There are many fundraisers throughout the year, yet we are asked to send $15-20 per field trip. It would be nice to see at least one field trip per class provided by the PTC.
I appreciate easy access to teachers via email and phone. The teachers have been responsive to concerns and communication.
Overall a fantastic school that my child loves! He was in choir and broadcasting and I feel that being able to have those activates are priceless!
I wanted to let you know how happy we are with ****. She really made a huge difference with our child and made this year a successful one for her.
I was very impressed with my child's teacher this year. She did a wonderful job of garnering my child's interest and curiosity in learning many new skills.
Thank you to the wonderful staff! All of their time and dedication given to our students is appreciated very much!
With class sizes so large I think it's difficult for kids to really excel. My daughter is definitely learning. I am happy with her progress however, I can only imagine how advanced she could be, if her class was smaller.
It is frustrating when disobedient children interfere with learning of classmates. Teachers need help if several difficult children are in one class. It's not fair to the other kids.
It's a great learning institution for our children. Thanks.

7.4.123

I have been a very hands-on parent to my child in terms of his learning and I have encountered not once but multiple times the errors from the math homework book that they used this year which is very alarming and discouraging. I found out about it when I had to ask the teacher what the real answer to some of the questions in the homework and then both of us just discovered that some of the answers were printed wrong. Hopefully, these will all get resolved for the next school year.
We feel truly blessed to have our kids at Lincoln Crossing. The quality of education our kids are receiving was even a deciding factor in not moving out of the area.
I do wish that my child would have advanced more throughout the year in math, etc. according to his level rather than the other children around him.

7.4124

SINGLE PLAN FOR STUDENT ACHIEVEMENT

FOSKETT RANCH ELEMENTARY SCHOOL

October 4, 2010

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

Kelly Castillo
Principal
(916) 434-5255

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

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on 11/16/2010.

7.4.125

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 22 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 before and after school enrichment program called S.T.A.R. is housed on campus.

Support services include a Resource Program, Speech and Language, Four Special Day Classes (two K-1 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 Site Based Leadership Team (SBLT), 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 Child 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.

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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-five years, sixteen years in school administration. Mrs. Castillo holds an Administrative Services Credential, a Multiple Subjects Teaching Credential and an MA in Education Administration.

The Site-Based Leadership Team (SBLT) 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 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 Child Success Team meetings with staff and parents to assist student success. All staff members are encouraged to act in a positive, productive, professional, and personable manner.

7.4.127

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 Site Based Leadership Team 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 CST, 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
   - Child Success Team (CST) 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.

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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
   - 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
   - CST 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 (22 maximum per class)
   - 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

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- 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 (SBLT, Title V, one time state grants)
   - 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 . . .)
   - Oversized classes in music and science (at the primary levels)
   - Students need review and practice in math to retain skills.

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
    - Summer school interventions take place after the child has failed the school year
    - 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

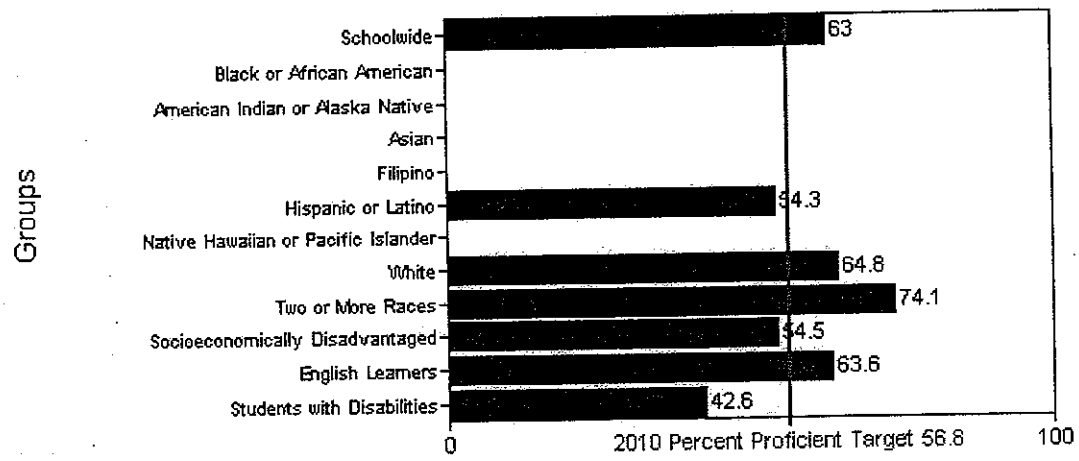
7.4.130

STUDENT PERFORMANCE DATA SUMMARY

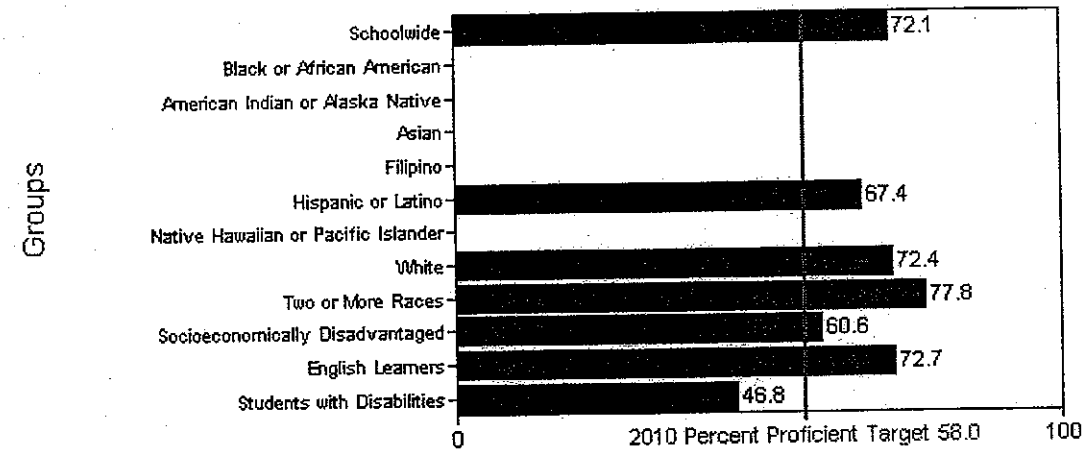
State Testing and Accountability Reporting (STAR)

2009 – 2010 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 and White subgroups. Both met 09 – 10 federal targets.

State Accountability: Academic Performance Index (API)

2009 API	2010 API	Growth in API from 2009 - 2010
864	854	-10

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Grade Level Report - % Proficient/Advanced on 2010 STAR CST

Grade Level	English Language Arts	Math	Science (5th Only)
2nd	70.4	76.5	
3rd	49.4	65.8	
4th	59.2	67.1	
5th	73.6	79.2	73.2

Grade Level Report - % Proficient/Advanced on 2009 STAR CST

Grade Level	English Language Arts	Math	Science (5th Only)
2nd	61.1	76.4	
3rd	48.3	71.4	
4th	79.2	83.4	
5th	67.2	90.3	82.5

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2009 – 2010 Discipline Distribution Report

	Total	Kinder	1st	2nd	3rd	4th	5th
Cause/Attempt Injury							
Battery			1				
Dangerous Object/Weapon							
Posses/Use/Sell Drugs							
Replica Drugs							
Robbery or Extortion							
Attempt/Damage Property							
Attempt/Steal Property							
Possess/Use Tobacco							
Obscene Act/Vulgarity/Profanity							
Drug Paraphernalia							
Disrupt Activity Defy Personnel			1				1
Received Stolen Property							
Imitation Fire Arm							
Sexual Assault/Battery							
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

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School Demographic Characteristics

Data listed below are from the October CBEDS data collection and the 2010 Standardized Testing and Reporting Program student answer document.

Ethnic/Racial %'s	
African American not Hispanic	2
American Indian or Alaska Native	2
Asian	3
Filipino	1
Hispanic or Latino	15
Pacific Islander	1
White not Hispanic	68
Two or More Races	8
Percentage in Free or Reduced Price Lunch	9
Participants in GATE	4
Number of English Language Learners	3
Reclassified Fluent English Proficient	1
Students with Disabilities	13
Multi-track year-round school? (CBEDS)	No
School Mobility	96

Parent Education Level	
Not high school graduate	2
High school graduate	15
Some college	34
College graduate	28
Graduate school	22
Average Parent Education Level	3.53
% Enrollment for STAR	
Grade 2	26
Grades 3 – 5	74
Enrollment in grades 2-5 on first day of testing	321
Number of Students Excused from Testing	0
Number of Students Tested	321

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. Grade level performance shows that English Language Arts scores increased in grades 2, 3, and 5 from 2009 to 2010 on the CST. Grade 4 scores from the 2009 – 2010 CST decreased by 20 points. We met the federal target for 2010, and if we continue the same performance this year, we may not meet the 2011 federal target for English Language Arts. English Language Learners have closed the gap with the school-wide group.
- **Math** – State tests show relative gaps with the following sub group: Students with Disabilities. Our school scored better in Math than in English Language Arts on the state assessment, and 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, and 2nd grade scores remained constant. English Language Learners and Hispanic/Latino sub groups closed the achievement gap when compared to school-wide performance.

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Conclusions from Parent, Teacher and Student Input:

- English Language Learners exceeded SPSA goal for 09-10 in English Language Arts and Math. The other subgroups did not meet the SPSA goals.
- Math scores dropped school-wide and in grades 4 & 5. 2nd and 3rd grade math 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 is 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 increased in 2009 – 2010 (from 2008 – 2009). When analyzing office referrals, 40 students were referred to the office, 10 of them multiple times.
- A concern exists that students may not be retaining math skills and may need review strategies.

School Goals for Improving Student Achievement:

Goal #1: By June 2011, 68% of the 2nd – 5th grade students school-wide will score proficient/advanced in English/Language Arts on the California Standards Test (CST).

Goal #2: By June 2010, 75% of the 2nd – 5th grade students school-wide will score proficient/advanced in math on the California Standards Test (CST).

Goal #3: By June 2010, student referrals to the office will decrease 10% from 84 to 75 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.

7.4.135

GOAL # 1 for Improving Student Achievement: By June 2010, 68% of the 2nd – 5th grade students school-wide will score proficient/advanced in English/Language Arts on the California Standards Test (CST).

Student groups participating in this goal: All Kindergarten through fifth grade students, English Language Learners (ELL), Students with Disabilities.
Performance gains expected for these students: Each sub group will make the following increases in % proficient/advanced on the English Language Arts portion of the CST: Hispanic/Latino – from 54.3 to 58.9% (Safe Harbor), White – from 64 to 69%, Socioeconomic Disadvantaged – 54.5 to 58.9% (Safe Harbor), English Learners – 63.6 to 68.6%, Students with Disabilities – 42.6 to 48.24% (Safe Harbor).
Means of evaluating progress toward this goal: CA State Assessments, Renaissance (AR) Assessment, District 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 '10	None		
B. Grade levels and individuals align their yearly SMART goals to contribute to the overall school SMART goals.	Staff/Admin – September/ October '10	None		
C. Walkthrough observations monitor instruction aligned to content standards and strategies to address needs of subgroup populations.	Admin – 10/11 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 – 10/11 ongoing	Cost of instructional materials.	$800	SLIG
E. Music and Art are paced to ensure instruction is matched to standards at each grade level.	Staff/Admin 10/11 ongoing	Cost of instructional materials.	$1000	Art/Music Grant

F. Teachers/students set Accelerated Reader goals each trimester and regularly monitor progress towards those goals. G. Individual Education Plans (IEP's) for special education students are aligned with content standards in English Language Arts and are created using a county online resource. H. English Language Individual Learning Plans (ELILP's) are developed for English Language Learners and aligned to ELD standards and based on the CELDT assessment. I. Individual Learning plans are developed for GATE identified students to meet their needs.	Staff - 10/11 IEP Team 10/11 ongoing Staff/Admin 10/11 ongoing Staff/Admin 10/11 ongoing	NONE Paper/Copy Costs None	$57	EIA
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. K. Child Success Team (CST) and grade levels meet regularly to develop action plans to address students' needs. L. Accelerated Reader allows students daily independent reading practice and allows staff to conference with students to monitor progress. M. Library resources address various needs by allowing students to select materials at their reading levels. N. Supplemental materials and supplies help to differentiate instruction to address the differentiated needs of the learners.	Staff/Admin – 10/11 ongoing Admin – 10/11 ongoing Staff/Admin - 10/11 ongoing School library tech/staff – 10/11 ongoing Staff- 10/11 ongoing	None None Accelerated Reader subscription Cost to increase library circulation, incentives, supplies $500 per grade level for supplemental materials aligned to grade level goals, paper, copy costs.	$2400 $4,500 $1000 $7,900 (3,500 mat/ 1,400 ink/ 3,000copy)	SLIG SLIG Kiwanis SLIG

7.4.13

O. Students use technology resources for solving problems and making informed decisions in technology infused mathematics, science, social studies, language arts.		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 – Sept 10 – March 11	Hourly rate of certificated staff	$35/hour x 49 hours = $1,715	SLIG
Q. After school tutoring allows targeted students the opportunity to participate in additional, direct instruction in language arts.	Staff – Nov 10 through May 11	Hourly rate of certificated staff Materials, copy costs	$35/hour x 64 hours = $2,240	SLIG
R. WPEP (Western Placer Extended Program) allows students to participate in after school enrichment programs.	Staff 09/10 ongoing	Hourly rate of certificated staff, materials and supplies	$1,042	GATE
Increased educational opportunity:				
S. Small group language arts instruction addresses the needs of students at-risk of retention.	Staff 10/11 ongoing	Hourly rate of 2 classified staff to help with targeted intervention.	$ 18,360 $ 2,207 $ 300	Pupil/Ret Block Grant EIA ELAP
T. Accelerated Reader provides daily reading practice at students' ZPD (Zone of Proximal Development).	Grade levels – 10/11 ongoing	Accelerated Reader subscription fees, ink, paper (see pg 13, 1. L)		
U. The computer lab supports instruction in the content areas.	Staff – 10/11 ongoing	Cost for site license fees, software, hardware, antivirus	$1800	SLIG

V. Identified special education students receive support (based on their IEP goals) from their classroom teacher and the Resource Specialist Program (RSP) and Special Day Class teachers.	Special Education & General Education Staff August 10	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
W. Students below grade level in reading utilize the Fluent Reader program to increase word recognition, automaticity, prosody and fluency.	Staff 10/11 ongoing	Cost of yearly subscription	$200	SLIG
X. English Language Development, SDAIE and other specific strategies addresses the needs of the English Learners.	Staff 10/11 ongoing	Materials and supplies	$846	ELAP
Y. Adopted Language Arts curriculum includes components to address needs of sub group populations.	Staff 10/11 ongoing	No additional costs		
Staff Development and Professional Collaboration:				
Z. Staff members participate in district workshops.	Staff – 10/11 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 – 10/11 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 – 10/11 ongoing	Workshop/inservice fees and substitute costs.	$2000	SLIG
Involvement of Staff, Parents and Community:				
CC. Site goals/mission, student achievement data are presented at Back to School Night.	Staff/Admin – Sept 10		None	

7,4,'39

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 10	(See pg 13, 1. V)		
FF. Site-Based Leadership Team (SBLT) reviews school achievement data to monitor school program success.	SBLT – Sept 10/ Mar-Apr 11/May 11	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 10	Copy costs, paper, ink, cost of subscription for online parent conference scheduler	$390	SLIG
HH. Parents receive reports associated with Accelerated Reader that update them regarding student progress.	Staff/Admin – 10/11 ongoing	Copy costs, ink, paper (see pg 12, 1. G)		
II. Child Success Team meetings include the parents' input in development of individual learning plans.	Staff/Admin – 10/11 ongoing			
JJ. Staff meet with parents of English Language Learners to develop individual learning plans to address their English Language Development skills.	Staff/Admin - 10/11 ongoing			
KK. Staff meet with parents of GATE students to develop learning plans to ensure academic needs are addressed.	Staff/Admin 10/11 ongoing			
LL. SBLT's data review includes analyzing progress of sub group populations to monitor school program success.	Staff/Admin 10/11 ongoing			

Auxiliary services for students and parents: MM. Kindergarten orientation is held prior to the beginning of a new school year.	Kindergarten staff – Aug 10	Hourly rate for teachers for 2 hours (2 for student orientation)	$35 per hour x 4 teachers = $280	SLIG
Monitoring program implementation and results: NN. Teachers meet during staff and grade level meetings to review student assessment data to determine program effectiveness. OO. SBLT reviews student progress to monitor program effectiveness. PP. Staff and students utilize the STAR Released Questions to understand the state test, to practice test-taking strategies.	Staff/Admin – 10/11 ongoing SBLT – Sept 10/ Mar-Apr 11/May 11 2nd – 5th grade 10/11 ongoing	Substitute costs (see pg 13, 1. R) Cost to copy the STAR Released Questions at PCOE	$500	SLIG
		Total Expenditures for Goal #1	**$ 51,848**	

GOAL # 2 for Improving Student Achievement: By June 2010, 75% of the 2nd – 5th graders school-wide will score proficient/advanced in math on the California Standards Test (CST).

Student groups participating in this goal: All Kindergarten through fifth grade students, high achievers/GATE, English Learners, students not meeting standards, students with disabilities.
Performance gains expected for these students: By June 2010, each sub group will make the following increases in math on the CST: Hispanic/Latino – from 67 to 72%, White – from 72 to 77%, Socioeconomic Disadvantaged – from 60.6 to 64.5% (Safe Harbor), English Learners – from 72 to 77%, Students with Disabilities – from 44.8 to 52.6% (Safe Harbor).
Means of evaluating progress toward this goal: CA State Assessments, District Assessments, Classroom Assessments and Samples.
Group data needed to measure academic gains: Whole group and significant subgroup data (such as ELL and Students with Disabilities)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:				
A. Supplemental materials and supplies help to differentiate instruction to address the differentiated needs of the learners.	Staff- 10/11 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 – 10/11 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 – 10/11 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 10	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 10/11 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 10/11 ongoing	Supplemental materials and supplies for students.	$800	SLIG
Extended Learning Time: G. After-school intervention programs provide additional academic support. H. WPEP (Western Placer Extended Program) allows students to participate in after school enrichment programs.	Staff – Nov through May 10 Staff-Nov 09 through May 10	Hourly rate of certificated staff (see pg 12, 1. K)	$1042	District SLIG GATE
Increased Educational Opportunity: I. Adopted math materials include components to address the needs of sub group populations.	Staff 09/10 ongoing	Included in base program		District
Staff Development and Professional Collaboration: J. Staff participate in district workshops	Staff/Admin – 09/10 ongoing	Buy-back funds		District
Involvement of Staff, Parents and Community: K. Staff meet with parents of English Language Learners and students at-risk of retention to develop learning plans to address their needs. L. SBLT's data review includes analyzing progress of sub group populations to monitor school program success. M. Parents are a part of the Individual Education Plan (IEP) development.	Staff – Nov 09/ Feb 10/May 10 SBLT – Sept 08/ Mar 09/May/09 IEP Team – 08/09 ongoing	Costs for translators Copy costs (see pg 14, 2. Y)	$300	EIA

N. Parents provide input during Child Success Team (CST) meetings.	Child Success Team – 09/10 ongoing			
Auxiliary services for students and parents: O. Transition meetings are held for special education students entering Kindergarten.	Special & Regular Education Staff – May/June 11	Substitutes to release teachers to attend IEP meetings.	$200	SLIG
Monitoring program implementation and results: P. SBLT monitors program effectiveness as it relates to sub group populations. Q. Administration works with staff to monitor students identified under the district's Promotion/Retention policy. R. Administration works with the English Learner Site Assessment Coordinator to monitor student progress according to the English Language Individual Learning Plans.	SBLT – Oct 09/ Mar 10/ May 10 Staff/Admin – 09/10 ongoing Site Assessment Coord/Admin – 09/10 ongoing	None None Cost of assessment coordinator	Centralized Service	
		Total Expenditures for Goal #2	**$ 2,342**	

GOAL # 3 By June 2010, there will be a 10% decrease in discipline referrals to the office from 84 to 79 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 10/11 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 10/11 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	$200	SLIG
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 10/11 ongoing	Copy costs, incentives	$1000	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	Cost of field worker	$3000	SLIG
G. Families have the opportunity to connect with the school community through family nights.	Staff/Admin 10/11	Materials/Supplies	$500	PTO

Increased educational opportunity: H. After school and co-curricular programs in music and drama to enhance the learning environment.	Staff/Admin		$5941	Art/Music Grant
Staff development and professional collaboration: I. Staff participate in district workshops relating to Positive Action and behavior intervention. J. Staff participate in outside workshops relating to behavior intervention and discipline as funds allow.	Admin/Staff Staff/Admin	Buy-back funds to staff Workshop fees, substitute	$500	District SLIG
Involvement of staff, parents and community: K. Weekly newsletter sent home from the principal highlighting school events as well as student and teacher accomplishments L. Parent/teacher/student conferences during first trimester of school to review assessment results and develop plans to address students' academic and social needs. M. Staff send reports to parents to keep them abreast of students' progress. N. Volunteers participate in the W.A.T.C.H. DOGS (Dads of Great Students) to contribute to a positive school climate.	Principal Teachers /Student AdminTeachers Admin/Staff 10/11 ongoing	Paper costs, copy cost, Postage for Back to School Newsletter mailing. Ink, paper (see pg 19, 3. K) Copy and supply costs	$400 $325	SLIG PTO

Auxiliary services for students and parents: O. Parent information at Back to School Night to share assessment data, school goals, vision, etc. P. Kindergarten Orientation Day to be held prior to the beginning of school to help orient kindergarteners as well as their parents with our program	Principal/Teachers Teachers	None Hourly rate for teachers (see pg 14, 1. CC)		7,417
Monitoring program implementation and results: Q. Administration monitors attendance and notifies parents of students considered truant. R. Administration monitors citations and works with staff and parents to develop plans to address behavior concerns. S. Staff/administration monitors effectiveness of school behavior plan and Positive Action program to modify as necessary.	Admin Admin Admin/Staff	None None None		
		Total Expenditures for Goal #3	**$ 12,541**	

CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost	Funding Source
• A teacher provides direct services to students new to the country through the Newcomer Program. • A district English Language Development support specialist provides direct services to students and teachers.	$362	EIA-LEP

7.4.148

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL 2010-2011

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

State Programs

School & Library Improvement Block Grant Purpose: Improve school response to educational, personal and career needs of all students.	**Amount: $**	35,636
ELAP Purpose: For grades 4 & 5 to increase achievement of English Language Learners	**Amount:**	1,146
EIA Purpose: To increase achievement of English Language Learners and struggling students	**Amount:**	2,564
Art and Music Grant Purpose: To enhance the Art and Music Program	**Amount:**	6,941
GATE Purpose: To increase the achievement of students in the Gifted and Talented program	**Amount:**	2,084
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: $**	**66,731**

7.4.149

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				
Dan Burbage-Macaluso		X			
Kate Hill		X			
Jennifer Beggerly		X			
Katrina Moddelmog			X		
Misty Meachim				X	
Becky Schmich				X	
Anysia Drumheller				X	
Sandy McFarlin				X	
Carol Hunt				X	
Numbers of members of each category	1	3	1	5	

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

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

- ___ Community Advisory Committee for Special Education Programs
- ___ Gifted and Talented Education Program Advisory Committee
- _X_ Other *(list)*: Grade Level Teams

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

5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan revision was adopted by the school site council on: 10/4/10.

