WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 SIXTH STREET, SUITE 400,
LINCOLN, CALIFORNIA 95648
Phone: 916.645.6350 Fax: 916.645.06356

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
Bob Noyes, Assistant Superintendent of Personnel Services
Mary Boyle, Assistant Superintendent of Educational Services
Terri Ryland, Interim Chief Business Official
Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services

STUDENT ENROLLMENT

School	2008 CBEDS	09/02/09	10/02/09
Sheridan School (K-5)	80	87	88
First Street School (K-5)	418	417	411
Carlin C. Coppin Elementary (K-5)	428	446	446
Creekside Oaks Elementary (K-5)	617	624	624
Twelve Bridges Elementary (K-5)	714	714	708
Foskett Ranch Elementary (K-5)	508	538	542
Lincoln Crossing Elementary (K-5)	582	609	608
Glen Edwards Middle (6-8)	638	640	632
Twelve Bridges Middle School (6-8)	838	837	837
Lincoln High School (9-12)	1,473	1,477	1,471
Phoenix High School (10-12)	87	81	80
PCOE Home School	0	0	0
TOTAL:	**6,388**	**6,470**	**6,447**

Preschool/Head Start

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

Pre-K/Special Ed

Foskett	25
FSS PPPIP	30
Carlin Coppin	6

Adult Education 37

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 17, 2009, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER
790 J Street, Lincoln, CA

AGENDA

2009-2010 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.

7:00 P.M.

1. **CALL TO ORDER/PLEDGE OF ALLEGIANCE** – Lincoln High School Performing Arts Theater

2. **DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY**
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

3. **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.

3.1 Approve Classified Personnel Report.
3.2 Approve Certificated Personnel Report.
3.3 Obsolete Library Books
3.4 Report of Disclosure Requirements for Quarterly Reports of Investments.
3.5 Resignation and appointment of Library Advisory Committee district representative.
3.6 Updated Alternative Education Plan for Placer County.
Roll call vote:

4. **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.

5. REPORTS & COMMUNICATION

5.1 Lincoln High School, Student Advisory – Jerusha Loya
5.2 Western Placer Teacher's Association – Mike Agrippino
5.3 Western Placer Classified Employee Association – Chris Hawley
5.4 Superintendent – Scott Leaman
5.5 Assistant Superintendent of Facilities/Maintenance – Cathy Allen

6. ♦ACTION ♦DISCUSSION ♦INFORMATION

CODE: (A) = Action (D) = Discussion (I) = 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.

6.1 Action **ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS AND EXHIBITS – Leaman/Boyle** *(09-10 G & O Component I, II, IV)*

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

- AR 0430 Comprehensive Local Plan for Special Education
- BP/AR 0450 Comprehensive Safety Plan
- BP 0510 School Accountability Report Card
- AR 5125 Student Records
- AR 5148.2 Before/After School Programs
- BP/AR 6173.1 Education for Foster Youth

6.2 Action **SINGLE PLANS FOR STUDENT ACHIEVEMENT – Boyle** *(08-09 G & O Component I, IV, V)*

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

7. BOARD OF TRUSTEES

7.1 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
- Gladding Parkway Carlin C. Coppin

7.2 BOARD MEMBER REPORTS/COMMENTS

8. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
  - December 1, 2009 7:00 P.M., Lincoln High School Performing Arts Theater
  - December 15, 2009 7:00 P.M., Lincoln High School Performing Arts Theater

9. 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: 11/13/09
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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**
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:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
November 17, 2009

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

November 17, 2009

CLASSIFIED/MANAGEMENT

ADDITIONAL POSITION

1. **Name:** Theresa Jones
   Position: Campus/Café Supervisor
   Site: Twelve Bridges Elementary
   Hours: 2 Hours/Days
   Days: 10 Months/Year
   Effective: 11/2/09

TRANSFER

1. **Name:** Brittany Bates
   Position: Paraprofessional Aide
   Site: Twelve Bridges Elementary
   Hours: 5.66 Hours/Days
   Days: 10 Months/Year
   Effective: 11/30/09

RETIREMENT

1. **Name:** Barbara Moser
   Position: Campus/Café Supervisor
   Site: Glen Edwards Middle
   Hours: 2 Hours/Days
   Days: 10 Months/Year
   Effective: 12/31/09

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:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General/Categorical

MEETING DATE:
November 17, 2009

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.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

November 17, 2009

CERTIFICATED/MANAGEMENT

REQUEST FOR MATERNITY/CHILD REARING LEAVE

1. **Kristin Snook, 1st Grade Teacher, Twelve Bridges Elementary**
2. **Corie Volmer, Speech-Language Pathologist, Twelve Bridges Elementary**

NEW HIRE

3. **Shelly Adams, .9 Elementary Music Teacher, Lincoln Crossing Elem./Sheridan Elem.**

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:
Obsolete Library Books

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Mary Boyle

ENCLOSURES:
None

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
None

MEETING DATE:
November 17, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

Our new District Librarian, Nancy Rowell, has been meeting with our Library Techs to determine the current state and needs of our school site library collections. Nancy has run a variety of electronic checks on our number of books, copyright dates, popular authors, fiction vs non-fiction selections and subject areas that are included in our selections. One of her first goals is to purge library collections of books that are no longer useful, then to build upon that base to increase the size of our collections. Books to declare obsolete and to purge would include titles that are related to science or technology that are over ten years old and older non-classical literature that students no longer desire to read. Purged books would be made available to students to take home if appropriate (older fiction, for example) or destroyed (older technology, for example).