Attested:

Kelly Castillo Typed name of school principal	Kelly Castillo Signature of school principal	10/4/10 Date
Kate Hill Typed name of SSC chairperson	Kate Hill Signature of SSC chairperson	10/4/10 Date

7.4.151

SINGLE PLAN FOR STUDENT ACHIEVEMENT
2010-2011

TWELVE BRIDGES ELEMENTARY SCHOOL

31-66951-0106443

Revised September, 2010

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:

Jeremy Lyche
Principal
(916) 434-5220

Twelve Bridges Elementary School
2450 Eastridge Drive, Lincoln, CA 95648
lychejer@wpusd.k12.ca.us

Western Placer Unified School District

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

7.4.152

School Description

Twelve Bridges Elementary School is a special place where students and parents are valued and treated with respect. The learning environment at TBES is caring and nurturing. Students learn crucial problem-solving skills and participate in programs such as Character Counts as well as Positive Action that help develop their emotional maturity and self-management. Rules and expectations are clearly stated and reinforced on a consistent basis by staff members.

Students at Twelve Bridges Elementary are provided with standards-based curriculum that has been specifically designed to help each student achieve the absolute best results possible. Students will be challenged and inspired to reach their potential through lessons and activities that are meaningful and engaging. The students will be given the opportunity to learn the state content standards through cross-curricular and hands-on activities involving classroom garden plots, outdoor learning centers, and computer technology

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 2 kindergarten classrooms with an adjoining kindergarten playground, 3 classroom clusters with a total of 23 classrooms, 5 portable classrooms, a library, a computer lab, a Science room, an Art room, RSP and Speech rooms, and a multipurpose room.

School Leadership

Jeremy Lyche has been the principal of Twelve Bridges Elementary School since its inception in 2004. Mr. Lyche holds a Bachelors' of Arts degree, a Clear Multiple Subject Teaching Credential, a Masters Degree in Education, as well as a Clear Administrative Credential.

The principal leads the School Based Leadership Team (or School Site Council) of community members and staff members that meet 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.

School Instruction

Our students are taught the California Content standards using State adopted curriculum. Instruction is differentiated to meet the diverse needs of our students. In addition to the general curriculum, support services include a Resource Program, a Special Day Class, Speech and Language, Science, and Music. 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.

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 Speech Therapy. The Resource Room 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, Astronomy, and Yoga. We also host several outside agencies that provide opportunities for students to explore Spanish and Technology.

Character education is emphasized through our school's Character Counts program as well as our Positive Action curriculum. Assemblies are held to reinforce positive character and students are recognized for demonstrating our six pillars of character.

Parents are involved through assisting with the Site Based Leadership Team (SBLT), Parent-Teachers' Club (PTC), our Art Docent program, our D.O.G.S. (Dads of Great Students) program, our Garden Docent Program, annual events, and regular volunteering with classroom activities. Parents support PTC activities such as educational/enrichment assemblies, family nights and various fundraisers.

7.4.153

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 Site Based Leadership Team 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

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 weekly to review assessment data and determine appropriate intervention strategies

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

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
   - Kindergarten class size reduction Option 2 and First through third grade class size reduction Option 1
   - 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 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

7.4.154

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.

Star 2010 Percent Tested	No. Included in the 2010 API	2010 API (Base)	2010 Similar Schools Rank	2010 Growth Target	2010 API Target
100%	455	882	N/A	Achieved	Achieved

Student Groups	No. of Pupils Included in 2010 API	Numerically Significant	2010 Subgroup API Base	2010 Growth Target	2010 API Target
African American, not Hispanic	15	No			
American Indian or Alaska Native	1	No			
Asian	28	No			
Filipino	23	No			
Hispanic or Latino	48	No			
Pacific Islander	2	No			
White not Hispanic	320	Yes	897	Achieved	Achieved
Socio-economically Disadvantaged	41	No			
English Learners	25	No			
Students with disabilities	73	No			

School Demographic Characteristics

Ethnic/Racial		Parent Education Level	
African American not Hispanic	3%	Not high school graduate	0%
American Indian or Alaska Native	0%	High school graduate	5%
Asian	6%	Some college	29%
Filipino	6%	College graduate	37%
Hispanic or Latino	11%	Graduate school	28%
Pacific Islander	0%	Average Parent Education Level	Some College
White not Hispanic	72%	Average Class Size (Primary)	21
Participants in Free or Reduced Price Lunch	9%	Average Class Size (Upper)	32
English Language Learners (STAR)	5%	Enrollment in grades 2-11 on first day of testing	455
Multi-track year-round school?	No	Number of Students Excused from Testing	0
School Mobility (STAR)	96%	Number of Students Tested	455

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

Monthly School-Wide Attendance (Percentage of students present)

Month	2006-2007	2007-2008	2008-2009	2009-2010
August	98.2	97.8	97.8	
September	97.4	97.2	97.1	
October	96.7	97.2	96.7	
November	95.9	96.7	96.7	
December	95.4	95.0	96.2	
January	94.1	95.1	96.5	
February	93.7	95.0	93.8	
March	95.9	95.2	96.4	
April	95.6	95.1	95.8	
May	96.8	96.2	95.7	

7.4.155

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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
2nd	2	5	7	10	9	10	26	20	20	38	38	35	23	28	29
3rd	0	3	0	13	9	2	27	26	29	52	37	40	8	25	29
4th	1	0	0	3	2	2	18	17	13	24	31	25	55	50	60
5th	2	3	1	5	3	0	34	19	18	38	33	42	21	42	39

Combined Proficient & Advanced in Language Arts

Grade	2008	2009	2010
2nd	61	66	64
3rd	60	62	69
4th	69	81	85
5th	59	75	81

Mathematics

Grade	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
2nd	2	2	7	10	13	11	22	21	17	31	37	30	35	27	35
3rd	0	3	0	7	3	6	12	21	22	45	28	26	35	44	46
4th	0	0	0	2	2	1	12	16	9	30	26	27	56	56	62
5th	2	0	1	10	6	2	15	13	12	42	33	41	31	48	44

Combined Proficient & Advanced in Math

Grade	2008	2009	2010
2nd	66	64	65
3rd	80	72	72
4th	86	82	89
5th	73	81	85

Combined Proficient & Advanced in Science

Grade	2008	2009	2010
5th	49	64	73

Conclusions from Student Performance Data

- In 2nd and 3rd grades, about 35% of our students in each grade level are scoring below proficient in the area of language arts. More remediation is needed to help students succeed in this area.
- In mathematics, the number of students scoring proficient or advanced has not increased in the 2nd and 3rd grades as much as in the upper grades. More remediation is needed to help students succeed in this area.
- 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.

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

7.4.156

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Improve Student achievement in the area of Language Arts to 75% on CST.

- Kindergarten - 70% of kindergarten students will score 70% accuracy on SIPPS lesson 13 test B by June, 2011.
- First Grade - 85% of students will have met benchmark (4/5) for line items CD, LVD, and Final e on the BPST by June, 2011
- Second Grade - 80% of second grade students will score proficient in Word Analysis and Vocabulary on the CST by Spring, 2011.
- Third Grade - 75% of third grade students will score overall Proficient or Advanced on the California Standards Test by Spring, 2011.
- Fourth Grade - 85% of fourth grade students will score at least 80% on the six theme essays in the areas of writing genres and traits by June, 2011.
- Fifth Grade - % of fourth grade students will score at least 80% on the six theme essays in the areas of writing genres and traits by June, 2011.

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:				
• Purchase annual fee for Accelerated Reader as well as STAR Assessment Program	Teachers	Subscription fee, paper, ink cartridges, rewards materials	$5,000	SLIG
• Language Arts Supplemental Materials	Teachers	Books, paper, SIPPS	$1,000	SLIG
• Purchase of additional library books for students	Teachers	Books	$500	SLIG
Increased Educational Opportunity/Extended learning time:				
• Odyssey of the Mind After-School Program	Teachers	Supplies, Hourly pay for teachers	$2,350	GATE
Increased educational opportunity:			$27,540	PRBG
• Intervention Support Provider for reading intervention	Teachers	Salary and benefits for aide	$9,500	SLIG
Staff development and professional collaboration:				
• Collaboration time for teachers to meet and discuss student progress at SSTs and IEPs	Principal	Substitutes for collaboration time	$3,000	SLIG
• Staff trainings and workshops to increase knowledge base	Teachers	Fees and costs of substitutes	$3,000	SLIG
Involvement of staff, parents and community:				
• Subscription to "Home-School" connection publications.	Principal	Cost of subscription	$600	SLIG
Auxiliary services for students and parents:				
• Counseling through Sacramento State University Interns to help students with social skills and emotional development	Principal, Psychologist	Hourly rate of $11 per hour plus materials	$2,000	SLIG
• Student Study Team Coordinator to facilitate meetings with parents, teachers, and support staff	Teacher	Stipend for work performed	$2,000	SLIG
• Monthly rewards for students with monthly 100% attendance by our attendance clerk.	Attendance Clerk/ Principal	Pencils, Stickers, Certificates, snack and prize costs	$500	SLIG
• Monthly rewards for students who receive a "Paws not Claws" slip. Students will be chosen through a drawing.				
• After-school band and choir programs to enhance student learning and brain development	Teachers	Teacher hourly pay	$900	Art/Music
Monitoring program implementation and results:				
• Use of OARS and ESGI as assessment tools	Principal	No Cost associated	N/A	N/A
• Use of Collaboration Time for teachers to share data and plan	Teachers			
Total Expenditures for Goal #1	$29,100 (SLIG)	$27,500 (State Intervention)	$2,350 (GATE)	$27,540 (PRBG)

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE: Improve Student achievement in the area of Math to 75% on CST.

- Kindergarten - 70% of kindergarten students will accurately write their numbers 1-30 with a score of 80% or better by June, 2011.
- First Grade - 85% of first grade students will score 85% or above on chapter/unit tests on numbers sense standards by June, 2011.
- Second Grade - 76% of second grade students will score proficient in Place Value on the CST in June, 2011.
- Third Grade - 75% of third grade students will score overall Proficient or Advanced on the California Standards Test by Spring, 2011.
- Fourth Grade - 80% of fourth grade students will score 80% on all chapter tests during the school year.
- Fifth Grade - 85% of fifth grade students will score proficient in Measurement and Geometry on the CST in June, 2011.

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: • Supplemental Materials to support core curriculum in classes • Technology to support and enhance the curriculum. • Document scanners and overhead projectors to enhance curriculum and motivate students	 Teachers Teachers Teachers	 White boards, manipulatives STAR Math, Math Facts in a Flash Document scanners and projectors	 $1,000 $500 $4,300	 SLIG SLIG Art/Music
Increased Educational Opportunity/Extended learning time: • After-school tutoring program to provide support for students scoring below proficiency	Teachers	Teacher pay at $35/hr. for two hours each week per grade level	$5,000	EIA, PRBG
Staff development and professional collaboration:	N/A			
Involvement of staff, parents and community: • Use of Homework Folders and Student Agendas for goal setting, recording homework assignments & for teacher/parent communication.	Teachers /Student	Cost of student agendas	$2,000	SLIG
Auxiliary services for students and parents:	N/A			
Monitoring program implementation and results: • Use of OARS and ESGI as assessment tools • Use of Collaboration Time for teachers to share data and plan accordingly	Teachers	No cost associated	N/A	N/A
Total Expenditures for Goal #2	$3,500 (SLIG)	$5,00 (Economic Impact Aid)	$5,200 (Art/Music)	

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CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost	Funding Source
N/A	Total: $0	School Based Coordinated Plan
• Serve as a liaison between District and Schools. • Prepare and submit various reports (CalWORKS, Title I Data, R-30 Language Census, etc.). • Advise and assist school with program requirements. • Coordinate staff development. • Newcomer teacher to provide additional English language support services to newcomer students. • ELD Program Specialist to provide direct services through in-class support and staff development.	Total: $469	EIA
N/A	Total: $0	Title I Part A
N/A	Total: $0	Title III

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

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

State Programs

Economic Impact Aid — **Amount: $3,692**
'urpose: Help educationally disadvantaged students succeed in the regular program.

School Library Improvement Grant — **Amount: $31,635**
Purpose: Improve school response to educational, personal and career needs of all students.

Arts/Music, Grant — **Amount: $8,955**
Purpose: Increase academic support in the areas of Art & Music

English Language Acquisition Program — **Amount: $2,433**
Purpose: Increase academic support for students designated as English Learners

Pupil Retention Block Grant — **Amount: $27,540**
Purpose: Increase academic support for students needing assistance in language arts and math

Federal Programs

GATE — **Amount: $1,940**
Purpose: Increase academic support students designated as Gifted and Talented

Total amount of state and federal categorical funds allocated to this school: **Amount: $76,195**

7.4.159

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
Jeremy Lyche	X			
Lari Andrews		X		
Wendi Foote		X		
Lori Deschamps			X	
Tonya Hamlin				X
Sheryl Reagan				X
Kathleen Cummings				X
Carrie Braasch				X
Numbers of members of each category	1	2	1	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 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.
6. This school plan was adopted by the school site council on: 9/21/10

Attested:

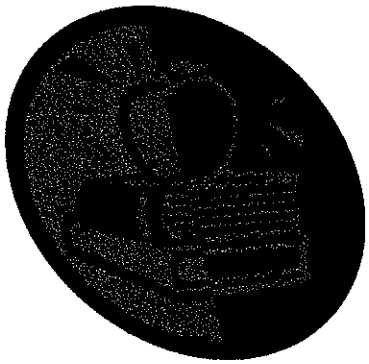
Jeremy Lyche Typed name of school principal	Jeremy Lyche Signature of school principal	9/21/10 Date
Lori Deschamps Typed name of SBLT chairperson	Lori Deschamps Signature of SBLT chairperson	9/21/10 Date

7.4.160

SINGLE PLAN FOR STUDENT ACHIEVEMENT

at

Twelve Bridges Middle School
#31-66951- 0111385
2010 - 2011



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
brownst@wpusd.k12.ca.us

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on_____, 2010.

7.4.161

School Description and Mission Statement

Twelve Bridges Middle School **(TBMS)** is one of two middle schools in Western Placer Unified School District, serving 840 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: 19% Hispanic, 61% Caucasian, 4% Asian, 5% Filipino and 8% other ethnic heritage.

Students come first at **Twelve Bridges** Middle School. We borrow 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

7.4.162

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 7:55 a.m. and ends at 2:55 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 7:35 a.m. After school students find a variety of activities available, including athletics, Astronomy 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 fifth 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 26th 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.

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School Instruction

The **Twelve Bridges** Middle School instructional program is organized around the concept of 6th grade teams. Sixth grade students are assigned to a team of teachers for most of their day for instruction in the core areas of language arts, math, social science and science. We believe that the team concept in the 6th. grade helps with the transition from a single class K-5 environment to a more involved 6-8 curriculum. Students in the 7th and 8th grade have a more traditional period schedule to help prepare them for a high school environment. Students additionally take an Enrichment class (**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 Science Olympiad (a national competition) is 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 are reported to parents every three weeks or it is 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.

7.4.164

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 tri-weekly 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, after-school 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 flag football, boys and girl's volleyball and basketball, softball, track and wrestling. Parents are kept abreast of students' progress through progress reports every three weeks, 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.

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3. **Alignment of staff development to standards, assessed student performance and professional needs:**

There are limited staff development days available in the current state-mandated calendar. **One** of the three days that are available are dedicated to sharing data on student performance, evaluating current practices and determining best improvements in program, curriculum and instruction to meet students' academic needs. Additional optional after-school staff development opportunities are available on a topical basis for teachers. District-wide Early Release Mondays occur **monthly** throughout the school year to monitor and adjust our curriculum if needed.

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 implemented 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. We will utilize the STAR Reading and Math assessments four times annually (August, December, March, June) to track student progress in those basic skills.

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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; need for ongoing translation services at **TBMS** to assist with print materials to Spanish speaking families. Additionally, low achieving students have limited access to technology in the home; many students lack keyboarding skills and other higher tech skills.

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: reaching low-achieving students and their families; research-based instructional methods that foster high achievement; targeting students in subgroups for specific academic improvement (Hispanic and economically disadvantaged). Additionally the staff has identified the need for ongoing Spanish translation services on site. Enhanced communication between the school, district and community was also viewed as an area of need.

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Twelve Bridges Middle School
(2010-2011)

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
Economically Disadvantaged	6th, 7th & 8th Grades Language Arts	62%, 48% and 71% of 6th, 7th & 8th graders, respectively, proficient or advanced on state testing compared to school wide 76%, 72% and 80% of students, respectively.
	6/7/8th Grades Math	54%, 54% and 47% of 6th, 7th and 8th graders (Algebra), respectively, proficient or advanced on state testing compared to school wide 74%, 73%, and 57% of students, respectively.
Hispanic or Latino	6th, 7th & 8th Grade Language Arts	73%, 69% and 76% of 6th, 7th and 8th grade students proficient or advanced on state testing compared to school wide 76%, 72% and 80% of students respectively.
	6th, 7th and 8th Grade Math	65%, 66% and 56% of 6th, 7th and 8th grade (Algebra) students proficient or advanced on state testing, compared to school wide 74%, 73% and 57% (Algebra) of students respectively.

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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 has been implemented to improve attendance (School Attendance Review Board) and 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 had a decrease in Algebra.
- 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.

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School Goals for Improving Student Achievement:

Goal #1: By June of 2010 all students including significant sub-groups will make specific proficiency Level's In Math.

Goal #2: By June of 2010 all students including significant sub-groups will make specific proficiency Level's in Language Arts.

Goal #3: Continue to improve communication with Spanish speaking families and community.

7.4.170

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

SMART GOAL # 1 for Improving Student Achievement: By June 2010 all students including significant subgroups will meet specific proficiency rates for STAR testing in Math. **(Safe Harbor)**

- All Students- 09-10 Proficiency was 68% — Target is 71.2% (S/H)
- Economical Disadvantaged 09-10 Proficiency was 51% — Target is 55.9% (S/H)
- Hispanic/Latino 09-10 Proficiency was 63% — Target is 66.7% (S/H)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: • Mapping and pacing of year-long curriculum against standards • Identifying and teaching of Essential Standards • Teacher articulation to align instruction	Fall '10 – 11 Early Release Mondays Daily common prep			
Improvement of Instructional Strategies/Materials: • Implement Accelerated Math support in areas needed. • Develop "Best Practice" after comparing common assessments.	Math Teachers	Paper/print/scan cards costs Accelerated Math Learning Cards	$1000	SLIG
Extended Learning Time: • Titan After-School Tutoring • Math Exploration class	10-11 Aft School Tutors During school	(2 TchrX$25X2hrX30wk)	$3000	State Interven $$

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Action to Improve Student Performance	**Implementers/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Staff Development: • Professional Learning Community Conferences • Math teacher visitations to other math classes • GATE Training	10-11 Site Staff teachers teachers	Release Time/Substitute teachers	$500 $500	SLIG Staff Devel.
Involvement of Parents/Community: • SBLT • Parent Orientation • Parent Evening Conferences • Monthly News Letter	10-11 Teachers	Printing	$500	SLIG SLIG
Monitoring Program Implementation: • OARS data collection and analysis • Student performance in Exploration class • Student progress through Teacher Ease • Curriculum Lead teachers articulate with admin. and peers for student progress.	10-11 Admin/teachers Teachers All teachers	Contract cost	$3000	SLIG

7.4.12

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

<u>GOAL # 2 for Improving Student Achievement</u>: By June of 2011 all students including significant subgroups will meet specific proficiency rates in Language Arts. (Safe Harbor)

- All Students 09-10 Proficiency was 76% — Target is 78% (S/H)
- Economically Disadvantaged 09-10 was 61% — Target is 64% (S/H)
- Hispanic/Latino 09-10 was 73% — 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: • Curriculum mapping. • Teach Essential Standards	L/A teachers 10-11			
Improvement of Instructional Strategies/Materials: • New L/A support materials • Accelerated Reader books for low and grade level students • Utilize OARS for student assessment and teacher best practices. • Common prep for curricular articulation • Essay grading release time	10-11 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: • Exploration L/A Intervention classes • English Learner classes • New Comers Program • Titan After School Tutoring (3:00 – 4:00 for Targeted Students)	10-11 L/A teachers EL teacher	Hourly teacher tutors 2TchrX$32X2hrX30wks	$3840	District Intervention Funds

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Staff Development: • Release time for teachers to visit other area programs • PLC Conferences/Training • GATE Training	Language Arts Teachers 10-11 All L/A teachers	Substitute teachers 1 T's X 1 days X $115 (sub) 9T's X 3 days X $115 (sub)	$3105 $2000 $1000	SLIG Staff Devel Staff Devel
Involvement of Parents/Community: • SBLT • Parent Conferencing Night • Dissemination of student progress through Teacher Ease. • Parent Teacher Club • Monthly News Letter promote parental and community involvement.	Teachers and community Teachers Teachers Parents Teacher	Contract cost Paper, printing	$3,000 $500	SLIG
Monitoring Program Implementation: • Teacher Ease student progress to parents • Admin. and teachers monitor student progress through OARS. • Curriculum Lead Teachers- articulate with admin. and peers for student achievement.	Teachers Teachers 4 Lead teachers	Copying costs; paper; printing 4 teachers X $1100	$3,000 $3,000 $4400	SLIG SLIG SLIG

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: Continue to improve communication with Spanish-speaking families and community.

Student groups participating in this goal: All students

Performance gains expected for these students: Increase % of EL students achieving at proficient or advanced levels by 2 percentage points at each grade level annually. Improve communication to all families thru staff conferences, email, news letters, electronic board and the school web site. ELAC meetings and periodic Hispanic community meetings. Means of evaluating progress toward this goal: Spring CA Standards testing.

Group data needed to measure academic gains: EL subgroup.

Community response and involvement.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: • Provide materials and instruction in EL support program that are aligned with grade-level CA standards. • Provide materials and instruction in the Newcomer program to students in the U.S. for less then one year.	10 - 11 10-11	**EL materials and supplies** **Professional development** Newcomer Teacher salary & benefits	 $5,234	EIA EIA
Improvement of Instructional Strategies/Materials: • Provide appropriate language arts/reading curriculum to emerging English language readers	10 - 11	Hampton Brown reading/language arts curriculum		EIA
Extended Learning Time: N/A				

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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Staff Development: • Teacher in-service GATE training • Science teachers attending California Science Teachers Conference	10-11	7X teacher conference expenditure	$1500	SLIG
Involvement of Parents/Community: • Provide Spanish language print materials as appropriate (newsletters, flyers, etc.) • Expand email and monthly news letter	Clerical Staff 10 - 11Teachers, Admin. Teachers, Admin.	Translation of print materials (10 hour @ $15/hour)	$150	SLIG
Monitoring Program Implementation: N/A				

9/17/12

CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost	Funding Source
	Total: $0	School Based Coordinated Plan
• ELD Program Specialist Contribution • Newcomer Teacher Contribution	Total: $ 5,234	EIA-ELAP
	Total $ 0	Title I Part A
	Total: $ 0	Title III

7.4.17

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

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

State Programs

Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	**Amount: $ 0**
Economic Impact Aid/EIA Purpose: Develop fluency in English and academic proficiency of English learners.	**Amount: $37,113** Carryover: **$8,465**
Miller-Unruh Special Reading Program Purpose: Prevent and correct reading disabilities at the earliest time for all students.	**Amount: $ 0**
Professional Development Purpose: Promote school improvement by long-term professional development of school staff.	**Amount: $ 0**
School Library Improvement Block Grant Purpose: Improve school response to educational, personal and career needs of all students.	**Amount: $23,244** carryover: $1,032
Gifted and Talented Education (GATE) Purpose:	**Amount: $2,228** carryover: 0
Art & Music Block Grant	**Amount: $10,197**
ELAP	**Amount: $3,764**

Federal Programs

Elementary and Secondary Education Act:

Title I: Schoolwide Program Purpose: Upgrade the entire educational program of the school.	**Amount: $ 0**
Title I: Targeted Assistance Program Purpose: Help educationally disadvantaged students achieve grade level proficiency.	**Amount: $ 0**
Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students.	**Amount: $ 0**
Other Federal Funds (list and describe): **Title III: EL**	**Amount: $ 0**
Total amount of state and federal categorical funds allocated to this school:	**$ 86,041**

8L17L

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
Tiffani Sienkiewicz Chairperson				X	
Stacey Brown	X				
Belinda Silva				X	
Amber Felice				X	
Domine Suchomel				X	
Tonya Hamlin				X	
Ann Long		X			
Krystal Arnold		X			
Tracy Campbell		X			
Eric Bost		X			
Karlie Mederious					X
Numbers of members of each category	1	4		5	1

6/17/19

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
- ___ Community Advisory Committee for Special Education Programs
- _X_ Gifted and Talented Education Program Advisory Committee
- ___ Other (specify)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on October 19, 2009

0814

Attested:

Stacey Brown Name of school principal	Signature of school principal	10-14-10 Date
Tiffani Sienkiewicz Name of SBLT chairperson	Signature of SBLT chairperson	10/14/10 Date

181'h'L

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT PHOENIX HIGH SCHOOL

2010-201 & 2011-2012

CDS Code: 31-66951-3130036

Date of this revision: 10-13-10

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:	John Wyatt
Position:	Principal
Telephone Number:	(916) 645-6395
Address:	870 J Street, Lincoln, CA 95648
E-mail address:	wyatt_j@wpusd.k12.ca.us

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on 11-2-10

7.4.182

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 9 years and has a total of 19 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 adequate but in need of painting. Room # 3 was removed but not replaced. The school does not have a room for lunch during rainy days. 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.

7.4.183

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 with two 1/5-time RSP teachers who work with identified students 2 periods per day. The RSP teachers work closely with all staff to help them modify curricular needs of their mainstreamed students.

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 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.

7.4.1-84

6. **Use of state and local assessments to modify instruction and improve student achievement:**
All students are given the STAR Renaissance test program upon entrance to Phoenix High School for program evaluation and the results are used to assist in selecting appropriate curriculum. Students are then re-retested each year and upon graduation to assess growth.
Star Test and High School Exit exam are also used to assess student growth, modify curriculum and teaching techniques, and to 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
   - 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.

7.4.185

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:				
2007	2008	Growth	All Comp.	ELA	Math	AYP	Grad. Rate
552*	478	-74	Yes	Yes	Yes	No	Yes
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

*** Phoenix High School did not make its AYP growth target in 2008 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 2nd year of Program Improvement (PI – 1).**

STUDENT PERFORMANCE DATA SUMMARY (continued)

Student Testing and Reporting (STAR)

	Subject – Language Arts					
	School year 07-08		School year 08-09		School year 09-10	
% Tested	100%		100%		100%	
Grade Level	10th	11th	10th	11th	10th	11th
Advanced	0%	0%	0%	3%	5%	0%
Proficient	13%	0%	0%	20%	5%	11%
Basic	22%	25%	15%	26%	23%	19%
Below Basic	26%	25%	25%	29%	27%	25%
Far Below Basic	39%	50%	60%	23%	41%	44%

7.4.186

STUDENT PERFORMANCE DATA SUMMARY (continued)

School Demographic Characteristics (2009-2010)

Group	Grade Level	Performance Levels (Language Arts)									
		Advanced		Proficient		Basic		Below Basic		Far Below Basic	
		08	09	08	09	08	09	08	09	08	09
All Students	9	0%	-	50%	-	0%	-	0%	-	50%	-
	10	0%	0%	0%	5%	15%	23%	25%	27%	60%	41%
	11	3%	0%	20%	11%	26%	19%	29%	25%	23%	44%
Economically Disadvantaged	9			100%	-	0%	-	0%	-	0%	-
	10			0%	0%	14%	29%	21%	29%	64%	43%
	11			17%	0%	22%	10%	44%	30%	17%	60%
Students With Disabilities	9					0%	-	0%	-	0%	-
	10					17%	33%	33%	33%	50%	33%
	11							50%	33%	50%	57%
English Learners	9							0%	-	0%	-
	10							0%	40%	100%	60%
	11							75%	11%	25%	83%

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 Performance of English Learners
- Goal #5: Improving Graduation Rate

7.4.187

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL # 1 FOR IMPROVING STUDENT PERFORMANCE: 66.7% of 10th and 11th grade students will score proficient on 2011 STAR English/Language Arts testing; or 17.5% of our 10th grade students will score proficient, and 19.9% of our 11th grade students will score proficient to meet "Safe Harbor" classification. (Based on past year's scores: 5% of 10th grade scored proficient and 11% of 11th grade scoring proficient). Using EDGE testing, overall proficiency levels from beginning of the year to the end will increase by two levels.

Description of Specific Action to Improve Student Performance	**Implementers/ Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: • All programs are aligned with state standards, as are the regular instructional materials used.	Ongoing			
Improvement of Instructional Strategies/Materials: • Addition of a 2-period/day L/A teacher to address low achieving/remedial students. • Direct-instruction classes using "Edge" curriculum to address students working below grade level. • Pre/post testing - Edge Program • Ongoing EDGE Assessment • Odysseyware	Ongoing	Instructional Materials Edge curriculum/reading Instructor	$28,004.00 $16,581	Title I
Extended Learning Time: • All materials can be taken home. • Tutoring sessions are also available in the afternoon	Ongoing			
Staff Development: • Staff attends CCEA yearly conference as well as numerous subject level workshops as deemed necessary and beneficial to student learning. • County workshops for Program Improvement and EL training. • 10% of Title I funds are set aside for staff development. • PLC Intervention training	Ongoing	Transportation/Meals/Housing	$4,458.00	Title I, General funds
Involvement of Parents/Community: • Results of state tests and CHSEE are mailed home for each student. • Yearly (start of each school year) notification of Program Improvement (PI) status. • School newsletter • SBLT meeting • Parent conferences.	Ongoing	Mailings/Postage, Materials	$2300.00	Title I,
Monitoring Program Implementation: • Trimester divided into 6-week sessions. Student progress is evaluated. • Trimester grading reports. • Number of credits completed. • Formative and summative assessments.	Ongoing			

2811-12

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL # 2 FOR IMPROVING STUDENT PERFORMANCE: 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).

Description of Specific Action to Improve Student Performance	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: • All programs are aligned with state standards, as are the regular instructional materials used. • Students are placed in courses relevant to their grade level assessed on Star Math	Ongoing			
Improvement of Instructional Strategies/Materials: • Revisit success of packet work vs. Ace Math completion – switch based on review. • Ace Math renewal • Continued search for relevant packet work. • Odysseyware	Ongoing	Renaissance Place & Ace Math Renewal materials.	See Goal #1	Title I EIA
Extended Learning Time: • All materials can be taken home. • Tutoring sessions are also available in the afternoon	Ongoing			
Staff Development: • Staff attends CCEA yearly conference as well as numerous subject level workshops as deemed necessary and beneficial to student learning. • County workshops for Program Improvement and EL training. • 10% of Title I funds are set aside for staff development. • PLC Intervention training	Ongoing	Transportation/Meals/Housing	See Goal #1	Title I
Involvement of Parents/Community: • Results of state tests and CHSEE are mailed home for each student. • Yearly (start of each school year) notification of Program Improvement (PI) status. • School newsletter • SBLT meeting • Parent conferences.	Ongoing	Mailings/Postage, Materials	$450.00	Title I
Monitoring Program Implementation: • Trimester divided into 6-week sessions. Student progress is evaluated. • Trimester grading reports. • Number of credits completed. • Formative and summative assessments.	Ongoing			

7/14/15

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL # 3 FOR IMPROVING STUDENT PERFORMANCE: 50% of 10th grade students and 60% of 11th grade students will pass the California High School Exit Exam (CAHSEE), 100% of 12th grade students will have passed the CAHSEE. (Past results have shown approximately 46% of 10th grade, and 45% of 11th grade students pass the exam).

Description of Specific Action to Improve Student Performance	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: • All programs are aligned with state content standards, as are the materials used.	Ongoing			
Improvement of Instructional Strategies/Materials: • Implementation of the Hampton-Brown EDGE Reading, writing and L/A program through direct-instruction classes, which are aligned with state content standards. • Ace Math, blueprints, OARS test. • Direct instruction CAHSEE classes • Odysseyware •	Ongoing	Instructional Materials Edge curriculum/reading	See Goal #1& #2	See Goal #1&#2
Extended Learning Time: • All materials can be taken home. • Tutoring sessions are also available in the afternoon •	Ongoing			
Staff Development: • Staff attends CCEA yearly conference as well as numerous subject level workshops as deemed necessary and beneficial to student learning. • County workshops for Program Improvement and EL training. • 10% of Title I funds are set aside for staff development.	Ongoing	Transportation/Meals/Housing	See Goal #1&#2	See Goal #1&#2
Involvement of Parents/Community: • Results of state tests and CHSEE are mailed home for each student. • Yearly (start of each school year) notification of Program Improvement (PI) status. • School newsletter • SBLT meeting • Parent conferences.	Ongoing	Mailings/Postage, Materials	See Goal #1&#2	See Goal #1&#2
Monitoring Program Implementation: • Trimester divided into 6-week sessions. Student progress is evaluated. • Trimester grading reports. • Number of credits completed. • Formative and summative assessments.	Ongoing			

06'h'L

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL # 4 FOR IMPROVING STUDENT PERFORMANCE: 50% of our English Learners will score Basic or above on 2011 STAR English/Language Arts testing. (Past results have shown 75% of our EL students have scored Below Basic, 0% scoring Basic). Using EDGE testing, overall proficiency levels from beginning of the year to the end will increase by two levels).

Description of Specific Action to Improve Student Performance	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: • All programs are aligned with state content standards, as are the materials used.	Ongoing			
Improvement of Instructional Strategies/Materials: • Implementation of the Hampton-Brown EDGE Reading, writing and L/A program through direct-instruction classes, which are aligned with state content standards. • Addition of a 2-period/day L/A teacher to address low achieving/remedial students. • Direct-instruction classes using "Edge" curriculum to address students working below grade level.	Ongoing	Instructional Materials Edge curriculum/reading	See Goal #1	See Goal #1
Extended Learning Time: • All materials can be taken home. • Tutoring sessions are also available in the afternoon	Ongoing			
Staff Development: • Staff attends CCEA yearly conference as well as numerous subject level workshops as deemed necessary and beneficial to student learning. • County workshops for Program Improvement and EL training. • 10% of Title I funds are set aside for staff development.	Ongoing	Transportation/Meals/Housing	See Goal #1	See Goal #1
Involvement of Parents/Community: • Results of state tests and CHSEE are mailed home for each student. • Yearly (start of each school year) notification of Program Improvement (PI) status. • School newsletter • SBLT meeting • Parent conferences.	Ongoing	Mailings/Postage, Materials	See Goal #1	See Goal #1
Monitoring Program Implementation: • Trimester divided into 6-week sessions. Student progress is evaluated. • Trimester grading reports. • Number of credits completed. • Formative and summative assessments.	Ongoing			

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL # 5 FOR IMPROVING STUDENT PERFORMANCE: 40% of our 12th grade students will complete the requirements for graduation by June, 2011. (Past performance shows approximately 25% of all 12th grade students enrolled meet graduation requirements).				
Description of Specific Action to Improve Student Performance	**Implementers/ Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: • All programs are aligned with state content standards, as are the materials used. •	Ongoing			
Improvement of Instructional Strategies/Materials: • Improve curriculum and technology to support and assist students demonstrate learning using a variety of modalities in Social Studies. • Create hands-on lab activities as part of student's Science curriculum. • Create virtual lab activities thru the use of computer simulation programs. • Odysseyware • GED Prep Instruction	Ongoing	Instructional Materials	$22,930	EIA
Extended Learning Time: • All materials can be taken home. • Tutoring sessions are also available in the afternoon	Ongoing			
Staff Development: • Staff attends CCEA yearly conference as well as numerous subject level workshops as deemed necessary and beneficial to student learning. • County workshops for Program Improvement and EL training. • 10% of Title I funds are set aside for staff development. •	Ongoing	Transportation/Meals/Housing	See Goal #1&#2	See Goal #1&#2
Involvement of Parents/Community: • Results of state tests and CHSEE are mailed home for each student. • Yearly (start of each school year) notification of Program Improvement (PI) status. • School newsletter • SBLT meeting • Parent conferences.	Ongoing	Mailings/Postage, Materials	See Goal #1&#2	See Goal #1&#2
Monitoring Program Implementation: • Trimester divided into 6-week sessions. Student progress is evaluated. • Trimester grading reports. • Number of credits completed. • Formative and summative assessments.	Ongoing			

School Name: Phoenix High School
School Code: 31669513130036
Grade Levels: 10-12

SCHOOL ALLOCATIONS 2010-2011

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 (SIP)	**N/A**	**N/A**	**N/A**	**NA**
2. Economic Impact Aid (LEP)			**$7,108.00** **$15,822.00** **(carryover)**	-
3. Title I Part A (Helping Disadvantaged Youth)			**$22,025.00** **$11,393.00** **(carryover)** **$10,867.00** **(ARRA)**	
4. Title 1 Parent Involvement			**$4,458.50** **(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 Coordinated Programs	**N/A**	**N/A**	**N/A**	**N/A**
11. TOTAL Consolidated Application Funds			**$67,515.OO**	-

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

7.4.193

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				
Cassandra Creger		X			
Kristin Jarman		X			
Clint Nelson		X			
Cindy Farris		X			
Tracy Gruber		X			
Jeanine Troxel			X		
Seanna Brooks				X	
Vicki Brammer				X	
Angela Brito				X	
Victor Montano				X	
Jose A Ruiz				X	
Stanley Brammer					X
Jesus Ruiz					X
Numbers of members of each category	1	5	1	5	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 schoolsite and community team" (Education Code 52054(a)). The Board may meet this requirement in either of the following ways:

- *Add one or more "nonschoolsite personnel" to an existing school site council to form the "school-ste 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.

7.4.194

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)*.