RECOMMENDATION:

Declare obsolete library books that are so determined by the District Librarian and dispose of them appropriately.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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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:
Terri Ryland
Assistant Superintendent, Business Services

ENCLOSURES:
Yes

DEPARTMENT:
Business Office

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 17, 2009

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.

3.4

Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer

COUNTY OF PLACER

TREASURER'S POOLED INVESTMENT REPORT

For the Month of JULY 31, 2009

1.f.3

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, 2009

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 1,073 days.

The ability of the Placer County Treasury to meet its cash flow needs is demonstrated by $254,129,549.79 in cash and investments maturing in the next 180 days.

3, 4, 8

General Fund
Portfolio Management
Portfolio Summary
July 31, 2009

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Coupons	50,000,000.00	50,602,551.64	50,049,709.87	4.56	889	481	2.456	2.490
Federal Agency Coupons	568,973,000.00	570,124,022.89	569,259,225.53	51.90	1,442	1,278	2.660	2.697
Medium Term Notes	215,230,000.00	219,154,891.80	215,170,802.89	19.62	1,020	475	4.245	4.303
Negotiable Certificates of Deposit	10,000,000.00	10,010,900.00	10,000,000.00	0.91	210	32	1.510	1.531
Commercial Paper Disc. -Amortizing	40,000,000.00	40,000,000.00	39,999,577.78	3.65	3	2	0.190	0.193
Treasury Discounts -Amortizing	10,000,000.00	9,988,155.56	9,988,155.56	0.91	331	26	1.682	1.705
PFA - HELICOPTER	1,500,000.00	1,500,000.00	1,500,000.00	0.14	2,559	2,445	2.442	2.476
Local Agency GO Bond	245,000.00	245,000.00	245,000.00	0.02	931	893	0.545	0.552
Local Agency Bonds	32,656,106.00	32,656,106.00	32,656,106.00	2.98	10,961	9,740	5.208	5.280
Rolling Repurchase Agreements - 2	167,969,191.78	167,969,191.78	167,969,191.78	15.31	1	1	0.178	0.181
Investments	**1,096,573,297.78**	**1,102,250,819.67**	**1,096,837,769.41**	**100.00%**	**1,324**	**1,073**	**2.547**	**2.582**
Cash								
Passbook/Checking (not included in yield calculations)	972,460.89	972,460.89	972,460.89		1	1	0.000	0.000
Total Cash and Investments	**1,097,545,758.67**	**1,103,223,280.56**	**1,097,810,230.30**		**1,324**	**1,073**	**2.547**	**2.582**

Total Earnings	July 31 Month Ending	Fiscal Year To Date
Current Year	2,515,795.48	2,515,795.48
Average Daily Balance	**1,108,724,695.37**	**1,108,724,695.37**
Effective Rate of Return	**2.67%**	**2.67%**

Kimberly Hawley 8/5/09

KIMBERLY HAWLEY, CHIEF DEPUTY TREASURER

C3 of 3

Reporting period 07/01/2009-07/31/2009
Data Updated: FUNDSNAP: 08/04/2009 14:06
Run Date: 08/04/2009 - 14:06