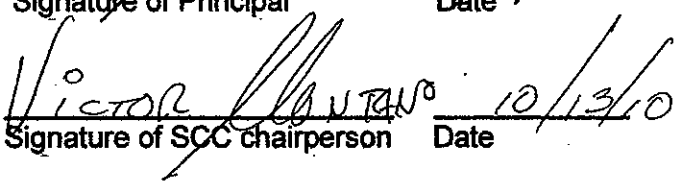
   - ____ English Learner Advisory Committee
   - ____ Community Advisory Committee for Special Education Programs
   - ____ Gifted and Talented Education Program Advisory Committee
   - ____ Other *(list)*

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, 2009

Attested:

John Wyatt		10/13/10
Typed name of Principal	Signature of Principal	Date
Victor Montano		10/13/10
Typed name of SSC chairperson	Signature of SCC chairperson	Date

7.4.195

SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT LINCOLN HIGH SCHOOL

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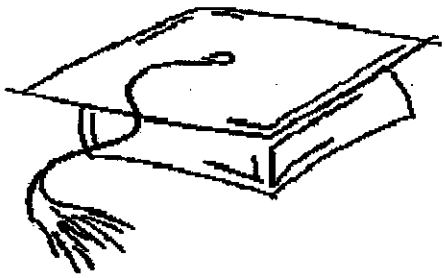
CDS Code

Date of this revision October, 2010

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:

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2010 -2011



Western Placer Unified School District

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

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Home Of The Fighting Zebras

Expected School-Wide Learning Results
ESLRs

(To be revised 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

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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 1530. School enrollment consisted of 444 ninth grade students, 404 tenth grade students, 357 eleventh grade students and 325 twelfth grade students.

An employment base of 32 classified personnel serves the Lincoln High School site. Seventy-one 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 760 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 communications committee which is made up of teachers and an administrator. This committee discusses relevant issues such as discipline, curriculum, and scheduling.

We have instituted an intervention schedule "STRIPES" and a committee has been formed in order to review its effectiveness.

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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, 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 it ***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, jazz band, and music appreciation. The choir is recognized throughout the region and will be performing at Carnegie Hall in the spring.*

Lincoln High School maintains high expectations for student achievement. Our students are tested in various ways, including the required standardized testing that measures both student and school progress in the academic areas. Beginning in 1999, with an API score of 609, LHS has increased its API score to where we are today-an API score of 765. 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.

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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, 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)*

LHS has an excellent custodial and support staff. The custodians work to make sure the campus is clean at all times and work weekends to meet the needs of the community. The secretarial staff is extremely efficient, friendly and make teachers, parents, students and visitors feel welcome.

Administrators and teachers have a good working relationship. Ideas are encouraged and implemented whenever possible.

In general, the student population is friendly and respectful.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

Lincoln High School affords all of its students a comprehensive curriculum that is intended to teach the 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 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

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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 9th grade. These plans are reviewed on a regular basis and include a pathway for each student and a list of a-g requirements.

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

Lincoln High School provides and supports a variety of programs to offer our students academic success: "Link 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.

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 science and math. Social science and English overall scores did not change significantly

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

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AVID (9-12 grade)

Intervention minutes (STRIPES)

Algebra Intervention class

Academic Decathlon

BEST 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 under-performing students. Lincoln High School offers two AVID classes for

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freshmen-seniors. Students with low STAR tests are placed in CAHSEE math and English classes. This year an algebra intervention class is offered to students struggling with math. Peer tutors are utilized within the classrooms during intervention time.

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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 2010 Percent Tested	Number Included in the 2009 API	2009 API (Base)	2010 Statewide Rank	2010 Similar Schools Rank	2010 Growth Target	2010 API Target
99%	*1096*	*765*	*NA*	*NA*	*5*	*770*

Student Groups	Number of pupils included in 2009 API	Numerically significant	2009 Subgroup API Base	2010 Growth Target	2010 API Target
African American, not Hispanic	16	N			
American Indian or Alaska Native	6	N			
Asian	27	N			
Filipino	25	N			
Hispanic or Latino	265	Y	698	6	703
Pacific Islander	6	N			
White not Hispanic	688	Y	783	5	788
Economically Disadvantaged	177	Y	680	6	686
EL	118	N	616	10	626
Stu Disability	102	N			

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School Demographic Characteristics

Data listed below are from the CAT 6 test and the STAR Apportionment Information Report

Multi-track year-round school?	NO
School Mobility (STAR)	95
English learners	118

Parent Education Level (Stanford 9)	
Not high school graduate	7%
High School graduate	25%
Some college	30%
College graduate	25%
Graduate School	12%
Average Parent Education Level (STAR)	3.11
Average Class Size (CBEDS)	25
Number of Students Excused from Testing	0
Number of Students Tested	1096

Conclusions from Student Performance Data:

There are obvious areas of strength, such as science. Math is an area that is improving. Language Arts is an area of emphasis. Over the past few years the scores have remained constant. 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:

Although scores remained status quo this year, scores have steadily improved significantly since the inception of the STAR Test. *We have had many discussions on how to improve the math*

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scores. Math has revamped algebra to be three trimesters with the same teacher. They now offer a three trimester intervention class. English scores have leveled over the past few years. English instructors have identified areas of strength and weakness. One area of concern and emphasis is the number of lower performing male 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 Smart Goals.

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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 765-785 White students: from 783-805 Hispanic students: from 698-730 Socioeconomically disadvantaged: from 680-720 English Learners: from 616-650

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 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**	**Ongoing**	**Teacher time and substitutes.**	**$8,000.00**	**EIA**
Improvement of Instructional Strategies/Materials: **Paper & print ink.** **Continue to develop AVID program.** **AVID tutors.**	**Ongoing**	**Materials i.e.computers, staff development, and tutoring**	**$3,000.00** **$2,000.00** **$5,000.00**	**EIA** **EIA** **EIA** **CAHSEE**

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Library books. **OARS training for staff as needed.** **Peer Tutoring**				
Extended Learning Time: **CAHSEE classes. Before and after school tutoring.** **Enrichment trips.** **STRIPES** **Algebra I & Algebra Intervention class (3 trimesters)**	**Ongoing**	**Study guides, books, workbooks, and tutoring.** **Ashland Oregon (Shakespeare) Science Fair A.P. Testing**	**$15,000.00** **$3,800.00**	**CAHSEE** **GATE**
Staff Development: **Staff has attended several PLC trainings. Early release is designed for staff development, analyzing data, and sharing successful teaching techniques.** **AVID Educational trips** **Staff and administrator attended week long AVID conference. Teacher initiated workshops and conferences. OARS & AERIES training.**	**Ongoing** **Ongoing**	**AVID** **Training for AVID, OARS, etc.**	**$1,000.00** **$5,000.00**	**EIA** **EIA/CAHSEE**
Involvement of Parents/Community: **SBLT** **Aeries online grading system.** **Parent phone calls and e-mails.** **Paper, ink, postage,**	**Ongoing**	**Supplies**	**$500.00**	**ADMIN**

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& copies **PIQE**				
Monitoring Program Implementation: **STAR Test Results** **Exit Exam Results** **Department meetings to review common assessments** **OARS** **STRIPES** **Grade Analysis** **Communications Committee** **STRIPES Committee**	**Ongoing**	**N/A**	**N/A**	**N/A**
Safe Learning Environment	**Annual**	**Monitors**	**$20,948.00**	**Safety Grant**

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SCHOOLWIDE GOAL
SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE: Exit Exam passing rate for English will increase 84% to 90%. Exit Exam rate for Math will increase from 88% to 90%. Schoolwide AYP Proficient will increase from 62% in English to 68%. Hispanic in English from 41.6% proficient to 50% (Safe Harbor) White students in English from 68.1% to 75% Schoolwide AYP proficient in math will increase from 57.5% to 67% Hispanic in math will increase from 36.4% proficient to 50% (Safe Harbor) Whites in math will increase from 64.4% 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: **English & math classes are aligned to the standards.**	**Classroom teacher**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Review essential standards creating common assessments. Use OARS to identify strength & weaknesses. Use PLC's to regularly review results.**	**Department chairs & classroom teachers.**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **STRIPES, before & afterschool tutoring, and CAHSEE classes.**	**Admin, instructors, & Peer tutors.**	**Materials & tutors**	**$10,000.00**	**CAHSEE**
Staff Development: **OARS Training, Early Release Days, and Conferences that apply to CAHSEE.**	**Instructors**	**Conferences**	**$1,000.00**	**CAHSEE**
Involvement of Parents/Community: **Email & phone calls to**				

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parents explaining offerings.	**Robo call Instructors**	**N/A**	**N/A**	**N/A**
Monitoring Program Implementation: **Results for exam.**	**Jim Spratling (counselor)/Admin**	**N/A**	**N/A**	**N/A**

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SCHOOLWIDE GOAL
SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE: To increase the number of students that reach A-G requirement from 32.5% to 40% of the graduating seniors by 2011.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: **A-G courses already aligned with standards.**	**Ongoing**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **After school tutoring, additional A-G classes, and adding pathways. Four year plans and increasing AVID program. Apply for 2 A-G classes.**	**Ongoing** **College night & PSAT**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring offered before and after school for students that want extra help or more of a challenge. STRIPES**	**Ongoing**	**N/A**	**N/A**	**N/A**
Staff Development: **Use PLC's to develop classes and move forward with A-G process.**	**Instructors, Counselors, & Admin**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **Flyers have been made and posted online to inform community.**	**Counselors**	**N/A**	**N/A**	**N/A**
Monitoring Program Implementation: **Meeting with students yearly to go over 4 year plans and pathways starting in 9th grade.**	**Ongoing** **Counselors**	**N/A**	**N/A**	**N/A**

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ENGLISH

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Students in English 9 will have 62% of their population perform at the proficient or better level on the CST exam, an improvement of 3% over last year.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:**Development of pacing guides and learning targets**	**Full Dept Pacing guides-completed Learning targets-Grades 9-10:spring 2010 Grades 11-12: 2011**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**Full Dept Essay Norming: already in place OARS activities: November 2009 Use of Early Release Days**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept: In Place**	**N/A**	**N/A**	**N/A**
Staff Development: **Essay norming, training, PD workshops, OARS training**	**Full Dept: In place and ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**	**N/A**	**N/A**

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SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: White Students in English 9 will have 64% of their population perform at the proficient or better level on the CST exam, an improvement of 5% over last year.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:**Development of pacing guides and learning targets**	**Full Dept Pacing guides-completed Learning targets-Grades 9-10:spring 2011 Grades 11-12: 2011**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**Full Dept Essay Norming: already in place OARS activities: Ongoing**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept: In Place**	**N/A**	**N/A**	**N/A**
Staff Development: **Essay norming, training, OARS training**	**Full Dept: In place and ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**	**N/A**	**N/A**

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SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:
Students with disabilities in English 9 will have 34% of their population perform at the proficient or better level on the CST exam, an improvement of 5% over last year.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:**Development of pacing guides and learning targets**	**Full Dept Pacing guides-completed Learning targets-Grades 9-10:spring 2011 Grades 11-12: 2011**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**Full Dept Essay Norming: already in place OARS activities: Ongoin**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept: In Place**	**N/A**	**N/A**	**N/A**
Staff Development: **Essay norming, training, OARS training**	**Full Dept: In place and ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**	**N/A**	**N/A**

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SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Socio-Economic Students with disabilities in English 9 will have 46% of their population perform at the proficient or better level on the CST exam, an improvement of 4% over last year.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:**Development of pacing guides and learning targets**	**Full Dept Pacing guides-completed Learning targets-Grades 9-10:spring 2011 Grades 11-12: 2011**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**Full Dept Essay Norming: already in place OARS activities: Ongoing**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept: In Place**	**N/A**	**N/A**	**N/A**
Staff Development: **Essay norming, training, OARS training**	**Full Dept: In place and ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**	**N/A**	**N/A**

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SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: English Learner Students in English 9 will have 20% of their population perform at the proficient or better level on the CST exam, an improvement of 6% over last year.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:**Development of pacing guides and learning targets**	**Full Dept Pacing guides-completed Learning targets-Grades 9-10:spring 2011 Grades 11-12: 2011**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**Full Dept Essay Norming: already in place OARS activities:**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept: In Place**	**N/A**	**N/A**	**N/A**
Staff Development: **Essay norming, training, OARS training**	**Full Dept: In place and ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**	**N/A**	**N/A**

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SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Male Students in English 9 will have 55% of their population perform at the proficient or better level on the CST exam, an improvement of 6% over last year.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:**Development of pacing guides and learning targets**	**Full Dept Pacing guides-completed Learning targets-Grades 9-10:spring 2011 Grades 11-12: 2011**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**Full Dept Essay Norming: already in place OARS activities:**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept: In Place**	**N/A**	**N/A**	**N/A**
Staff Development: **Essay norming, training, OARS training**	**Full Dept: In place and ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**	**N/A**	**N/A**

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SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Female Students in English 9 will have 70% of their population perform at the proficient or better level on the CST exam, an improvement of 5% over last year.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:**Development of pacing guides and learning targets**	**Full Dept Pacing guides-completed Learning targets-Grades 9-10:spring 2011 Grades 11-12: 2011**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**Full Dept Essay Norming: already in place OARS activities:**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept: In Place**	**N/A**	**N/A**	**N/A**
Staff Development: **Essay norming, training, OARS training**	**Full Dept: In place and ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**	**N/A**	**N/A**

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SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: The entire group of students in English 10 will have 53% of their population perform at the proficient or better level on the CST exam, an improvement of 5% over last year.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:**Development of pacing guides and learning targets**	**Full Dept Pacing guides-completed Learning targets-Grades 9-10:spring 2011 Grades 11-12: 2011**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**Full Dept Essay Norming: already in place OARS activities:**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept: In Place**	**N/A**	**N/A**	**N/A**
Staff Development: **Essay norming, training, OARS training**	**Full Dept: In place and ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**	**N/A**	**N/A**

7.4.220

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Socio-economically disadvantaged students in English 10 will have 32% of their population perform at the proficient or better level on the CST exam, an improvement of 7% over last year.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:**Development of pacing guides and learning targets**	**Full Dept Pacing guides-completed Learning targets-Grades 9-10:spring 2011 Grades 11-12: 2011**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**Full Dept Essay Norming: already in place OARS activities:**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept: In Place**	**N/A**	**N/A**	**N/A**
Staff Development: **Essay norming, training, OARS training**	**Full Dept: In place and ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**	**N/A**	**N/A**

7.4.221

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Male students in English 10 will have 55% of their population perform at the proficient or better level on the CST exam, an improvement of 8% over last year.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:**Development of pacing guides and learning targets**	**Full Dept** **Pacing guides-completed** **Learning targets-Grades 9-10:spring 2011** **Grades 11-12: 2011**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**Full Dept** **Essay Norming: already in place** **OARS activities: Ongoing**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept:** **In Place**	**N/A**	**N/A**	**N/A**
Staff Development: **Essay norming, training, OARS training**	**Full Dept: In place and ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**	**N/A**	**N/A**

7.4.222

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Female students in English 10 will have 55% of their population perform at the proficient or better level on the CST exam, an improvement of 5% over last year.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:**Development of pacing guides and learning targets**	**Full Dept Pacing guides-completed Learning targets-Grades 9-10:spring 2011 Grades 11-12: 2011**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**Full Dept Essay Norming: already in place OARS activities: Ongoing**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept: In Place**	**N/A**	**N/A**	**N/A**
Staff Development: **Essay norming, training, OARS training**	**Full Dept: In place and ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**	**N/A**	**N/A**

7.4.223

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: English Learner students in English 10 will have 10% of their population perform at the proficient or better level on the CST exam, an improvement of 6% over last year.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: **Development of pacing guides and learning targets**	**Full Dept** **Pacing guides- completed** **Learning targets- Grades 9-10:spring 2011** **Grades 11-12: 2011**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**Full Dept** **Essay Norming: already in place** **OARS activities: Ongoing**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept:** **In Place**	**N/A**	**N/A**	**N/A**
Staff Development: **Essay norming, training, OARS training**	**Full Dept: In place and ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**	**N/A**	**N/A**

7.4.24

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: The entire population of students in English 11 will have 47% of their population perform at the proficient or better level on the CST exam, an improvement of 3% over last year.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:**Development of pacing guides and learning targets**	**Full Dept Pacing guides-completed Learning targets-Grades 9-10:spring 2010 Grades 11-12: 2011**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**Full Dept Essay Norming: already in place OARS activities: November 2009**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept: In Place**	**N/A**	**N/A**	**N/A**
Staff Development: **Essay norming, training, PD workshops, OARS training**	**Full Dept: In place and ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**	**N/A**	**N/A**

7.4.225

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Socio-Economically Disadvantaged students in English 11 will have 30% of their population perform at the proficient or better level on the CST exam, an improvement of 2% over last year.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:**Development of pacing guides and learning targets**	**Full Dept Pacing guides-completed Learning targets-Grades 9-10:spring 2010 Grades 11-12: 2011**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**Full Dept Essay Norming: already in place OARS activities: November 2009**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept: In Place**	**N/A**	**N/A**	**N/A**
Staff Development: **Essay norming, training, PD workshops, OARS training**	**Full Dept: In place and ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**	**N/A**	**N/A**

7.4.226

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Male students in English 11 will have 42% of their population perform at the proficient or better level on the CST exam, an improvement of 3% over last year.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:**Development of pacing guides and learning targets**	**Full Dept Pacing guides-completed Learning targets-Grades 9-10:spring 2010 Grades 11-12: 2011**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**Full Dept Essay Norming: already in place OARS activities: November 2009**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept: In Place**	**N/A**	**N/A**	**N/A**
Staff Development: **Essay norming, training, PD workshops, OARS training**	**Full Dept: In place and ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**	**N/A**	**N/A**

7.4.22

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Female 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.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:**Development of pacing guides and learning targets**	**Full Dept Pacing guides-completed Learning targets-Grades 9-10:spring 2010 Grades 11-12: 2011**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**Full Dept Essay Norming: already in place OARS activities: November 2009**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept: In Place**	**N/A**	**N/A**	**N/A**
Staff Development: **Essay norming, training, PD workshops, OARS training**	**Full Dept: In place and ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**	**N/A**	**N/A**

7.4.228

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: 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.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:**Development of pacing guides and learning targets**	**Full Dept Pacing guides-completed Learning targets-Grades 9-10:spring 2010 Grades 11-12: 2011**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**Full Dept Essay Norming: already in place OARS activities: November 2009**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept: In Place**	**N/A**	**N/A**	**N/A**
Staff Development: **Essay norming, training, PD workshops, OARS training**	**Full Dept: In place and ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**	**N/A**	**N/A**

7.4.229

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: White students in English 11 will have 51% of their population perform at the proficient or better level on the CST exam, an improvement of 2% over last year.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:**Development of pacing guides and learning targets**	**Full Dept Pacing guides-completed Learning targets-Grades 9-10:spring 2010 Grades 11-12: 2011**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**Full Dept Essay Norming: already in place OARS activities: November 2009**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept: In Place**	**N/A**	**N/A**	**N/A**
Staff Development: **Essay norming, training, PD workshops, OARS training**	**Full Dept: In place and ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**	**N/A**	**N/A**

7.4.230

MATH GOALS

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:

*Increase the percentage of students in **Integrated Math1** on the 2011 STAR test in categories Proficient or Advanced*

Tenth Grade:

Increase 20 % from 3%: 20% of the tenth grade students in Integrated Math will be Proficient or Advanced on the 2011 STAR test.