Portfolio PLCR
NLI AC
PM (PRF_PM1) SymRept 6.42
Report Ver. 5.00

General Fund
Portfolio Management
Portfolio Details - Investments
July 31, 2009

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											
912828HD5	06765	U. S. TREASURY COUPON		12/11/2007	10,000,000.00	10,059,000.00	10,013,123.58	4.000	3.126	60	09/30/2009
912828HD5	06766	U. S. TREASURY COUPON		12/11/2007	10,000,000.00	10,059,000.00	10,013,088.01	4.000	3.128	60	09/30/2009
912828HU7	06920	U. S. TREASURY COUPON		04/08/2008	10,000,000.00	10,093,400.00	9,987,168.89	1.750	1.921	242	03/31/2010
912828HY9	08070	U. S. TREASURY COUPON		09/30/2008	10,000,000.00	10,414,800.00	10,123,931.56	3.125	2.732	1,368	04/30/2013
912828KU3	08226	U. S. TREASURY COUPON		06/09/2009	10,000,000.00	9,976,351.64	9,912,397.83	0.875	1.355	668	05/31/2011
		Subtotal and Average	**79,119,590.47**		**50,000,000.00**	**50,602,551.64**	**50,049,709.87**		**2.456**	**481**	
Federal Agency Coupons											
31331YVX5	06895	FEDERAL FARM CREDIT BANK		03/18/2008	10,000,000.00	10,181,300.00	10,022,325.78	3.950	3.733	1,311	03/04/2013
31331GDP1	08086	FEDERAL FARM CREDIT BANK		11/04/2008	10,000,000.00	10,106,300.00	9,989,360.37	4.875	4.836	1,549	10/28/2013
31331GQG7	08150	FEDERAL FARM CREDIT BANK		03/17/2009	10,000,000.00	10,128,100.00	10,000,000.00	1.800	1.775	593	03/17/2011
31331GQF9	08157	FEDERAL FARM CREDIT BANK		03/24/2009	10,000,000.00	10,050,513.89	10,011,621.13	1.850	1.738	599	03/23/2011
31331GUE7	08208	FEDERAL FARM CREDIT BANK		05/13/2009	10,000,000.00	9,977,490.28	10,005,590.28	2.875	2.836	1,374	05/06/2013
31331GVJ5	08209	FEDERAL FARM CREDIT BANK		05/13/2009	10,000,000.00	10,003,405.56	10,000,305.56	1.100	1.085	468	11/12/2010
3133XNVR7	06802	FEDERAL HOME LOAN BANK		01/04/2008	10,000,000.00	10,178,100.00	10,000,000.00	4.625	4.562	1,252	01/04/2013
3133XPZ31	06898	FEDERAL HOME LOAN BANK		03/19/2008	10,000,000.00	10,206,300.00	10,000,000.00	4.000	3.945	1,326	03/19/2013
3133XRE55	07017	FEDERAL HOME LOAN BANK		06/09/2008	10,000,000.00	10,259,400.00	10,000,000.00	3.550	3.501	677	06/09/2011
3133XTW77	08233	FEDERAL HOME LOAN BANK		06/22/2009	10,000,000.00	10,050,000.00	9,951,805.56	2.200	2.341	1,056	06/22/2012
3128X6NS1	06694	FED HOME LOAN MORT CORP		10/18/2007	10,000,000.00	10,090,900.00	9,998,967.92	5.050	5.003	1,171	10/15/2012
3128X8HR6	08133	FED HOME LOAN MORT CORP		02/05/2009	10,000,000.00	9,974,933.33	9,955,724.94	3.000	3.066	1,648	02/04/2014
3128X8HR6	08135	FED HOME LOAN MORT CORP		02/10/2009	10,000,000.00	9,979,100.00	9,957,051.84	3.000	3.073	1,648	02/04/2014
3128X8KQ4	08148	FED HOME LOAN MORT CORP		03/12/2009	10,000,000.00	9,985,366.67	9,995,856.11	3.250	3.266	1,662	02/18/2014
3128X8RT1	08149	FED HOME LOAN MORT CORP		03/16/2009	10,000,000.00	10,073,500.00	10,000,000.00	2.125	2.096	592	03/16/2011
3128X8QG0	08153	FED HOME LOAN MORT CORP		03/23/2009	10,000,000.00	10,048,900.00	9,978,555.56	2.125	2.198	783	09/23/2011
3128X8NT5	08161	FED HOME LOAN MORT CORP		03/30/2009	10,000,000.00	10,017,211.11	10,006,111.11	2.000	1.973	961	03/19/2012
3137EABG3	08174	FED HOME LOAN MORT CORP		04/14/2009	10,000,000.00	10,193,800.00	10,148,844.28	2.875	0.857	272	04/30/2010
3128X8UW0	08176	FED HOME LOAN MORT CORP		04/15/2009	10,000,000.00	10,017,955.56	9,998,407.65	1.150	1.163	524	01/07/2011
3128X8WF5	08179	FED HOME LOAN MORT CORP		04/23/2009	10,000,000.00	9,912,766.67	10,001,666.67	3.000	2.959	1,724	04/21/2014
3128X8MY5	08192	FED HOME LOAN MORT CORP		05/05/2009	18,978,000.00	18,996,545.72	19,165,230.85	3.250	3.072	1,675	03/03/2014
3128X8SK9	08195	FED HOME LOAN MORT CORP		05/06/2009	10,000,000.00	10,085,661.11	10,084,750.70	2.500	2.199	965	03/23/2012
3128X8A93	08202	FED HOME LOAN MORT CORP		05/11/2009	10,000,000.00	9,977,000.00	9,985,185.19	2.050	2.076	1,014	05/11/2012
3128X8ZQ8	08218	FED HOME LOAN MORT CORP		05/19/2009	10,000,000.00	9,874,900.00	10,000,000.00	3.125	3.082	1,752	05/19/2014
3128X8E99	08219	FED HOME LOAN MORT CORP		05/19/2009	9,995,000.00	9,987,903.55	9,995,000.00	2.250	2.219	1,206	11/19/2012
3128X8W57	08234	FED HOME LOAN MORT CORP		06/22/2009	10,000,000.00	10,029,700.00	10,000,000.00	2.000	1.973	873	12/22/2011
3128X8N24	08238	FED HOME LOAN MORT CORP		06/24/2009	10,000,000.00	9,966,600.00	10,000,000.00	3.500	3.452	1,788	06/24/2014
3128X8Y89	08248	FED HOME LOAN MORT CORP		07/02/2009	10,000,000.00	10,027,900.00	9,995,080.56	3.400	3.364	1,796	07/02/2014

General Fund
Portfolio Management
Portfolio Details - Investments
July 31, 2009

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											
3136F8YW9	06776	FEDERAL NATIONAL MORT. ASSOC.		12/14/2007	10,000,000.00	10,137,500.00	10,000,000.00	4.600	4.537	1,231	12/14/2012
3136F9BT9	06879	FEDERAL NATIONAL MORT. ASSOC.		03/10/2008	10,000,000.00	10,028,100.00	10,000,000.00	3.000	2.959	586	03/10/2011
3136F9AH6	06897	FEDERAL NATIONAL MORT. ASSOC.		03/19/2008	10,000,000.00	10,212,500.00	10,043,700.00	4.100	3.742	1,326	03/19/2013
3136F9PZ0	07005	FEDERAL NATIONAL MORT. ASSOC.		05/28/2008	10,000,000.00	10,571,900.00	9,977,050.00	4.050	4.061	1,396	05/28/2013
3136F95C3	08137	FEDERAL NATIONAL MORT. ASSOC.		02/13/2009	10,000,000.00	10,003,100.00	9,995,777.78	1.500	1.496	926	02/13/2012
3136FHBB0	08145	FEDERAL NATIONAL MORT. ASSOC.		02/26/2009	10,000,000.00	9,881,300.00	10,000,000.00	2.000	1.973	1,670	02/26/2014
3136FHBB0	08146	FEDERAL NATIONAL MORT. ASSOC.		02/26/2009	20,000,000.00	19,762,600.00	20,000,000.00	2.000	1.973	1,670	02/26/2014
31398AVX7	08151	FEDERAL NATIONAL MORT. ASSOC.		03/19/2009	10,000,000.00	10,059,400.00	9,993,416.67	2.500	2.492	961	03/19/2012
3136FHDR3	08154	FEDERAL NATIONAL MORT. ASSOC.		03/23/2009	10,000,000.00	10,075,000.00	9,997,796.30	2.500	2.474	985	03/23/2012
3136FHFV2	08156	FEDERAL NATIONAL MORT. ASSOC.		03/25/2009	10,000,000.00	9,950,000.00	10,000,000.00	2.375	2.342	1,332	03/25/2013
3136FHHH1	08172	FEDERAL NATIONAL MORT. ASSOC.		04/14/2009	10,000,000.00	9,737,500.00	9,990,594.44	2.000	3.140	1,717	04/14/2014
3136FHHH1	08173	FEDERAL NATIONAL MORT. ASSOC.		04/14/2009	10,000,000.00	9,737,500.00	9,995,297.22	2.000	3.129	1,717	04/14/2014
31398AWL2	08177	FEDERAL NATIONAL MORT. ASSOC.		04/15/2009	10,000,000.00	10,043,800.00	10,000,000.00	1.750	1.726	622	04/15/2011
3136FHLD5	08181	FEDERAL NATIONAL MORT. ASSOC.		04/27/2009	10,000,000.00	10,012,500.00	9,995,435.19	1.250	1.250	1,000	04/27/2012
3136FHMA0	08183	FEDERAL NATIONAL MORT. ASSOC.		04/29/2009	10,000,000.00	9,981,300.00	9,997,682.54	2.250	2.227	1,185	10/29/2012
3136FHNU5	08193	FEDERAL NATIONAL MORT. ASSOC.		05/06/2009	10,000,000.00	9,871,900.00	9,990,472.22	2.000	1.993	1,739	05/06/2014
3136FHRW7	08215	FEDERAL NATIONAL MORT. ASSOC.		05/18/2009	10,000,000.00	10,031,300.00	10,000,000.00	1.750	1.726	839	11/18/2011
3136FHRZ0	08220	FEDERAL NATIONAL MORT. ASSOC.		05/28/2009	10,000,000.00	10,018,800.00	10,000,000.00	3.000	2.959	1,761	05/28/2014
3136FHTY1	08222	FEDERAL NATIONAL MORT. ASSOC.		06/02/2009	10,000,000.00	9,837,500.00	9,966,147.22	3.000	3.034	1,766	06/02/2014
3136FHUF0	08223	FEDERAL NATIONAL MORT. ASSOC.		06/04/2009	10,000,000.00	9,975,000.00	10,000,000.00	1.500	1.479	1,038	06/04/2012
3136FHYM1	08225	FEDERAL NATIONAL MORT. ASSOC.		06/09/2009	10,000,000.00	9,893,800.00	9,980,577.78	1.500	1.521	1,773	06/09/2014
3136FHG74	08236	FEDERAL NATIONAL MORT. ASSOC.		06/23/2009	10,000,000.00	9,950,000.00	10,000,000.00	2.500	2.466	1,787	06/23/2014
31398AVH2	08240	FEDERAL NATIONAL MORT. ASSOC.		06/24/2009	10,000,000.00	10,095,069.44	10,097,579.94	3.250	3.258	1,655	02/11/2014
3136FHN50	08245	FEDERAL NATIONAL MORT. ASSOC.		06/29/2009	10,000,000.00	10,028,100.00	9,990,254.17	2.500	2.495	1,245	12/28/2012
3136FHH99	08246	FEDERAL NATIONAL MORT. ASSOC.		06/30/2009	10,000,000.00	9,984,400.00	10,000,000.00	3.750	3.699	1,794	06/30/2014
3136FHR80	08247	FEDERAL NATIONAL MORT. ASSOC.		06/30/2009	20,000,000.00	19,862,600.00	20,000,000.00	2.550	2.515	1,794	06/30/2014
		Subtotal and Average	**593,793,394.80**		**568,973,000.00**	**570,124,022.89**	**569,259,225.53**		**2.660**	**1,278**	
Medium Term Notes											
060505DC5	08024	BANK OF AMERICA CORP		08/05/2008	10,000,000.00	9,885,600.00	9,961,470.95	0.836	1.956	293	05/21/2010
06050BAA9	08100	Bank of America Corp - FDIC		12/04/2008	10,000,000.00	10,339,500.00	10,009,388.17	3.125	3.048	1,049	06/15/2012
06406HBA6	08124	Bank of New York Mellon		01/14/2009	10,000,000.00	10,570,600.00	10,441,679.25	5.125	3.018	822	11/01/2011
084664AR2	06242	BERKSHIRE HATHAWAY FINANCE		11/16/2006	10,000,000.00	10,166,900.00	9,962,434.06	4.125	4.956	167	01/15/2010
084664AR2	08099	BERKSHIRE HATHAWAY FINANCE		12/04/2008	5,000,000.00	5,083,450.00	5,027,456.71	4.125	2.849	167	01/15/2010
33901AAA6	05180	FLEETBOSTON FINANCIAL CORP		12/12/2005	10,000,000.00	10,087,200.00	10,070,984.43	7.375	4.932	122	12/01/2009
36962GX82	06106	GENERAL ELECTRIC CAPITAL CORP		08/29/2006	10,000,000.00	10,180,300.00	10,000,000.00	5.720	5.644	751	08/22/2011