Description of Specific Action to Improve Student Performance	**Implementers/Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: Modify the Integrated Math lesson plans and pacing Stripes-25 minutes of intervention three time a week Accelerated Math program will be used to identify specific area of need for each student.	**Ongoing** **All math teachers** **Halbert**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Math teachers to share favorite lesson plans and methods of teaching.** **OARS results analysis and pacing modification** **STAR test results** **Basic Math Skills re-taught and re-tested**	**Ongoing** **All math teachers**	**N/A**	**N/A**	**N/A**

7.4.231

as needed. **STAR test questions during lectures** **IEP and 504 accommodations and modifications will be followed** **Use Kuta worksheets to review topics**				
Extended Learning Time: **Tutoring offered before school Monday – Friday** **Tutoring offered after school Tuesday – Thursday** **Tutoring and homework help offered as requested** **Peer tutoring offered Monday – Thursday** **CMTs help the students learn from the material** **CAHSEE classes** **STRIPES intervention for all students with a grade of D or lower** **Collaborate with RSP and SDC teachers as necessary** **Encourage students to attend Peer Tutoring Program after school in the library.**	**Ongoing** **Garcia** **Byron** **All math teachers** **Peer Tutors** **All math teachers** **All math teachers**	**Tutoring**	**$2,000.00**	**CAHSEE**

7.4.232

Staff Development: **Math teachers to share favorite lesson plans** **Math teachers to share methods of teaching** **Complete SMI training**	**All math teachers. ongoing** **Lomeli & Harris**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **Aeries online grading system** **Parent phone calls & e-mail** **Lincoln Hills SCHOOLS program**	**All math teachers use** **Volunteer tutors ongoing.**	**N/A**	**N/A**	**N/A**
Monitoring Program Implementation: **OARS testing across the classes** **Teachers will compare OARS results to identify Essential Standards that have not been mastered and chare alternative teaching**	**All math teachers.** **All math teachers.**	**N/A**	**N/A**	**N/A**

7.4.233

methods for those standards **STAR test results**				

7.4.234

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 2011 STAR test (5% increase)*

*25% of the tenth grade **Males** in Integrated Math 2 will be Proficient or Advanced on the 2011 STAR test (7% increase)*

*21% of **all** eleventh grade **students** in Integrated Math 2 will be Proficient or Advanced on the 2011 STAR test (5% increase)*

*25% of the eleventh grade **Males** in Integrated Math 2 will be Proficient or Advanced on the 2011 STAR test (6% increase)*

*20% of the eleventh grade **Females** in Integrated Math 2 will be Proficient or Advanced on the 2011 STAR test (8% increase)*

*20% of the eleventh grade **Hispanic** students in Integrated Math 2 will be Proficient or Advanced on the 2011 STAR test (13% increase)*

*30% of the eleventh grade **White** students in Integrated Math 2 will be Proficient or Advanced on the 2011 STAR TEST (7% increase)*

Description of Specific Action to Improve Student Performance	**Implementers/Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: **Review pacing guide for Integrated Math 2 & modify as necessary.** **Determine basic math skills expected of continuing students.**	**Ongoing** **All math teachers**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Math teachers to share favorite lesson plans and methods of teaching.** **OARS testing across the**	**Ongoing** **All math teachers**	**N/A**		

7.4.235

class as appropriate. **STAR test results** **Basic Math Skills re-taught and re-tested as needed.** **STAR test questions during lectures** **IEP and 504 accommodations and modifications will be followed**				
Extended Learning Time: **Tutoring offered before school Monday – Friday** **Tutoring offered after school Tuesday – Thursday** **Tutoring and homework help offered as requested** **Peer tutoring offered Monday – Thursday** **CMTs help the students learn from the material** **CAHSEE classes** **STRIPES intervention for all students with a grade of D or lower** **Collaborate with RSP and SDC teachers as necessary**	**Ongoing** **Garcia** **Byron** **All math teachers** **Peer Tutors** **All math teachers**	**Tutoring**	**$3,000.00**	**CAHSEE**

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Staff Development: **Math teachers to share favorite lesson plans** **Math teachers to share methods of teaching** **Complete SMI training**	**All math teachers. ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **Aeries online grading system** **Additional math websites by teacher** **Lincoln Hills SCHOOLS program**	**All math teachers use** **Volunteer tutors ongoing.**	**N/A**	**N/A**	**N/A**
Monitoring Program Implementation: **OARS testing across the classes** **Teachers will compare OARS results to identify Essential Standards that have not been mastered and share alternative teaching methods for those standards** **STAR test results**	**All math teachers.** **All math teachers.**	**N/A**	**N/A**	**N/A**

7.4.237

MATH GOALS

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:
Algebra 1

Ninth Grade:

*35% of **all** ninth grade **students** in Algebra 1 will be Proficient or Advanced on the 2011 STAR test (4% increase)*

*32% of the ninth grade **Males** in Algebra 1 will be Proficient or Advanced on the 2011 STAR test (2% increase)*

*35% of the ninth grade **Females** in Algebra 1 will be Proficient or Advanced on the 2011 STAR test (3% increase)*

*25% of the ninth grade **Hispanic** students in Algebra 1 will be Proficient or Advanced on the 2011 STAR test (6% increase)*

*40% of the ninth grade **White** students in Algebra 1 will be Proficient or Advanced on the 2011 STAR test (5% increase)*

Tenth Grade:

*36% of **all** tenth grade **students** in Algebra 1 will be Proficient or Advanced on the 2011 STAR test (4% increase)*

*36% of the tenth grade **Males** in Algebra 1 will be Proficient or Advanced on the 2011 STAR test (*)*

*36% of the ninth grade **Females** in Algebra 1 will be Proficient or Advanced on the 2011 STAR test (*)*

*36% of the ninth grade **Hispanic** students in Algebra 1 will be Proficient or Advanced on the 2011 STAR test (*)*

*40% of the ninth grade **White** students in Algebra 1 will be Proficient or Advanced on the 2011 STAR test (*)*

Eleventh Grade:

All groups NA

Description of Specific Action to Improve Student Performance	**Implementers/Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction	**Ongoing**			

7.4.238

with Content Standards: **Review pacing guide for Algebra 1 and modify as necessary** **Determine Basic Math Skills expected of continuing math students**	**All math teachers**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Math teachers to share favorite lesson plans and methods of teaching.** **OARS results analysis and pacing modification** **STAR test results** **Basic Math Skills re-taught and re-tested as needed.** **STAR test questions during lectures** **IEP and 504 accommodations and modifications will be followed**	**Ongoing** **All math teachers**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Algebra 1 converted from two trimesters to three (Algebra 1A, 1B, and 1C)** **Tutoring offered before school Monday – Friday**	**Ongoing** **Halbert** **Garcia**	**Tutoring**	**$3,000.00**	**CAHSEE**

7.4.239

Tutoring offered after school Tuesday – Thursday **Tutoring and homework help offered as requested** **Peer tutoring offered Monday – Thursday** **CAHSEE classes** **STRIPES intervention for all students with a grade of D or lower** **Collaborate with RSP and SDC teachers as necessary**	**Byron** **All math teachers** **Peer Tutors** **All math teachers**			
Staff Development: **Math teachers to share favorite lesson plans** **Math teachers to share methods of teaching**	**All math teachers. ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **Aeries online grading system** **Additional math websites by teacher** **Lincoln Hills SCHOOLS program**	**All math teachers use** **Volunteer tutors ongoing.**	**N/A**	**N/A**	**N/A**
Monitoring Program Implementation:	**All math teachers.**	**N/A**	**N/A**	**N/A**

7.4.240

OARS testing across the classes **Teachers will compare OARS results to identify Essential Standards that have not been mastered and chare alternative teaching methods for those standards** **STAR test results**	**All math teachers.**			

7.4.241

MATH GOALS

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:

Algebra 2

Ninth Grade:

*60% of **all** ninth grade **students** in Algebra 2 will be Proficient or Advanced on the 2011 STAR test **(12% increase)***

*20% of the ninth grade **Males** in Algebra 2 will be Proficient or Advanced on the 2011 STAR test **(*)***

*30% of the ninth grade **Females** in Algebra 2 will be Proficient or Advanced on the 2011 STAR test (5% increase)*

*20% of the ninth grade **White** students in Algebra 2 will be Proficient or Advanced on the 2011 STAR test **(*)***

Tenth Grade:

*34% of **all** tenth grade **students** in Algebra 2 will be Proficient or Advanced on the 2011 STAR test (6% increase)*

*48% of the tenth grade **Males** in Algebra 2 will be Proficient or Advanced on the 2011 STAR test (4% increase)*

*25% of the tenth grade **Females** in Algebra 2 will be Proficient or Advanced on the 2011 STAR test (8% increase)*

*20% of the tenth grade **Hispanic** students in Algebra 2 will be Proficient or Advanced on the 2011 STAR test **(*)***

*35% of the tenth grade **White** students in Algebra 2 will be Proficient or Advanced on the 2011 STAR test (6% increase)*

Eleventh Grade:

*20% of **all** eleventh grade **students** in Algebra 2 will be Proficient or Advanced on the 2011 STAR test (11% increase)*

*10% of the eleventh grade **Males** in Algebra 2 will be Proficient or Advanced on the 2011 STAR test (5% increase)*

*19% of the eleventh grade **Females** in Algebra 2 will be Proficient or Advanced on the 2011 STAR test (5% increase)*

*20% of the eleventh grade **Hispanic** students in Algebra 2 will be Proficient or Advanced on the 2011 STAR test **(*)***

*20% of the eleventh grade **White** students in Algebra 2 will be Proficient or Advanced on the 2011*

7.4.242

STAR test (10% increase)

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: **Review pacing guide for Algebra 2 and modify as necessary** **Determine Basic Math Skills expected of continuing math students**	**Ongoing** **All math teachers**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Math teachers to share favorite lesson plans and methods of teaching.** **OARS results analysis and pacing modification** **STAR test results** **Basic Math Skills re-taught and re-tested as needed.** **STAR test questions during lectures** **IEP and 504 accommodations and modifications will be followed**	**Ongoing** **All math teachers**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Tutoring offered**	**Ongoing**			

7.4.242

before school Monday – Friday **Tutoring offered after school Tuesday – Thursday** **Tutoring and homework help offered as requested** **Peer tutoring offered Monday – Thursday** **CMTs help the students learn from the material** **CAHSEE classes** **STRIPES intervention for all students with a grade of D or lower** **Collaborate with RSP and SDC teachers as necessary**	**Garcia** **Byron** **All math teachers** **Peer Tutors** **All math teachers**	**Tutoring**	**$2,000.00**	**CAHSEE**
Staff Development: **Math teachers to share favorite lesson plans** **Math teachers to share methods of teaching** **Complete SMI training**	**All math teachers. ongoing** **Harris**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **Aeries online grading system**	**All math teachers use**	**N/A**	**N/A**	**N/A**

7.4.243

Additional math websites by teacher **Lincoln Hills SCHOOLS program**	**Volunteer tutors ongoing.**			
Monitoring Program Implementation: **OARS testing across the classes** **Teachers will compare OARS results to identify Essential Standards that have not been mastered and chare alternative teaching methods for those standards** **STAR test results**	**All math teachers.** **All math teachers.**	**N/A**	**N/A**	**N/A**

7.4.244

MATH GOALS

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:
Precalculus

Ninth Grade:

All groups NA

Tenth Grade:

All groups NA

Eleventh Grade:

*57% of **all** tenth grade **students** in Algebra 2 will be Proficient or Advanced on the 2011 STAR test (4% increase)*

*57% of the tenth grade **Males** in Algebra 2 will be Proficient or Advanced on the 2011 STAR test (4% increase)*

*55% of the tenth grade **Females** in Algebra 2 will be Proficient or Advanced on the 2011 STAR test (3% increase)*

*30% of the tenth grade **Hispanic** students in Algebra 2 will be Proficient or Advanced on the 2011 STAR test (*)*

*63% of the tenth grade **White** students in Algebra 2 will be Proficient or Advanced on the 2011 STAR test (4% increase)*

Description of Specific Action to Improve Student Performance	**Implementers/Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: **Review pacing guide for Precalculus and modify as necessary** **Determine Basic Math Skills expected of continuing math students**	**Ongoing** **All math teachers**	**N/A**	**N/A**	**N/A**
Improvement of Instructional Strategies/Materials: **Math teachers to share favorite lesson plans and**	**Ongoing**	**N/A**	**N/A**	**N/A**

7.4.245

methods of teaching. **OARS results analysis and pacing modification** **STAR test results** **Basic Math Skills re-taught and re-tested as needed.** **STAR test questions during lectures** **IEP and 504 accommodations and modifications will be followed**	**All math teachers**			
Extended Learning Time: **Tutoring offered before school Monday – Friday** **Tutoring offered after school Tuesday – Thursday** **Tutoring and homework help offered as requested** **Peer tutoring offered Monday – Thursday** **CMTs help the students learn from the material** **CAHSEE classes** **STRIPES intervention for all students with a grade of D or lower**	**Ongoing** **Garcia** **Byron** **All math teachers** **Peer Tutors** **All math teachers**	**Tutoring**	**$2,000.00**	**CAHSEE**

7.4.246

Collaborate with RSP and SDC teachers as necessary				
Staff Development: **Math teachers to share favorite lesson plans** **Math teachers to share methods of teaching**	**All math teachers. ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: **Aeries online grading system** **Additional math websites by teacher** **Lincoln Hills SCHOOLS program**	**All math teachers use** **Volunteer tutors ongoing.**	**N/A**	**N/A**	**N/A**
Monitoring Program Implementation: **OARS testing across the classes** **Teachers will compare OARS results to identify Essential Standards that have not been mastered and chare alternative teaching methods for those standards** **STAR test results**	**All math teachers.** **All math teachers.**	**N/A**	**N/A**	**N/A**

7.4.247

WORLD CULTURES 10th grade/Hispanic-Latino Sub Group
SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE: We will increase the percentage of Advanced/Proficient students in World Cultures from 34% to 40% in the sub group identified as Hispanic-Latino.

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 -Bilingual Materials when available	**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, & 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**

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Involvement of Parents/Community: -Parent Communication through email and Aeries	**Instructors Ongoing**	**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**

7.4.249

Economically Disadvantaged Sub Group
SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE: We will increase the percentage of Advanced/Proficient students in World Cultures from 29% to 32% 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	**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:	**Instructors**	**N/A**	**N/A**	**N/A**

7.4.250

-Parent Communication through email and Aeries	**Ongoing**			
Monitoring Program Implementation: -Peer Collaboration of Program Tools -Subject Matter Horizontal Articulation	**Instructors Ongoing**	**N/A**	**N/A**	**N/A**

7.4.251

SMART GOAL #4 FOR IMPROVING STUDENT PERFORMANCE:
We will increase the percentage of Advanced/Proficient students in World Cultures from 11% to 15% in the sub group identified as English Learners.

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 -Bilingual Materials when available	**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	**Instructors**	**N/A**	**N/A**	**N/A**

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-Self Initiated Learning {Webinars}	**Ongoing**			
Involvement of Parents/Community: -Parent Communication through email and Aeries	**Instructors** **Ongoing**	**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**

7.4.253

Overall
SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: We will increase the percentage of Advanced/Proficient students in World Cultures from 49% to over 55% in group identified as 10th 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:	**Instructors**	**N/A**	**N/A**	**N/A**

7.4.254

-Parent Communication through email and Aeries	**Ongoing**			
Monitoring Program Implementation: -Peer Collaboration of Program Tools -Subject Matter Horizontal Articulation	**Instructors Ongoing**	**N/A**	**N/A**	**N/A**

7.4.255

White
SMART GOAL #5 FOR IMPROVING STUDENT PERFORMANCE: We will increase the percentage of Advanced/Proficient students in World Cultures from 54% to 60% in the sub group identified as White.

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	**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 assessment 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	**Instructors** **Ongoing**	**N/A**	**N/A**	**N/A**

7.4.256

through email and Aeries				
Monitoring Program Implementation: -Peer Collaboration of Program Tools -Subject Matter Horizontal Articulation	**Instructors Ongoing**	**N/A**	**N/A**	**N/A**

7.4.25.7

Students with Disabilities
SMART GOAL #6 FOR IMPROVING STUDENT PERFORMANCE: We will increase the percentage of Advanced/Proficient students in World Cultures from 27% to 32% in the sub group identified as Students with Disabilities.

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	**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 assessment utilizing OARS -Implement IEP goals -Collaboration with RSP teachers and aides	**Instructors** **Ongoing**	**N/A**	**N/A**	**N/A**
Extended Learning Time: -STRIPES -Peer Tutoring after school -Individual assistance with Teacher -Follow IEP Criteria per Student	**Tutors before & afterschool** **Classroom tutors** **Instructors**	**N/A**	**N/A**	**N/A**
Staff Development: -Access to IEP's online or	**Instructors**	**N/A**	**N/A**	**N/A**

7.4.258

through OARS -Early Release Days -Self Initiated Learning {Webinars}	**Ongoing**			
Involvement of Parents/Community: -Parent Communication through email and Aeries	**Instructors Ongoing**	**N/A**	**N/A**	**N/A**
Monitoring Program Implementation:	**Instructors Ongoing**	**N/A**	**N/A**	**N/A**

7.4.259

Overall
SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: We will increase from 52% to 60% of **11th grade** students in U.S. History who take the STAR test scoring in Advanced or Proficient.

Description of Specific Action to Improve Student Performance	**Implementers/Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: - Use of CA. state standards - LHS pacing guide - Essential Standards for 11th grade	**Instructors Ongoing**	**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	**Instructors Ongoing**	**N/A**	**N/A**	**N/A**
Extended Learning Time: - STRIPES - Individual assistance with teacher	**Tutors before & afterschool Classroom tutors Instructors**	**N/A**	**N/A**	**N/A**
Staff Development: - Early Release Days	**Instructors Ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: - Parent communication through AERIES, email and online calendars	**Instructors Ongoing**	**N/A**	**N/A**	**N/A**

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Monitoring Program Implementation: - Early Release Days - Collaboration with fellow Teachers	**Instructors Ongoing**	**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 ('09-'10) of **11th grade** students in U.S. History from 57% in Proficient/Advanced categories to 63%.

Description of Specific Action to Improve Student Performance	**Implementers/Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: -LHS Pacing Guide - California Blueprints - Use of CA. state standards	**Instructors Ongoing**	**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.	**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**

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Staff Development: - Individual and Group training on OARS - Individual work/practice with OARS - Early Release Days	**Instructors** **Ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: - Parent communication through ARIES, email and online calendars	**Instructors** **Ongoing**	**N/A**	**N/A**	**N/A**
Monitoring Program Implementation: -Use of OARS -Subject Matter Horizontal Articulation	**Instructors** **Ongoing**	**N/A**	**N/A**	**N/A**

7.4.262

Hispanic/Latino Students
SMART GOAL #3 FOR IMPROVING STUDENT PERFORMANCE: We will improve the previous year's ('09-'10) STAR test scores of **11th grade** students in U.S. History who tested in Advanced/Proficient from 40% to 50%.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: -LHS Pacing Guide - California Blueprints - Use of CA. state standards - Use of Bilingual Materials when available	**Instructors** **Ongoing**	**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	**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: - Individual and Group training on OARS - Individual work/practice with OARS - Early Release Days	**Instructors** **Ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: - Parent communication through ARIES, email and	**Instructors** **Ongoing**	**N/A**	**N/A**	**N/A**

7.4.263

online calendars - Use of translator when necessary				
Monitoring Program Implementation: -Use of OARS -Subject Matter Horizontal Articulation	**Instructors** **Ongoing**	**N/A**	**N/A**	**N/A**

7.4.264

Economically Disadvantaged Students
SMART GOAL #4 FOR IMPROVING STUDENT PERFORMANCE: We will improve the previous year's ('09-'10) STAR test scores of **11th grade** students in U.S. History who tested in Advanced/Proficient from 35% to 45%.

Description of Specific Action to Improve Student Performance	Implementers/Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards: - LHS pacing guide - Use of CA. state Standards	**Instructors Ongoing**	**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.	**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: - Individual and Group training on OARS - Individual work/practice with OARS - Early Release Days	**Instructors Ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: - Parent communication through ARIES, email and online calendars	**Instructors Ongoing**	**N/A**	**N/A**	**N/A**

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Monitoring Program Implementation: - Subject matter horizontal Articulation -Peer Collaboration	**Instructors Ongoing**	**N/A**	**N/A**	**N/A**

7.4.266

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 11th grade that are taking the STAR test performing at Advanced/Proficient from 12% to 20%.

Description of Specific Action to Improve Student Performance	**Implementers/Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: -LHS Pacing Guide - California Blueprints - Use of CA. state standards	**Instructors Ongoing**	**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	**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: - Individual and Group training on OARS - Individual work/practice with OARS - Early Release Days	**Instructors Ongoing**	**N/A**	**N/A**	**N/A**
Involvement of Parents/Community: - Parent communication through ARIES, email and online calendars	**Instructors Ongoing**	**N/A**	**N/A**	**N/A**

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Monitoring Program Implementation: - Subject matter horizontal Articulation -Peer Collaboration	**Instructors** **Ongoing**	**N/A**	**N/A**	**N/A**

7.4.268

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:

- Overall –
  - Reduce 9-11 grade average Biology STAR scores of Below Basic from 6.3% to 5%
  - Increase Advanced-Proficient from 61%-65%

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 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)**	**Teachers Ongoing**	**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 2010-2011**	**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 2010-2011**	**N/A**	**N/A**	**N/A**

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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**

7.4.270

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:

- Socioeconomic Disadvantaged –
  - Increase 9-11 grade average Biology STAR scores of Basic from 31% to 36% by reducing the Below Basic scores.
  - Increase Advanced/Proficient from 31%-36%

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. Attending Conferences on current issues/curricula (PASCO)**	**Teachers**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Afterschool Tutoring Program, STRIPES periods and** Academic Day **Reviews for extension of key concepts**	**Teachers Tutors 2010-2011**	**Tutoring Program**	**$10,000**	**EIA**
Staff Development: **Attending the NSTA Conferences, PASCO Training and additional trainings.**	**Teachers 2010-2011**	**Conferences and Substitute Pay**	**$5000**	**EIA/Distict**
Involvement of Parents/Community: **Utilizing the Aeries portal & Parent Institute to communicate with parents. Community Volunteers helping**	**Teachers Volunteers 2010-2011**	**N/A**	**N/A**	**N/A**

7.4.27

with Farm, and the annual Science Expo.				
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**

7.4.272

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:

- White Students –
  - Increase 9 -11 grade average Biology STAR scores of Proficient/Advanced from 76% to 80% 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. Attending Conferences on current issues/curricula (PASCO)**	**Teachers 2010-2011**	**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**	**Conferences and Substitute Pay**	**$500**	**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 2010-2011**	**N/A**	**N/A**	

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Monitoring Program Implementation: **Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.**	**Teachers/Admin**	**N/A**	**N/A**	

7.4.274

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:

- EL Students –
  - The total number of EL students taking the Biology STAR test was not significant.