General Fund
Portfolio Management
Portfolio Details - Investments
July 31, 2009

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											
36962GZ31	06398	GENERAL ELECTRIC CAPITAL CORP		01/26/2007	10,000,000.00	10,095,300.00	10,001,666.20	5.250	5.100	87	10/27/2009
36962GR48	08092	GENERAL ELECTRIC CAPITAL CORP		11/17/2008	10,000,000.00	10,028,000.00	10,006,845.07	4.125	3.236	31	09/01/2009
36962G3C6	08130	GENERAL ELECTRIC CAPITAL CORP		02/03/2009	10,000,000.00	10,000,100.00	9,990,239.23	0.774	2.421	30	08/31/2009
38146FAA9	08101	Goldman Sachs Group - FDIC		12/04/2008	10,000,000.00	10,376,900.00	10,067,523.21	3.250	2.959	1,049	06/15/2012
423328BM4	08127	HELLER FINANCIAL INC/GE		01/22/2009	4,000,000.00	4,047,800.00	4,052,709.68	7.375	2.002	92	11/01/2009
459200GK1	08110	IBM CORP		12/11/2008	10,000,000.00	10,118,500.00	9,552,211.68	1.082	3.849	726	07/28/2011
59018YUZ2	05179	MERRILL LYNCH		12/12/2005	10,000,000.00	10,137,300.00	9,963,312.50	4.250	4.971	191	02/08/2010
634902JZ4	05331	NATIONAL CITY BANK		04/11/2006	10,075,000.00	10,075,000.00	10,075,000.00	4.150	5.295	0	08/01/2009
634902LJ7	06289	NATIONAL CITY BANK		12/12/2006	8,060,000.00	8,107,231.60	8,034,196.13	4.250	4.887	181	01/29/2010
949746NB3	06251	WELLS FARGO & CO.		11/21/2006	10,000,000.00	10,370,600.00	9,967,013.82	4.875	5.059	529	01/12/2011
949746NY3	08104	WELLS FARGO & CO.		12/08/2008	10,000,000.00	10,236,700.00	9,789,041.55	4.375	4.977	1,279	01/31/2013
949746JJ1	08134	WELLS FARGO & CO.		02/09/2009	9,095,000.00	9,196,500.20	9,173,796.26	4.200	4.816	167	01/15/2010
98151GAA3	08163	WACHOVIA MORTGAGE FSB		04/02/2009	9,000,000.00	9,104,310.00	9,023,833.99	4.125	11.692	136	12/15/2009
949744AA4	08106	WELLS FARGO & CO - FDIC		12/10/2008	10,000,000.00	10,315,700.00	10,000,000.00	3.000	2.959	860	12/09/2011
949744AA4	08107	WELLS FARGO & CO - FDIC		12/10/2008	20,000,000.00	20,631,400.00	20,000,000.00	3.000	2.959	860	12/09/2011
		Subtotal and Average	**219,701,127.46**		**215,230,000.00**	**219,154,891.80**	**215,170,802.89**		**4.245**	**475**	
Negotiable Certificates of Deposit											
90333VDG2	08131	US BANK NA CINCINNATI		02/04/2009	10,000,000.00	10,010,900.00	10,000,000.00	1.510	1.510	32	09/02/2009
		Subtotal and Average	**16,774,193.55**		**10,000,000.00**	**10,010,900.00**	**10,000,000.00**		**1.510**	**32**	
Commercial Paper Disc. -Amortizing											
90262CV38	09258	UBS FINANCE, INC - DELAWARE		07/31/2009	40,000,000.00	40,000,000.00	39,999,577.78	0.190	0.190	2	08/03/2009
		Subtotal and Average	**19,289,999.82**		**40,000,000.00**	**40,000,000.00**	**39,999,577.78**		**0.190**	**2**	
Treasury Discounts -Amortizing											
912795S28	08069	U. S. TREASURY BILL		09/30/2008	10,000,000.00	9,988,155.56	9,988,155.56	1.640	1.682	26	08/27/2009
		Subtotal and Average	**9,981,322.22**		**10,000,000.00**	**9,988,155.56**	**9,988,155.56**		**1.682**	**26**	
PFA - HELICOPTER											
SYS08169	08169	Public Finance Authority		04/09/2009	1,500,000.00	1,500,000.00	1,500,000.00	2.476	2.442	2,445	04/11/2016
		Subtotal and Average	**1,500,000.00**		**1,500,000.00**	**1,500,000.00**	**1,500,000.00**		**2.442**	**2,445**	
Local Agency GO Bond											
SYS08241	08241	Newcastle Elem. School Distric		08/24/2009	60,000.00	60,000.00	60,000.00	0.580	0.572	334	07/01/2010