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**				
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)**				
Extended Learning Time: **Afterschool Tutoring Program, STRIPES periods and** Academic Day **Reviews for extension of key concepts**		**Tutoring Program**	**$10,000**	
Staff Development: **Attending the NSTA Conferences, PASCO Training and additional trainings.**		**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.**				

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Monitoring Program Implementation: **Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.**				

7.4.276

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:

- Hispanic Students –
  - Increase Advanced/Proficient from 36%-42% in Biology

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 2010-2011	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)	Teachers 2010-2011	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	Teachers Tutors 2010-2011	Tutoring Program	$10,000	EIA
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	Teachers	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

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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**

7.4.278

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:

- Overall –
  - Raise the overall Proficient or Advanced scores on the Chemistry portion of the STAR exam from 51% to 55% (10^{th}) and 26% to 30% (11^{th})

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 2010-2011	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)	Teachers 2010-2011	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 2010-2011	Tutoring Program	$10,000	EIA
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	Teachers	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 2010-2011	N/A	N/A	N/A

7.4.279

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**

7.4.280

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:

- Socioeconomic Disadvantaged –
  - Increase Advanced/Proficient from 11%-20% in Chemistry

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 2010-2011	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)	Teachers 2010-2011	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 2010-2011	Tutoring Program	$10,000	EIA
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	Teachers	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 2010-2011	N/A	N/A	N/A

7.4.281

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**

7.4.282

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:

- White Students –
  - Increase the Chemistry STAR exam scores of Proficient/Advanced from 51% to 55% for 10th grade and 26% to 30 % for 11th grade.

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 2010-2011	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)	Teachers 2010-2011	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	Teachers Tutors	Tutoring Program	$10,000	EIA
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	Teachers	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

7.4.283

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**

7.4.284

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:

- Hispanic Students –
  - Increase Chemistry STAR Proficient scores from 54% to 60% (10th grade) and 8% to 10% (11th grade).

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 2010-2011**	**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)	**Teachers 2010-2011**	**N/A**	**N/A**	**N/A**
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	**Teachers Tutors**	Tutoring Program	$10,000	**EIA**
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	**Teachers**	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**

7.4.285

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**

7.4.286

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:

- Overall –
  - Increase 9-11 grade Earth Science Advanced/Proficient scores from 24%-30%

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 2010-2011**	**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)**	**Teachers 2010-2011**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Afterschool Tutoring Program, STRIPES periods and** Academic Day **Reviews for extension of key concepts**	**Teachers Tutors**	**Tutoring Program**	**$10,000**	**EIA**
Staff Development: **Attending the NSTA Conferences, PASCO Training and additional trainings.**	**Teachers**	**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				

7.4.287

Implementation: Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.	**Teachers/Admin**	**N/A**	**N/A**	**N/A**

7.4.288

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:

- Socioeconomic Disadvantaged –
  - Increase Advanced/Proficient from 0% to 10% in Earth Science

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 2010-2011	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)	Teachers 2010-2011	N/A	N/A	N/A
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	Teachers Tutors	Tutoring Program	$10,000	
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	Teachers	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.	Teachers Volunteers	N/A	N/A	N/A

7.4.289

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**

7.4.290

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:

- White Students –
  - Increase Advanced/Proficient from 24%-30% in Earth Science

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 2010-2011**	**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)**	**Teachers 2010-2011**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Afterschool Tutoring Program, STRIPES periods** and Academic Day **Reviews for extension of key concepts**	**Teachers Tutors**	**Tutoring Program**	**$10,000**	**EIA**
Staff Development: **Attending the NSTA Conferences, PASCO Training and additional trainings.**	**Teachers**	**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**	**N/A**	**N/A**	**N/A**

7.4.291

Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.				

7.4.292

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:

- EL Students –
  - Increase Advanced/Proficient from 0%-10% in Earth Science

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 2010-2011**	**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)	**Teachers 2010-2011**	**N/A**	**N/A**	**N/A**
Extended Learning Time: Afterschool Tutoring Program, STRIPES periods and Academic Day Reviews for extension of key concepts	**Teachers Tutors**	**Tutoring Program**	**$10,000**	**EIA**
Staff Development: Attending the NSTA Conferences, PASCO Training and additional trainings.	**Teachers 2010-2011**	**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				

7.4.293

Implementation: **Common Assessments, Department and District Meeting with Science instructors to align standards, and Pacing guides.**	**Teachers/Admin**	**N/A**	**N/A**	**N/A**

7.4.294

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:

- Hispanic Students –
  - Increase Advanced/Proficient from 14%-20% in Earth Science

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 2010-2011**	**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)**	**Teachers 2010-2011**	**N/A**	**N/A**	**N/A**
Extended Learning Time: **Afterschool Tutoring Program, STRIPES periods and** Academic Day **Reviews for extension of key concepts**	**Teachers Tutors**	**Tutoring Program**	**$10,000**	**EIA**
Staff Development: **Attending the NSTA Conferences, PASCO Training and additional trainings.**	**Teachers**	**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**

7.4.295

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**

7.4.296

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:

- PHYSICS Overall –
  - Students will increase advanced/proficient STAR score from 66% to 68%.

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**	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**	Instructor ongoing	**N/A**	**N/A**	**N/A**

7.4.297

with Farm, and the annual Science Expo.				
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

7.4.298

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:

- White Students –
  - Increase 11 grade average Physics STAR scores of Proficient/Advanced from 63% to 65% 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**	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**	Instructor ongoing	N/A	N/A	N/A

7.4.29

Science Expo.				
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**

7.4.300

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:

- Hispanic Students –
  Advanced/proficient students taking the STAR test will be maintain at 100% in Physics

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**	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**

7.4.301

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**

7,4,302

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: $40,387**

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: $73,064**

Carryover **Amount: $17,315**

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

GATE **Amount: $ 3881**

Purpose: For use in A.P. and honors classes.

Carryover **Amount: $0**

Art/Music Block Grant **Amount: $15,934**

Carryover **Amount: $2066**

Other Federal Funds (list and describe): **Amount: $18,842. 00**

7,4,302

Agricultural Incentive Grant

School Safety & Violence Prevention **Amount: $20,948.00**

Purpose: For materials needed at the school farm.

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

AMOUNT: **$173,056.00**

7.4.303

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
David Butler	X				
Lucinda Noreen				X	
Tammy Bordisso				X	
Joanne Dietz				X	
Carlos DelaFuente					X
Jim Spratling			X		
Lori Harris		X			
Barbara Green			X		
Michelle Baldasari				X	
Toby Faingold				X	
Numbers of members of each category	1	1	2	5	1

7.4.304

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 10/08/10

Attested:

David Butler		10/21/10
Typed name of school principal	Signature of school principal	Date
Lucinda Noreen	Lucinda Noreen	10/21/10
Typed name of SSC chairperson	Signature of SSC chairperson	Date

7.4.305

SINGLE PLAN FOR STUDENT ACHIEVEMENT

at

Glen Edwards Middle School
#31-66951-6108351
October, 2010 Revision
for the
(2010-11 School Year)



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:

Michael J. Doherty
Principal
(916) 645-6370

Glen Edwards Middle School
204 L Street
Lincoln, CA 95648
dohertmi@wpusd.k12.ca.us

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on _____, 2010.

School Description and Mission Statement

7.4.306

Glen Edwards Middle School is one of two middle schools within the Western Placer Unified School District boundaries, serving approximately 700 students, grades sixth through eighth. Glen Edwards is located in the city of Lincoln, a changing semi-rural community situated in Placer County at the base of the Sierra Nevada Mountains. Lincoln has experienced tremendous growth in the last five years and continues to grow at a slower pace in the wake of a economic down-turn in California. GEMS is a culturally diverse, Title I school grounded in the rich history of Lincoln and proud of its heritage and diversity. Currently, our enrollment consists of: 5% American Indian, 3% Asian, 1% African-American, 35% Hispanic, 55% Caucasian and 1% other ethnic heritage. Students are our number one priority at Glen Edwards and our staff is dedicated to the shared mission of: creating a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

The middle school years often represent one of the most exciting, challenging, and important transitional times in the lives of most people. It is a time of personal growth and development for both the students and their parents. The increased workload and social adjustments can present an opportunity for positive growth or self-defeating choices. At Glen Edwards, the coursework is generally more difficult and there is more homework than students have had in the past. Students are expected to be more independent, focused and responsible. Students are faced with new relationships and changing dimensions of old relationships, and they start to use their new degree of independence to set patterns for how they will live their lives. Each student's level of success will be determined by the partnership of all of us working together as a team (student, staff and parents) to help our students make the right choices that will enable them to succeed in the years to come. We encourage parent involvement in all activities and look forward to open communications.

At GEMS, we are focused on ALL students learning and providing them with an excellent education. All of our academic programs are rigorous and follow state standards. With our new schedule, we will offer advanced curricula in our PAA Academy for qualified students, intensive intervention language arts and math classes in our PAWS Academy as well as intervention classes during the school day for struggling students, counseling and support programs for students who need them. We have several support programs such as AVID, Better To Best, and BEST that will continue and grow this year because of their positive impact on our students' needs. Also, we offer a variety of after-school activities, such as athletics, enrichment classes, and tutoring to help our students expand their interests and abilities.

As a staff, we feel that middle school is a great place to be -- it's full of energy and possibilities! It is truly exciting to support our students and their parents as they travel through this transitional time in their lives. Our number one priority is the academic success of your student. We will keep you informed about your student's progress through their agenda for daily/weekly assignments, which includes an area for teacher/parent comments. Also, on our website you can view daily teacher calendars, homework, on-line up-to-date progress reports, teacher e-mails, newsletters, and much more information. Students are expected to attend school regularly, complete all assignments, and behave appropriately at school.

School Facilities

Glen Edwards Middle School was originally built as Lincoln Elementary School in 1952. The buildings were modernized in 1992 at about the same time that the school was converted to a middle school campus. Western Placer Unified School District has tried to maintain the facilities over the years; as a result both buildings and grounds fairly good repair. We replace classroom furniture as needed and paint the buildings and hallways annually. The office was recently painted and new blinds have been installed in several classrooms. Our library is small but well stocked and being brought up-to-date by our librarians.

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

The student school day begins promptly at 7:55 a.m. and ends with dismissal at 2:55 p.m. In order to provide extended school day experiences for students, several opportunities are available to GEMS students. All teachers are available for student support and questions at 7:40 a.m. daily; breakfast is also available in the multipurpose room daily at 7:40 a.m. After school, students find a variety of activities available, including athletics, after-school Panther Pride tutoring (from 3:00 – 4:00 p.m.) and the Homework Club (from 3:00 – 6:00 p.m.) is a three hour program in which students complete homework in the first hour, technology or crafts and recreation in the two additional hours. All activities are supervised by credentialed teachers, instructional aides and/or campus supervisors.

Glen Edwards 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 assistant principal and a campus supervisor work together to provide supervision and to maintain discipline on a daily basis. A school resource officer is present several times a week as a resource to both students and staff, as local police department schedules and funding permit. In addition GEMS provides a student lead Conflict Managers Program for students to encourage peaceful resolution of student issues.

School Leadership

7.4308

Principal, Michael Doherty, is in his fifth year of leadership at Glen Edwards Middle School. Previously Mr. Doherty served as the assistant principal for seven years at GEMS, and principal of the District's summer school program (grades 6-12) for the past 12 years. He is starting his fourteenth year with WPUSD, holds a clear administrative credential as well as a California teaching credential, earned two masters degrees in business and public administration. Prior to entering education, Mr. Doherty worked successfully in the business community. Entering his 19th year in California public education, he brings a variety of private and public sector experience and leadership experience to Western Placer Unified School District.

Assistant Principal, Daniela Thompson, is in her second year at GEMS. She graduated from Portland State University, majoring in Arts & Letters and English as a minor. She was formerly the Head of the English Language Arts department at Twelve Bridges Middle School and prior to that she held the same position at GEMS, working with all grade levels. After eleven years of teaching, Daniela brings a wealth of knowledge and experience in dealing with student needs and behaviors. Above all else, Mrs. Thompson is fair, consistent and compassionate in her interaction with students.

GEMS' School Site Council (SSC) is involved with school governance and budget decisions. The Council consists of ten members include five GEMS certificated staff (including the principal) and five parent volunteers or members from the community. All parents of Glen Edwards students are invited participate and attend meetings, held on the third Tuesday of each month at 5:00 p.m. in the school library. The purpose of the SSC is to assist the school in matters pertaining to the Glen Edwards Middle School educational program by inquiring, informing, suggesting, recommending, and evaluating areas for school improvement.

School Instruction

Our focus on academic excellence and student learning has paid dividends in the past and will continue in the future, but our students struggled last year to meet their growth targets for both API (CA) and AYP (Federal) scores for 2010. Last year we identified our significant sub-groups including: Hispanic, Socio-economically Disadvantaged, English Learners and Students with Disabilities as the area of concern and focused our efforts to work diligently with these subgroups to close the learning gaps. We applied our efforts and intervention support in these areas to directly impact our struggling students' learning only to fall short. Now, equipped with a new schedule and renew hope, we will move forward with a positive attitude and recapture the academic momentum that we a previously achieved.

We encourage all of our students to set high expectations, put forth their best effort, and strive to achieve success. Together we are working hard to create an environment and school culture that supports students learning and helps staff to work collaboratively to affect continual improvement. In order to achieve these goals, we work with students: to develop positive social interaction skills, to set clear boundaries and consequences for their behavior, to identify academic expectations, and we encourage self-motivation and responsibility. Parental involvement is another cornerstone that helps support student improvement. We believe that strong communication and collaboration with parents are the key elements affecting our students' ability to learn.

In the workforce of tomorrow, our young people will be competing in a global economy. They will no longer be competing against the kids next door for jobs – they will be competing with well-educated, motivated

students from other parts of the world. Young people from around the world are working harder and smarter to achieve the lifestyle that many of us take for granted, and our students must be prepared to meet the demands of our ever-changing workplace. Our GEMS' TEAM of parents, dedicated teachers and staff work diligently to give our students every tool they need to be successful in tomorrow's world!

The Glen Edwards Middle School instructional program is organized around the concept of grade-level/content area teams. 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. Additionally, students take an elective class (AVID, Computer Technology, Video, Art, Choir, Band, Advanced Band, Language Arts/Math Intervention/Enrichment, Leadership 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, RSP, and SDC classes.

The GEMS GATE (Gifted and Talented Education) program includes three major options for parents and identified GATE students: grade-level clustering; the Performing Arts Academy; and after-school enrichment classes. At each grade level, one or more teaching teams are identified as GATE cluster teams. Parents choosing this option have the benefit of having their children clustered with other GATE-identified students for academic challenge and social/emotional support. The Performing Arts Academy - is a multi-age team or school within a school which includes sixth, seventh and eighth-grade GATE and high-performing students. In the Performing Arts Academy, curriculum may be presented in a different sequence than in other classes while adhering to overall California Standards. The performing arts are emphasized, with advanced band being an elective option for students and time being set aside weekly for study of drama and theater. After-school enrichment classes are available to all students periodically and feature such specific topics as Explorations in Science, Forensics, Video Editing, Drama, and Vocal Jazz Ensemble.

The EL (English Learner) program offers assistance to students who are at various levels of proficiency in the English language based on their annual CELDT scores and academic testing. Selected students are served through the PAWS Academy – Promote All Willing Students, offering specific classes and a pull-out program by highly qualified English Learner instructors. Newcomer students who have little or no English language skills are enrolled in an intensive district-run newcomers program with an EL instructor. Classes are held at TBMS

The RSP (Resource Specialist Program) and SDC (Special Day Class) programs offer service to students on Individual Education Plans (IEP's). The RSP program typically offers language arts and/or math classes to identified students requiring a modified curriculum and specialized services to meet their learning needs. The SDC program offers a learning environment to students who need more than 50% of their day in a specialized program, and generally offers math, language arts, social science and science classes.

The Homework Club and Panther Pride after school programs offer tutoring to students in need of additional assistance or one hour at the end of the school day and the latter offers an additional two hours of technology and recreation. Also, the SCHOOLS Volunteer Program is offering individual or small groups tutoring (1-5 students) per adult on a volunteer basis.

Student progress toward academic goals is reported to parents daily on-line or printed reports every three weeks. Report cards are mailed each trimester to families. Parent conferences are normally based on

student performance and requested by either teacher or parent. School improvement on both the API (Academic Performance Index) and AYP (Annual Yearly Progress) are reported to the community annually through newsletters, district web-site and School Board presentations.

School Programs and Practices that Promote a Positive Learning Environment

Glen Edwards Middle School promotes a positive learning environment through maintaining a safe campus, offering a variety of school activities and parent involvement. School-to-parent or vice versa can occur daily, weekly or as needed; through on-line services, gradebook, attendance, web-calendars, e-mails, key links, and phone communication. Our awesome staff of seasoned veterans and bright new teachers is highly competent, committed and compassionate educators. They are dedicated to providing an excellent education for all our students. All of our academic programs are rigorous and follow state standards.

Our school-wide discipline plan includes the positive aspect of allowing qualifying students to participate in athletics, field trips, dances and other activities as well as a system of warnings, after-school detentions and administrative referrals designed to help students gain and maintain control of their own behavior. Regular safety drills, school counselor and a Conflict Manager Program further assist in keeping GEMS students safe.

Our Leadership class plans regular spirit activities, decorates the campus for special occasions, plans for Red Ribbon Week, rallies, dances and assists in the WEB (Welcome Every Body) orientation program for incoming sixth grade students. In addition they develop leadership skills by organizing our quarterly dances, Student of the Month parties and the Honors Barbecues. Their spirit, energy and commitment contribute to the positive atmosphere at GEMS. After-school activities include athletics (flag football, boys and girls volleyball and basketball, girl's softball, track and wrestling), Panther Pride tutoring and recreation, and periodic ski trips.

Parents are encouraged to get involved. Students are more motivated to participate in school, when their parents are in close communication their teachers. Parents can get involved by daily checking their child's homework, their agendas, and by going on-line to view their teacher's calendar and grades in every class. Parental support and encouragement is vital to their student's success. Also, Glen Edwards has many exciting opportunities for parent involvement through-out the school year. GEMS has many needs, parents can either volunteer in the classroom, supervise yard duty at lunch, chaperone dances, assist in the planning and organizing of events, participate in fundraising or serve-on governance committees. There are parent groups that need your help and participation such as our Site-Based Leadership Team (SBLT), English Learners Advisory Committee (ELAC), and Association of Parents Teachers and Students (APTS) committees.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

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

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

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

3. **Alignment of staff development to standards, assessed student performance and professional needs:**

   In 2009-10 school year, (9) early release days were planned for intensive staff in-service, training and collaboration in the core areas of language arts, math, history, science and technology. Administration and staff worked in content areas and grade levels meetings planning curriculum pacing guides, mapping key standards, developing smart goals, common assessments, data collection and student identification for intervention programs. The plan for 2010-11 is to continue with the early release days as well as increasing staff training aimed at meeting the needs of our at-risk students and closing the gap. Additional time will be set-aside for sharing data on student performance, evaluating current & best practices and determining improvements if needed, to GEMS curriculum and instruction. Our primary focus for the school year is on student learning, determining what students need to know, timely assessments, intervening when students experience difficulty in learning, and developing a systematic process where teachers work together to analyze and improve their classroom practices.

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

   At Glen Edwards Middle School, there are three groups of underperforming students, when compared to the overall school's academic performance: Hispanic/English Language Learners, Socio/Economically Disadvantaged students and Students with Disabilities who score Below Basic (BB) or Far Below Basic (FBB) on the California Standards Test. These students are placed in our PAWS Academy for intensive language arts and math intervention services. PAWS classes are designed to address the individual needs and skills of the students, allowing them to succeed academically.