General Fund
Portfolio Management
Portfolio Details - Investments
July 31, 2009

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
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	699	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	1,065	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	1,430	07/01/2013
		Subtotal and Average	**245,000.00**		**245,000.00**	**245,000.00**	**245,000.00**		**0.545**	**893**	
Local Agency Bonds											
SYS05311	05311	MIDDLE FORK JPA		03/29/2006	32,656,106.00	32,656,106.00	32,656,106.00	5.260	5.208	9,740	04/01/2036
		Subtotal and Average	**32,656,106.00**		**32,656,106.00**	**32,656,106.00**	**32,656,106.00**		**5.208**	**9,740**	
Rolling Repurchase Agreements - 2											
SYS09254	09254	CANTOR FITZGERALD		07/28/2009	80,001,022.22	80,001,022.22	80,001,022.22	0.160	0.158	1	
SYS08164	08164	WFB REPURCHASE-SWEEP		04/01/2009	87,968,169.56	87,968,169.56	87,968,169.56	0.200	0.197	1	
		Subtotal and Average	**133,284,132.89**		**167,969,191.78**	**167,969,191.78**	**167,969,191.78**		**0.178**	**1**	
		Total and Average	**1,108,724,695.37**		**1,096,573,297.78**	**1,102,250,819.67**	**1,096,837,769.41**		**2.547**	**1,073**	

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General Fund
Portfolio Management
Portfolio Details - Cash
July 31, 2009

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			776,734.40	776,734.40	776,734.40		0.000	1
Undeposited Receipts										
SYS00000VAULT	00000VAULT	PLACER COUNTY CASH			195,726.49	195,726.49	195,726.49		0.000	1
		Average Balance	0.00							1
		Total Cash and Investments	1,108,724,695.37		1,097,545,758.67	1,103,223,280.56	1,097,810,230.30		2.547	1,073

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General Fund
Purchases Report
Sorted by Fund - Investment Number
July 1, 2009 - July 31, 2009

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													
3128X8Y89	08248	1010	FAC	FHLMC	10,000,000.00	07/02/2009	01/02 - 07/02	9,995,000.00		3.400	07/02/2014	3.411	9,995,080.56
90262CUT2	09249	1010	ACP	UBSF	20,000,000.00	07/24/2009	07/27 - At Maturity	19,999,750.00		0.150	07/27/2009	0.152	0.00
90262CUU9	09250	1010	ACP	UBSF	49,000,000.00	07/27/2009	07/28 - At Maturity	48,999,795.83		0.150	07/28/2009	0.152	0.00
36960LUU7	09251	1010	ACP	GE	49,000,000.00	07/27/2009	07/28 - At Maturity	48,999,863.89		0.100	07/28/2009	0.101	0.00
90262CUV7	09253	1010	ACP	UBSF	40,000,000.00	07/28/2009	07/29 - At Maturity	39,999,822.22		0.160	07/29/2009	0.162	0.00
SYS09254	09254	1010	RR2	CF	80,000,000.00	07/28/2009	/ - 1 Day	80,000,000.00		0.150		0.150	80,001,022.22
90262CUW5	09256	1010	ACP	UBSF	40,000,000.00	07/29/2009	07/30 - At Maturity	39,999,822.22		0.160	07/30/2009	0.162	0.00
90262CUX3	09257	1010	ACP	UBSF	40,000,000.00	07/30/2009	07/31 - At Maturity	39,999,833.33		0.150	07/31/2009	0.152	0.00
90262CV38	09258	1010	ACP	UBSF	40,000,000.00	07/31/2009	08/03 - At Maturity	39,999,366.67		0.190	08/03/2009	0.193	39,999,577.78
				Subtotal	**368,000,000.00**			**367,993,254.16**	**0.00**				**129,995,680.56**
				Total Purchases	**368,000,000.00**			**367,993,254.16**	**0.00**				**129,995,680.56**

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Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer

COUNTY OF PLACER

TREASURER'S POOLED INVESTMENT REPORT

For the Month of AUGUST 31, 2009

3.4.10

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, 2009

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 1,139 days.

The ability of the Placer County Treasury to meet its cash flow needs is demonstrated by $214,406,159.56 in cash and investments maturing in the next 180 days.

3-4-11

General Fund
Portfolio Management
Portfolio Summary
August 31, 2009

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Coupons	50,000,000.00	50,634,718.76	49,930,192.90	4.86	1,040	845	1.875	1.901
Federal Agency Coupons	558,973,000.00	562,137,246.31	559,068,949.83	54.42	1,449	1,257	2.690	2.728
Medium Term Notes	195,155,000.00	199,835,081.90	195,449,721.85	19.03	1,043	531	3.779	3.831
Negotiable Certificates of Deposit	10,000,000.00	10,000,400.00	10,000,000.00	0.97	210	1	1.510	1.531
Commercial Paper Disc. -Amortizing	47,000,000.00	46,997,650.00	46,997,180.00	4.57	12	8	0.270	0.274
PFA - HELICOPTER	1,500,000.00	1,500,000.00	1,500,000.00	0.15	2,559	2,414	2.442	2.476
Local Agency GO Bond	245,000.00	245,000.00	245,000.00	0.02	931	862	0.545	0.552
Local Agency Bonds	32,656,106.00	32,656,106.00	32,656,106.00	3.18	10,961	9,709	5.208	5.280
Rolling Repurchase Agreements - 2	131,451,339.17	131,451,339.17	131,451,339.17	12.80	1	1	0.209	0.212
Investments	**1,026,980,445.17**	**1,035,457,542.14**	**1,027,298,489.75**	**100.00%**	**1,392**	**1,139**	**2.497**	**2.532**
Cash								
Passbook/Checking (not included in yield calculations)	2,238,291.93	2,238,291.93	2,238,291.93		1	1	0.000	0.000
Total Cash and Investments	**1,029,218,737.10**	**1,037,695,834.07**	**1,029,536,781.68**		**1,392**	**1,139**	**2.497**	**2.532**