Also, during the school day intervention classes are being recommended for struggling student who falls below passing in language arts and mathematics. The Panther Pride and Homework Club after-school tutoring programs are available four days a week and many of these students are enrolled in that program. All underperforming students are identified for additional in-class assistance by their teachers. The District is supporting a New-Comers program for non-English speaking students entering WPUSD.

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

   We provide RSP classes, SDC classes, EL classes and Title I Reading/Math Enrichment elective courses through categorical funds to support our underperforming students. With our addition of the Accelerated Reader & Math programs on campus, our library has been adding book titles at reading levels below grade level, supported through categorical monies. Additionally, the Panther Pride Tutoring Program is provided through Title I funds and the Century 21 Grant funds.

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

   Each fall, Glen Edwards' CST Testing results are analyzed by administration and faculty to determine areas of needed growth. Additionally, Glen Edwards has begun utilizing spring math and language arts testing to determine curriculum needs of students for the following fall. Daily and weekly formative assessments provide further feedback to teachers to modify instruction, re-teach and intervention support to improve student achievement. Also, we use STAR Reading & Math testing to determine student skill levels and to align the curriculum to individual student needs. We utilize the STAR Reading and Math summative assessments four times through-out the school year to track student progress in those basic skills. The Star program provides a good benchmark for monitoring monthly student progress along with continuing to develop common assessments through-out the District.

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

   In analyzing our student achievement data, approximately six teachers or 20% of the staff are experiencing low student performance.

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

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

We have identified several issues that impair student achievement at GEMS: (1) poor attendance, lack of preparedness and attitude on the part of low-achieving students; (2) families lack the ability to assist their students at home; (3) a communication disconnect between school and home; and (4) lack of parental involvement and support. Finally, low achieving students and families have limited access to technology in the home.

10. Limitations of the current program to enable underperforming students to meet standards:

Teachers have identified a need for continuing in-service in the areas of: meeting the needs low-achieving students and their families; research-based instructional methods that foster high achievement; the nature/psyche of the middle school child; targeting students in subgroups for specific academic improvement (Hispanic and economically disadvantaged). Additionally, staff has identified the need for ongoing Spanish translation services on site; the need for a math education class for parents of low-achieving math students.

Glen Edwards Middle School
API/STAR Testing 2005 – 2010

Note: CST Test results are now reported as a percentage of students scoring advanced, proficient, and basic, below basic, or far below basic. In past years, results were reported as the average number of correct student responses. The changes in the method of reporting scores make it challenging to chart and compare the results in some areas.

Schoolwide		768	772	750	756	792	**785**	**-7**
Hispanic		694	669	673	670	740	**721**	**-19**
Economically Disadvantaged		700	698	692	695	740	**729**	**-11**

API - Academic Performance Index (CA)
- 52% CST - LA
- 34% CST - Math (Disincentive for 8th Non-Alg)
- 7% CST - History/Soc
- 7% NRT (CAT-6) - LA & 2.9 % NRT - Math

Meet Growth Target Annually
- For 2009 - 5 points
- For all significant subgroups (5-7)points

AYP - Annual Yearly Progress (Federal)
- 95% Particip Rate - LA & Math
- Meet API (CA) Target
- AMO's - **LA - 46%; Math - 47.5%**
- (% Up from LA-13.6%--> 46%; Math - 16.0%--> 47.5
- No incentive for 8th Non-Algebra Students

LANGUAGE ARTS - CA STD		2005	2006	2007	2008	2009	**2010**	
All Students - % Prof/Adv							**55**	
6th		47	45	41	43	60	**55**	
7th		55	60	42	48	55	**58**	
8th		44	53	50	44	60	**49**	
Hispanic Students - % Prof/Adv							**38**	
6th		39	19	26	17	48	**42**	
7th		44	39	17	35	35	**50**	
8th		19	28	42	15	42	**23**	
Econ Disadvan Students - % Prof/Adv							**41**	
6th		43	30	27	27	48	**45**	
7th		41	41	21	35	36	**47**	
8th		27	35	46	23	47	**29**	

GEMS 2009 STAR RESULTS CONT'D

MATH - CA STD							
	2005	2006	2007	2008	2009	**2010**	
All Students - % Prof/Adv						**49**	
6th	48	41	39	43	60	**53**	
7th	48	46	30	35	38	**49**	
8th	36	44	50	53	41	**34**	
8th General Math Test - % Prof/Adv	20	16	41	45	52	**32**	
% Students Taking Gen Math Test	29	31	47	62	47	**33**	
8th Algebra Test - % Prof/Adv	43	58	54	72	64	**54**	
% Students Taking Algebra Test	61	59	41	24	37	**53**	
8th Geometry Test - % Prof/Adv	48	53	68	62	56	**41**	
% Students Taking Geometry Test	10	10	12	12	16	**13**	

Hispanic Students - % Prof/Adv						**37**	
6th	28	22	22	34	49	**35**	
7th	35	26	7	14	32	**42**	
8th		27	41	41	42	**31**	
8th General Math	18	3	30	42	42	**29**	
8th Algebra	29	42	50	33	48	**33**	
8th Geometry	25	60	100	100	40	**50**	

Econ Disadvan Students - % Prof/Adv						**39**	
6th	41	28	24	26	48	**32**	
7th	35	36	18	25	37	**40**	
8th		33	40	42	42	**35**	
8th General Math	18	13	34	36	42	**32**	
8th Algebra	24	49	45	65	58	**35**	
8th Geometry	50	75	63	50	~	**100**	

Student Groups Performing Below Standards or Expectations

7.4.316

Group	Grade Level	Performance Gap
Economically Disadvantaged	6th, 7th & 8th Grades Language Arts	6th grade >AYP @ 45% -8 7th grade >AYP @ 47% -6 8th grade >AYP @ 26% -17
	AYP GOAL = 53% (SH)	**Schoolwide>AYP@ 41% -12**
	6th, 7th & 8th Grades Math	6th grade >AYP @ 32% -19 7th grade >AYP @ 40% -11 8th grade >AYP @ 35% -16
	AYP GOAL = 51% (SH)	**Schoolwide>AYP@ 39% -12**
	API Target '10 = 745	**API '10 729 = -14**
Hispanic	6th, 7th & 8th Grade Language Arts	6th grade >AYP @ 42% -7 7th grade >AYP @ 50% 1 8th grade >AYP @ 23% -26
	AYP GOAL = 49% (SH)	**Schoolwide>AYP@ 38% -11**
	6th, 7th & 8th Grade Math	6th grade <AYP @ 35% -14 7th grade <AYP @ 42% -7 8th grade >AYP @ 31% -18
	AYP GOAL = 49% (SH)	**Schoolwide >AYP @ 42% -5**
	API Target '10 745	**API '10 721 = -24**
Schoolwide	6th, 7th & 8th Grade Language Arts	6th grade <AYP @ 55% -2 7th grade <AYP @ 58% 1 8th grade >AYP @ 49% -8
	AYP GOAL = 57%	**All Grades <AYP @ 55% -2**
	6th, 7th & 8th Grade Math	6th grade <AYP @ 53% -5 7th grade <AYP @ 49% -9 8th grade >AYP @ 34% -24
	AYP GOAL = 58%	**All Grades <AYP @ 49% -9**

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Conclusions from Student Performance Data and from Parent, Teacher and Student Input:

- The academic programs and intervention strategies for success will continue and intensify.
- As a staff, we are concerned about the recent 2010 drop in test scores. We have discussed past practices, programs and intervention strategies currently in place; as well as analyzing the CST data and current assessments to refine our focus and internalize what we are doing.
- Scores have improved in certain areas, but the Hispanic/EL, Economically Disadvantaged, and Student with Disabilities sub-groups continue to be areas of concern and academic focus.
- Students are scoring well in social studies and science standards testing.
- Student absences negatively affect achievement; however, strategies that have been implemented to improve attendance are showing favorable results in improved attendance and tardies.
- Parents are utilizing the student agendas, going on-line, checking the school website and accessing information on student class work, homework assignments, progress reports, and grades
- Economically disadvantaged students have shown a marked improvement in both language arts and math over past years, but we need to keep the momentum moving in the positive direction and continue to upgrade our instructional strategies.
- Hispanic student's scores have increased overall and the achievement gap has narrowed, but it still is problematic. School-to-Parent communication has improved, parental involvement is rising and academic support focused on meeting the English Learners needs has improved.
- Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences. More effort and resources needs to be made available for special education support and intervention.
- The after-school Panther Pride/Homework Club Tutoring Programs has been very helpful to struggling students.
- Intervention programs for Title I/EL students scoring below basic and far below basic are having a positive impact on student achievement scores.
- GEMS' EL program with the support of the district office, is working diligently to insure CEDT testing, proper placement of students and continued improvement/success.
- Glen Edwards school culture has evolved into a safe, caring and supportive attitude, creating a school climate that positively impacts the school environment and student success. Our daily emphasis on character development gives our students words of encouragement and alternative choices.

School Goals for Improving Student Achievement:

Goal #1: Continue to improve student performance in Mathematics.

Goal #2: Continue to improve student performance in Language Arts Reading and writing.

Goal #3: Increase parent involvement and participation in school activities.

7.4.319

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 in Mathematics:

By June of 2011, schoolwide mathematics scores and significant subgroups scores will increase by 10% on the CST Test

	Current	Target		Current	Target
>Overall	48.8	53.9 (SH)	>SED	38.6	44.7 (SH)
>White	56.5	60.9 (SH)	> ELL	30.3	37.3 (SH)
>Hispanic	35.9	43.2 (SH)	>SWD	30.9	37.8 (SH)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline 2010-11	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with key content standards:	Y-T-D			
• Early Release Days		Curriculum Lead Teacher	$ 1,100	SLIB
- Pacing guides, curriculum mapping, assessments	6,7,8th grade		$ 1,100	Title I
- Identifying students at-risk, Data tracking	Teachers	OARS	$	
• Earl Release Days		Develop curriculum, Collaborate	$ 1,250	SLIB/Title I
Improvement of instructional strategies and materials:	Y-T-D			
• Staff/Professional Development	6,7,8th grade	Staff Development	$ 2,000	SB466
- Continuing education, workshops, conferences…			$ 2,000	Title I
• Visits to schools exhibiting excellent math program	Teachers	Substitute teacher costs	$ 200	SLIB
• Membership dues & subscriptions		Annual Fee	$ 200	SLIB
• Fully implement Accelerated Math support program		Annual Fee	$ 1,500	SLIB
• SDC Classroom support package		Paper/print/scan cards, materials	$ 1,500	SLIB/Title I
• Computers/Software		Replacement	$ 5,000	Title I
• Warranty	ADMIN	Annual	$ 1,000	SLIB
Extended learning time:				
• Title I Math Intervention-Classroom Aide		Title I Aide	$ 16,720	Title I
• Panther Pride After-School Tutoring	Y-T-D	(6 TchrX$30X4hrX30wk)	$21,600	Titlel/Grant
• Intervention curriculum materials	Math Teachers	Txbk & Consumables,Training	$ 2,000	Title I
• Safety Supervision – Detentions	Aft School Tutors	(1) Campus Monitor	$ 1,112	Safety
• Friday School	On-going	(1) Teacher	$ 1,350	Title I
• Intervention Teacher		(1) FTE	$51,135	Title I

7.4.30

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Extended learning time cont'd • Technology in the classroom - Enhance lessons & engage students	Title I Teacher	Laptop, projector & overhead scanner	$ 1,000	Title I
Involvement of staff, parents and community: • Parent/teacher/students at-risk conferencing • Use of Student Agendas • Counseling support/intervention • SARB Intervention • Newsletters/report-cards/progress reports • Technology Support –Aeries, Oares, AR/AM • Provide Spanish Language print materials • ELAC	Admin, Staff & Teachers Sept/Oct/Nov Y-T-D	Paper, Postage & misc. Agendas Psych-Intern Copies, Postage Paper, Ink, Postage Paper, Ink Translation Translation, Operating Expense	$ 1,000 $ 2,000 $ 1,250 $ 125 $ 500 $ 500 $ 1,250 $ 1,500	SLIB/Title I SLIB/Title I Title I Title I Title I SLIB Title I EIA
Increased educational opportunity: • Celebrate Student Success • Monitoring program results • Weekly Printout-Tracking • GATE	Y-T-D	Certificates, misc supplies Paper, postage Enrichment Activity	$ 250 $ 150 $ 125 $ 2,372	APTS SLIB SLIB GATE
Auxiliary services for students and parents: • Parent Orientation 6th garde • Parent Institute • Parent Organizations	ADMIN Y-T-D	Paper, snacks, misc Paper, Copies, snacks	$ 150 $ 125 $ 125	APTS Title I Title I
Staff development & Professional Learning Communities • Conferences etc. • AVID	Teachers, Staff Y-T-D	Cost & Subs Training	$ 1,500 $ 1,500	Title I Title I

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

SMART GOAL # 2 for Improving Student Achievement in English Language Arts:

By June of 2011, Schoolwide Language Arts scores and all significant subgroups scores will increase by 10% on the CST Test

	Current	Target		Current	Target
>Overall	54.6	59.1 (SH)	>SED	40.9	46.5 (SH)
>White	65.2	67.6	> ELL	22.5	30.3 (SH)
>Hispanic	37.9	44.1 (SH)	>SWD	37.8	44 (SH)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline 2020-11	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards:	Y-T-D			
• Early Release Days		Curriculum Lead Teachers	$ 1,100	Title I
- Pacing guides, curriculum mapping, assessments	L/A&SS Teachers		$ 1,100	SLIB
- Identifying at-risk students			$ 1,100	Title I
• Earl Release Days		Develop curriculum, Collaborate	$ 1,250	SLIB/Title I
Improvement of instructional strategies and materials:	Y-T-D			
• Teacher requested L/A support materials	LA/SS Teachers	Classroom novels & materials	$ 1,000	SLIB
• Fully implement AR program		AR annual fees & library	$ 2,000	SLIB/Title I
• ELL Intervention class for students BB & FBB	Title I - Teacher	Title I .5 FTE + Sal&Benes	$ 51,135	Title I
- Instructional support in the classroom		Title I Aide salary(3.75hrs/day)	$ 9,750	Title I
- Intervention &Tutoring Materials		Txbks & consumables	$ 1,500	Title I
- Software/hardware support for Title I/Rdg Classes		Computers/Printers/Software	$ 1,500	Title I
• Teacher release time – writing process papers	LA Teachers(6-8)	Substitute teachers	$ 1,000	SLIB
• Library addition, subscription & dues	Librarian	Bks & materials	$ 3,000	SLIB/Title I
• SDC classroom support package	Teacher	Intervention Txbks, consumables	$ 500	SLIB
• Computers/Software	ADMIN	Replacement	$ 5,000	Title I
• Warranty		Annual Feet	$ 1,000	SLIB

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Extended Learning Time:	Y-T-D			
• EL intervention class (40min/day)	EL Teacher	EL .5 FTE+ Sal&Benes	$ 37,125	EIA
~ Instructional support in the classroom		EL Aide	$ 9,700	EIA
~ Intervention & Instructional materials		Txbks, consumables & materials	$ 1,000	EIA
~ Technology -equipment		Computers,software	$ 6,567	EIA
• Panther Pride/Homework Club Tutoring	Teacher	1T X $30/hr X 4days X 30wks	$ 3,600	Title I
• Safety Supervision – Detentions		(2) Campus Monitor	$ 1,113	Safety
• Friday School		(1) Teacher	$ 1,350	Title I
Increased educational opportunity:	Y-T-D			
• Guest speakers in various curricular areas		Speaker Costs – Ex. Woodleaf	$ 500	SLIB
~ Stay-back classrooms		Substitute Teachers		
• Outdoor Science curriculum		Lab materials/supplies/copies	$ 500	SLIB
• Celebrate Student Success			$ 500	Title I
• Monitoring program results			$ 150	SLIB
• Weekly Printout-Tracking			$ 125	SLIB
Staff development and professional collaboration:	Y-T-D			
• After school buy-back hrs. staff development	LA/SS Teachers	Attendance optional	$ 1,500	AB466
• Staff/Professional Development	Spec.Ed	Staff Development – LA/SS	$ 2,500	AB466
- Continuing education, workshops, conferences…				
• AVID		Training	$ 1,500	Title I

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE CONT'D

Description of Specific Actions to Improve Educational Practice	Implementers Timeline 2008-09	Related Expenditures	Estimated Cost	Funding Source
Auxiliary services for students and parents: • Parent Orientation 6th grade • Parent Institute • Parent Organizations	ADMIN Y-T-D	Paper, snacks, misc Paper, Copies, snacks	$ 150 $ 125 $ 125	APTS Title I Title I
Monitoring program implementation and results:				
Involvement of staff, parents and community: • Parent/teacher/students at-risk conferencing • Use of Student Agendas • Counseling support/intervention • SARB Intervention • Newsletters/report-cards/progress reports • Technology Support –Aeries, Oares, AR/AM • Provide Spanish Language print materials • ELAC	Admin, Staff & Teachers Sept/Oct/Nov Y-T-D	Paper, Postage & misc. Agendas Psych-Intern Copies, Postage Paper, Ink, Postage Paper, Ink Translation Translation, Operating Expense	$ 1,000 $ 2,000 $ 1,250 $ 125 $ 500 $ 390 $ 1,250 $ 1,500	SLIB/Title I SLIB/Title I Title I Title I Title I SLIB Title I EIA

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 0d 2011, Parental involvement will increase by 10% as measured by the number of parents or community members participating on the rolls of GEMS Committees: APTS, SSC, and ELAC.

	CURRENT	TARGET
APTS	**8**	**9**
SSC	**4**	**5**
ELAC	**5**	**6**

Description of Specific Action to Improve Student Performance	Implementers/ Timelines	Related Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with Content Standards:				
Improvement of Instructional Strategies/Materials:				
Extended Learning Time:				
Staff Development:				
Involvement of Parents/Community:	YTD		NC	N/A
Monitoring Program Implementation • Check attendance sheets	YTD		NC	N/A

CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost	Funding Source
• New Comers Teacher & ELD Program Specialist – services & staff development	Total: $ 7, 491	EIA

7.4.326

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

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

State Programs

Economic Impact Aid (Res7091)	**Amount: $**	**45,629**
Purpose: Help educationally disadvantaged students succeed in the regular program.		
	Carry-Over	**5,247**
Miller-Unruh Special Reading Program	**Amount: $**	**0**
Purpose: Prevent and correct reading disabilities at the earliest time for all students.		
School Library Improvement Block Grant (Res 0395)	**Amount: $**	**18,102**
Purpose: Improve school response to educational, personal and career needs of all students.	**Carry-Over**	**463**
Art, Music Block Grant (0760)	**Amount: $**	**925**
	Carry-Over	**7,132**
ELAP	**Amount: $**	**6,104**
	Carry-Over	**2,696**
GATE	**Amount: $**	**2,372**
	Carry-Over	

Federal Programs

Elementary and Secondary Education Act:

Title I: Targeted Assistance Program (Res 3010)	**Amount: $**	**140,387**
Purpose: Help educationally disadvantaged students achieve grade level proficiency		
	Carry-Over	**34,453**
Title I: ARRA	**Amount: $**	**72,369**
Title V: Innovative Programs (4110)	**Amount: $**	**0**
Purpose: Support educational improvement, library, media, and at-risk students.		
Other Federal Funds (list and describe):		
Title III: EL/EIA (Res 4201 or 4203)	**Amount: $**	**0**
	Carry-Over	**0**
School Safety (0405)	**Amount: $**	**5,000**

Total amount of state and federal categorical funds allocated to this school: $ 340,879

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SCHOOL SITE COUNCIL MEMBERSHIP

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

Names of Members		Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Chairperson	Ginger Cosh				X	
Vice Chairperson	Brent Welburn				X	
Secretary	Diane Smith				X	
Principal	Michael Doherty	X				
Parents:	Patrick Shima				X	
	Jeanette Mercier				X	
Daniela Thompson				X		
Dan Alcorn			X			
Olin Dillingham			X			
Jason Noonan			X			
Deb Morrison			X			
Numbers of members of each category		1	4	1	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). 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).