Total Earnings	August 31 Month Ending	Fiscal Year To Date
Current Year	2,327,728.97	4,843,524.45
Average Daily Balance	**1,071,570,618.65**	**1,090,147,657.01**
Effective Rate of Return	**2.56%**	**2.62%**

Kimberly Hawley 9/2/09

KIMBERLY HAWLEY, CHIEF DEPUTY TREASURER

Reporting period 08/01/2009-08/31/2009
Data Updated: FUNDSNAP: 09/01/2009 11:01
Run Date: 09/01/2009 - 11:01

General Fund
Portfolio Management
Portfolio Details - Investments
August 31, 2009

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											
912828HU7	06920	U. S. TREASURY COUPON		04/08/2008	10,000,000.00	10,083,600.00	9,988,812.54	1.750	1.921	211	03/31/2010
912828HY9	08070	U. S. TREASURY COUPON		09/30/2008	10,000,000.00	10,471,100.00	10,121,123.17	3.125	2.732	1,337	04/30/2013
912828KU3	08226	U. S. TREASURY COUPON		06/09/2009	10,000,000.00	10,011,951.64	9,916,563.05	0.875	1.355	637	05/31/2011
912828LB4	09266	U. S. TREASURY COUPON		08/12/2009	10,000,000.00	10,030,913.04	9,943,950.49	1.500	1.718	1,048	07/15/2012
912828KP4	09267	U. S. TREASURY COUPON		08/12/2009	10,000,000.00	10,037,154.08	9,959,743.65	1.375	1.631	987	05/15/2012
		Subtotal and Average	**49,970,433.88**		**50,000,000.00**	**50,634,718.76**	**49,930,192.90**		**1.875**	**845**	
Federal Agency Coupons											
31331YVX5	06895	FEDERAL FARM CREDIT BANK		03/18/2008	10,000,000.00	10,171,900.00	10,019,181.30	3.950	3.733	1,280	03/04/2013
31331GDP1	08086	FEDERAL FARM CREDIT BANK		11/04/2008	10,000,000.00	10,068,800.00	9,989,569.40	4.875	4.836	1,518	10/28/2013
31331GQG7	08150	FEDERAL FARM CREDIT BANK		03/17/2009	10,000,000.00	10,131,300.00	10,000,000.00	1.800	1.775	562	03/17/2011
31331GQF9	08157	FEDERAL FARM CREDIT BANK		03/24/2009	10,000,000.00	10,053,613.89	10,010,184.85	1.850	1.738	568	03/23/2011
31331GUE7	08208	FEDERAL FARM CREDIT BANK		05/13/2009	10,000,000.00	10,008,690.28	10,005,590.28	2.875	2.836	1,343	05/06/2013
3133XNVR7	06802	FEDERAL HOME LOAN BANK		01/04/2008	10,000,000.00	10,143,800.00	10,000,000.00	4.625	4.562	1,221	01/04/2013
3133XPZ31	06898	FEDERAL HOME LOAN BANK		03/19/2008	10,000,000.00	10,196,900.00	10,000,000.00	4.000	3.945	1,295	03/19/2013
3133XRE55	07017	FEDERAL HOME LOAN BANK		06/09/2008	10,000,000.00	10,243,800.00	10,000,000.00	3.550	3.501	646	06/09/2011
3133XTW77	08233	FEDERAL HOME LOAN BANK		06/22/2009	10,000,000.00	10,081,300.00	9,953,194.44	2.200	2.341	1,025	06/22/2012
3133XUN33	09276	FEDERAL HOME LOAN BANK		08/27/2009	10,000,000.00	10,034,400.00	10,000,000.00	2.250	2.219	1,091	08/27/2012
3128X6NS1	06694	FED HOME LOAN MORT CORP		10/18/2007	10,000,000.00	10,054,400.00	9,999,386.33	5.050	5.003	1,140	10/15/2012
3128X8HR6	08133	FED HOME LOAN MORT CORP		02/05/2009	10,000,000.00	10,041,300.00	9,955,725.40	3.000	3.066	1,617	02/04/2014
3128X8HR6	08135	FED HOME LOAN MORT CORP		02/10/2009	10,000,000.00	10,041,300.00	9,952,938.13	3.000	3.073	1,617	02/04/2014
3128X8KQ4	08148	FED HOME LOAN MORT CORP		03/12/2009	10,000,000.00	10,049,000.00	9,974,664.41	3.250	3.266	1,631	02/18/2014
3128X8RT1	08149	FED HOME LOAN MORT CORP		03/16/2009	10,000,000.00	10,074,200.00	10,000,000.00	2.125	2.096	561	03/16/2011
3128X8QG0	08153	FED HOME LOAN MORT CORP		03/23/2009	10,000,000.00	10,072,600.00	9,979,388.89	2.125	2.198	752	09/23/2011
3128X8NT5	08161	FED HOME LOAN MORT CORP		03/30/2009	10,000,000.00	10,010,511.11	10,006,111.11	2.000	1.973	930	03/19/2012
3137EABG3	08174	FED HOME LOAN MORT CORP		04/14/2009	10,000,000.00	10,162,500.00	10,132,244.55	2.875	0.857	241	04/30/2010
3128X8UW0	08176	FED HOME LOAN MORT CORP		04/15/2009	10,000,000.00	10,011,455.56	9,998,648.81	1.150	1.163	493	01/07/2011
3128X8WF5	08179	FED HOME LOAN MORT CORP		04/23/2009	10,000,000.00	9,977,866.67	10,001,666.67	3.000	2.959	1,693	04/21/2014
3128X8MY5	08192	FED HOME LOAN MORT CORP		05/05/2009	18,978,000.00	19,169,055.74	19,153,767.62	3.250	3.072	1,644	03/03/2014
3128X8SK9	08195	FED HOME LOAN MORT CORP		05/06/2009	10,000,000.00	10,108,161.11	10,077,652.91	2.500	2.199	934	03/23/2012
3128X8A93	08202	FED HOME LOAN MORT CORP		05/11/2009	10,000,000.00	10,013,500.00	9,985,629.63	2.050	2.076	983	05/11/2012
3128X8ZQ8	08218	FED HOME LOAN MORT CORP		05/19/2009	10,000,000.00	9,945,100.00	10,000,000.00	3.125	3.082	1,721	05/19/2014
3128X8E99	08219	FED HOME LOAN MORT CORP		05/19/2009	9,995,000.00	10,011,091.95	9,995,000.00	2.250	2.219	1,175	11/19/2012
3128X8W57	08234	FED HOME LOAN MORT CORP		06/22/2009	10,000,000.00	10,040,300.00	10,000,000.00	2.000	1.973	842	12/22/2011
3128X8N24	08238	FED HOME LOAN MORT CORP		06/24/2009	10,000,000.00	10,017,600.00	10,000,000.00	3.500	3.452	1,757	06/24/2014
3128X8Y89	08248	FED HOME LOAN MORT CORP		07/02/2009	10,000,000.00	10,102,500.00	9,995,163.89	3.400	3.364	1,765	07/02/2014