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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 Learners Staff
- ___ Special Education Curriculum Committee
- ___ Gifted and Talented Education – Performing Arts Curriculum 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 19, 2010

Attested:

Michael Doherty Name of school principal	_____ Signature of school principal	_____ Date
Ginger Cosh Name of SBLT chairperson	_____ Signature of SBLT chairperson	_____ Date

7.4.329

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES 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:
Budget Reductions

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Joyce Lopes
Assistant Superintendent, Business Services

ENCLOSURES:
Yes

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:

MEETING DATE:
November 2, 2010

ROLL CALL REQUIRED:
No

BACKGROUND:

The district is currently deficit spending and faced with budget reductions in the next two fiscal years. The Board of Trustees has given direction to staff to achieve a balanced budget by 2012-13. The budget committee will begin meeting in December, 2010 to identify reduction recommendations for the Board of Trustees. The Board of Trustees needs to give the budget committee a target amount of reductions for 2011-12 and 2012-13. In preparation, the Board will review the multi-year projections.

The multi-year projections have been updated to reflect the approved state budget for 2010-11, current enrollment data, and current property tax information. The multi-year projections are presented in the attached information along with several budget reduction scenarios for consideration.

RECOMMENDATION:

The Board of Trustees accept the enclosed report on multi-year projections. The Board will be asked to provide a final recommendation on budget reductions for 2011-12 and 2012-13 at the November 16, 2010 Board meeting.

7.5

MULTI-YEAR PROJECTIONS

Multi-year projections (MYP) are used to estimate the financial picture for the district for the next two years. MYPs should be updated regularly to reflect the current financial status of the district, the state and the economy. MYPs were shared with the Board in June 2010 when we adopted our preliminary budget and again last Board meeting in preparation for determining the targeted budget reductions for 2011-12.

The MYPs presented at the last Board meeting were updated to reflect the approved state budget parameters of a -0.39% COLA, a 0.39% decrease in the deficit factor, and federal stimulus funding. The Board requested staff review the ADA assumptions. We have reduced the enrollment to ADA yield from 95.5% in 10/11 to 94.5% in 11/12 and 94.0% in 12/13. While we have seen a decrease in enrollment in the first three months of the academic year, this year's decrease is about twice as many as last year. We used that information to reduce our yield over the next two years and to decrease our enrollment in 12/13 by 1%.

BUDGET ASSUMPTIONS
2010-2011
updated November 2, 2010

	10/11 State Budget	11/12 Projection	12/13 Projection	
REVENUE				
Enrollment	6,551	6,682	6,816	
ADA Yield	95.5%	94.5%	94.0%	Yield reduced
ADA	6,256	6,315	6,407	
% Increase Enrollment	1.1%	2.0%	2.0%	2012/13 reduced
# Increase Enrollment	71	131	134	
Prior Year RL	6,373.07	6,348.07	6,457.07	
COLA %	-0.39%	1.70%	1.90%	
COLA	(25.00)	109.00	125.00	
Deficit %	-17.963%	-17.963%	-17.963%	
Deficit Applied	(1,140.30)	(1,159.88)	(1,181.98)	
Funded RL per ADA	5,207.77	5,297.19	5,400.09	
Est. Revenue Limit	32,580,877	33,449,153	34,596,869	
Basic Aid/Charter School (Prop. Taxes from -2% to -3%)	1,689,349	2,123,204	1,554,509	
Federal Revenue	1,187,363	-	-	
Categorical COLA	0.00%	0.00%	0.00%	
Lottery Unrestricted/ADA	112.50	112.50	112.50	
Lottery Restricted/ADA	17.50	17.50	17.50	

The multi-year projections were built using the assumptions in the table above.

	State Budget 2010-11			Projection 2011-12			Projection 2012-13		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
Revenue									
Revenue Limit Sources	34,047,320	1,565,535	35,612,855	35,030,080	1,565,535	36,595,615	36,102,439	1,565,535	37,667,974
Federal Revenue	1,187,363	2,383,269	3,570,632	-	2,383,269	2,383,269	-	2,383,269	2,383,269
State Revenue	4,357,549	1,281,108	5,638,657	4,357,549	1,281,108	5,638,657	4,107,549	281,108	4,388,657
Local Revenue	1,034,005	1,747,075	2,781,080	1,034,005	1,747,075	2,781,080	1,034,005	1,747,075	2,781,080
Total Revenue	40,626,237	6,976,986	47,608,223	40,421,634	6,976,986	47,398,620	41,243,993	5,976,986	47,220,980
Expenditures									
Certificated Salaries	21,670,808	3,747,419	25,418,227	22,002,938	3,803,469	25,806,407	22,350,000	3,860,000	26,210,000
Classified Salaries	4,180,018	3,087,502	7,267,520	4,274,972	3,139,911	7,414,883	4,350,000	3,190,000	7,540,000
Benefits	8,159,639	2,546,591	10,706,230	8,567,621	2,673,921	11,241,542	8,780,000	2,710,000	11,490,000
Books and Supplies	1,538,083	1,002,617	2,540,700	1,538,083	1,002,617	2,540,700	1,540,000	1,000,000	2,540,000
Other Services & Oper. Expenses	3,363,917	831,412	4,195,329	3,363,917	831,412	4,195,329	3,360,000	830,000	4,190,000
Capital Outlay	35,000	65,000	100,000	35,000	65,000	100,000	40,000	70,000	110,000
Other Outgo 7xxx	1,105,316	-	1,105,316	1,105,316	-	1,105,316	1,110,000	-	1,110,000
Transfer of Indirect 73xx	(749,163)	639,436	(109,727)	(749,163)	639,436	(109,727)	(750,000)	640,000	(110,000)
Unidentified Budget Cuts	-		-	-	-	-	-	-	-
Total Expenditures	39,303,618	11,919,977	51,223,595	40,138,684	12,155,765	52,294,449	40,780,000	12,300,000	53,080,000
Deficit/Surplus	1,322,619	(4,942,990)	(3,620,372)	282,950	(5,178,779)	(4,895,829)	463,993	(6,323,014)	(5,859,020)
Transfers In	-	-		-	-		-	-	
Transfers out	(113,218)	-	(113,218)	(113,218)	-	(113,218)	(110,000)	-	(110,000)
Contributions to Restricted	(4,676,382)	4,676,382	-	(5,124,171)	5,124,171	-	(6,330,000)	6,330,000	-
Net increase (decrease) in Fund Balance	(3,466,981)	(266,608)	(3,733,590)	(4,954,439)	(54,608)	(5,009,047)	(5,976,007)	6,986	(5,969,020)
Beginning Balance	13,914,292	321,236	14,235,528	10,447,311	54,628	10,501,938	5,492,872	20	5,492,892
Audit Adj	-	-	-						
Prior Period Adjustment	-	-	-						
Ending Balance	10,447,311	54,628	10,501,938	5,492,872	20	5,492,892	(483,135)	7,006	(476,128)
				10.50%			*-0.91%*		
Revolving Fund	2,000	-	2,000	2,000		2,000	2,000		2,000
Prepaid Expenditures	-	-							
Designated for Econ Uncertainty	2,566,841	-	2,566,841	2,609,062		2,609,062	2,648,500		2,648,500
Restricted Designations	1,187,363	54,628	1,241,991		20	20		7,006	7,006
Basic Aid Reserve	2,055,653	-	2,055,653	2,100,780		2,100,780	1,732,234		1,732,234
Undesignated Fund Balance	4,635,454	(0)	4,635,454	781,030	-	781,030	(4,865,869)	-	(4,865,869)

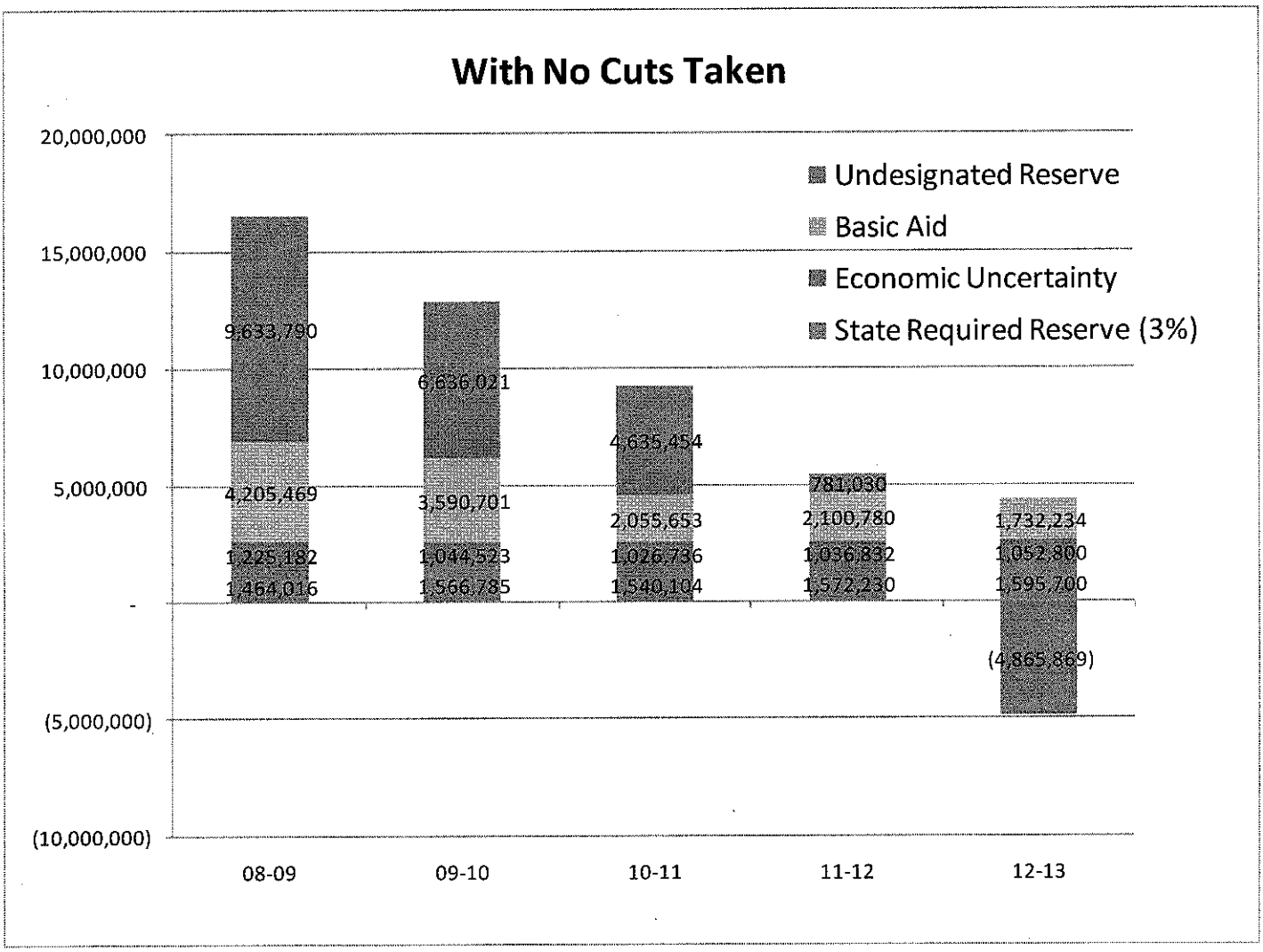
The MYP presented above assumes no budget cuts in 11-12 or 12-13. Budget reductions of $1.8 million were incorporated in the 10-11 budget per Board direction. The district is deficit spending $4.7 million in 10-11, $5 million in 11-12, and $6 million in 12-13. The increase in the deficit spending is primarily due to increase in salaries for step and column and increases in benefits to cover anticipated market changes. The one-time funding from the Federal Jobs Bill received in 10-11 will be spent in 11-12. The 11-12 revenue assumptions reflect the end of the reduced penalties for Class Size Reduction per legislation.

BUDGET REDUCTION SCENARIOS

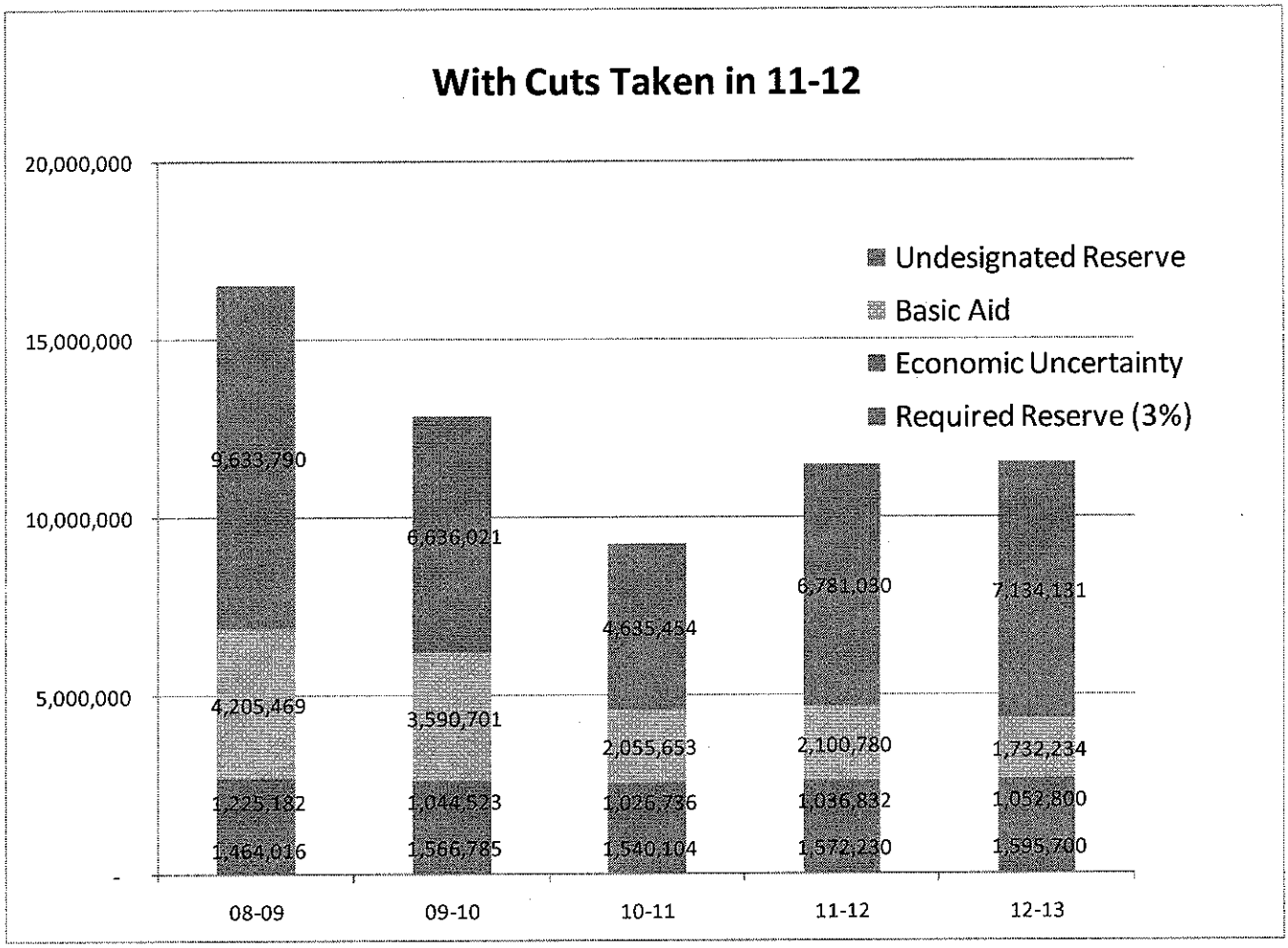
The district needs to identify budget reductions for 11-12 and 12-13 to achieve a balanced budget by 12-13 per Board direction. The following scenarios reflect four budget reduction scenarios for consideration. Staff will ask the Board for direction at the November 16, 2010 Board meeting.

It is important to keep in mind there may be additional budget cuts from the state in 11-12 and 12-13. It is also good to remember that historically the district has only attained about 80% of the budget reductions targeted. That ratio is holding true for the 10-11 budget reductions as well.

No Cuts: This scenario assumes no additional budget cuts in 11-12 or 12-13. This scenario is not one the district would recommend but is provided as a comparison for the other scenarios. This scenario would leave us with a total unrestricted fund balance of negative $500,000; which wouldn't even cover the state required 3% reserve.

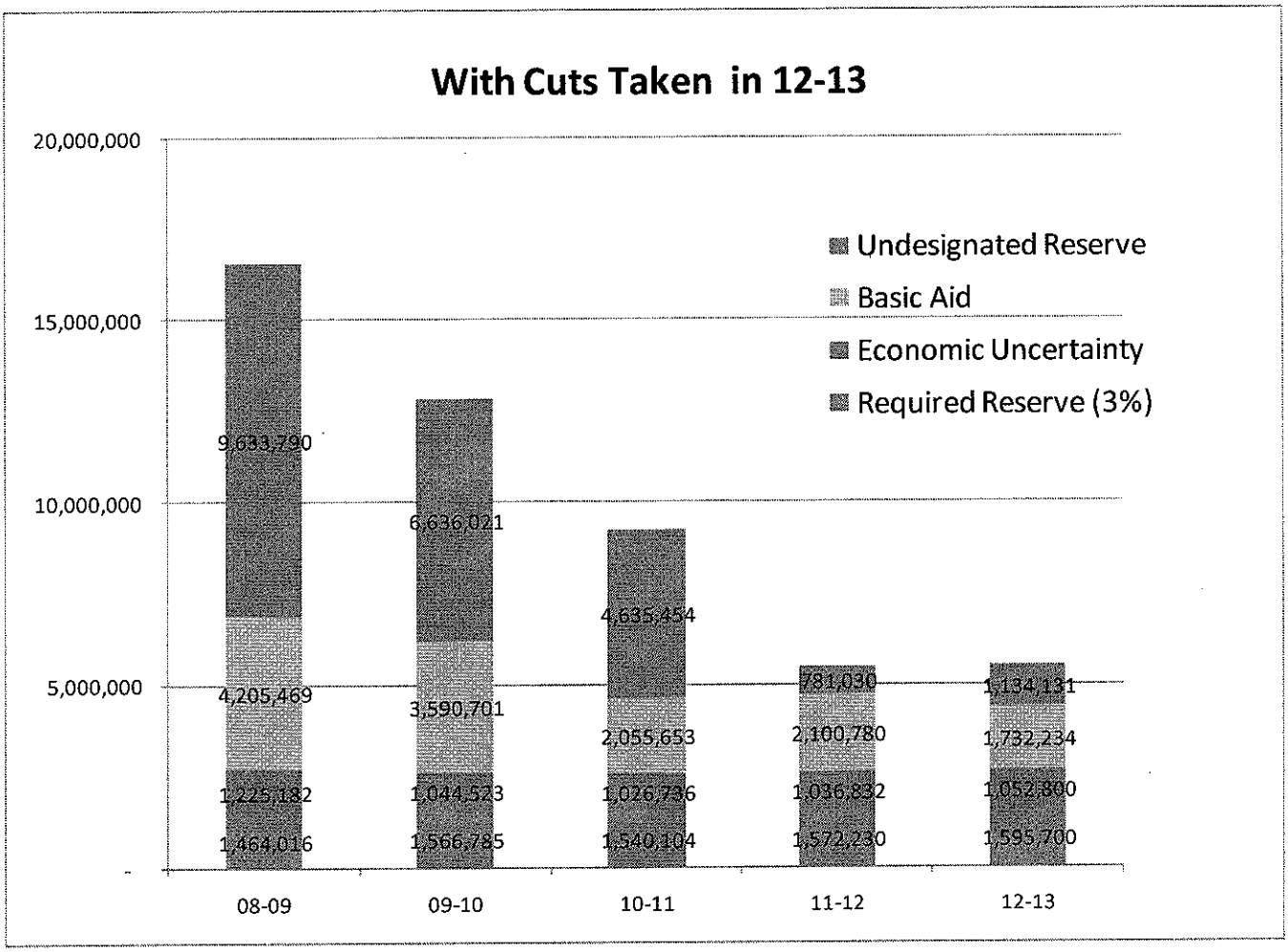


Cuts taken in First Year: This scenario would allow us to maintain the state required 3% reserve, the Board designated reserve of an additional 5%, the Board designated basic aid reserve, and increase our undesignated reserve in 11-12 and 12-13. This scenario may be too aggressive to effectively implement in one year.



7.5.4

Cuts taken in Last Year: This scenario assumes no additional cuts in 11-12 and the full $6 million cut in 12-13. This would require a spend down of nearly all the undesignated reserve in 11-12 and would only restore a small amount of that reserve in 12-13. It is important to keep in mind there may be additional budget cuts in 11-12 and 12-13 that would further impact the deficit and require deeper cuts.



With Cuts taken Evenly: This scenario assumes $3 million in budget reductions in each of the fiscal years 11-12 and 12-13. This scenario would spend down the undesignated reserve a little each year while leaving $4 million in undesignated reserve to address future budget cuts.