General Fund
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August 31, 2009

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											
3136F8YW9	06776	FEDERAL NATIONAL MORT. ASSOC.		12/14/2007	10,000,000.00	10,109,400.00	10,000,000.00	4.600	4.537	1,200	12/14/2012
3136F9BT9	06879	FEDERAL NATIONAL MORT. ASSOC.		03/10/2008	10,000,000.00	10,006,300.00	10,000,000.00	3.000	2.959	555	03/10/2011
3136F9AH6	06897	FEDERAL NATIONAL MORT. ASSOC.		03/19/2008	10,000,000.00	10,206,300.00	10,037,950.00	4.100	3.742	1,295	03/19/2013
3136F9PZ0	07005	FEDERAL NATIONAL MORT. ASSOC.		05/28/2008	10,000,000.00	10,662,500.00	9,977,550.00	4.050	4.061	1,365	05/28/2013
3136FHBB0	08145	FEDERAL NATIONAL MORT. ASSOC.		02/26/2009	10,000,000.00	9,959,400.00	10,000,000.00	2.000	1.973	1,639	02/26/2014
3136FHBB0	08146	FEDERAL NATIONAL MORT. ASSOC.		02/26/2009	20,000,000.00	19,918,800.00	20,000,000.00	2.000	1.973	1,639	02/26/2014
31398AVX7	08151	FEDERAL NATIONAL MORT. ASSOC.		03/19/2009	10,000,000.00	10,078,100.00	9,993,625.00	2.500	2.492	930	03/19/2012
3136FHDR3	08154	FEDERAL NATIONAL MORT. ASSOC.		03/23/2009	10,000,000.00	10,112,500.00	9,997,865.74	2.500	2.474	934	03/23/2012
3136FHFV2	08156	FEDERAL NATIONAL MORT. ASSOC.		03/25/2009	10,000,000.00	10,028,100.00	10,000,000.00	2.375	2.342	1,301	03/25/2013
3136FHHH1	08172	FEDERAL NATIONAL MORT. ASSOC.		04/14/2009	10,000,000.00	9,859,400.00	9,990,761.11	2.000	3.140	1,686	04/14/2014
3136FHHH1	08173	FEDERAL NATIONAL MORT. ASSOC.		04/14/2009	10,000,000.00	9,859,400.00	9,995,380.56	2.000	3.129	1,686	04/14/2014
31398AWL2	08177	FEDERAL NATIONAL MORT. ASSOC.		04/15/2009	10,000,000.00	10,059,400.00	10,000,000.00	1.750	1.726	591	04/15/2011
3136FHLD5	08181	FEDERAL NATIONAL MORT. ASSOC.		04/27/2009	10,000,000.00	10,025,000.00	9,995,574.07	1.250	1.250	969	04/27/2012
3136FHMA0	08183	FEDERAL NATIONAL MORT. ASSOC.		04/29/2009	10,000,000.00	10,034,400.00	9,997,742.06	2.250	2.227	1,154	10/29/2012
3136FHNU5	08193	FEDERAL NATIONAL MORT. ASSOC.		05/06/2009	10,000,000.00	9,984,400.00	9,990,638.89	2.000	1.993	1,708	05/06/2014
3136FHRW7	08215	FEDERAL NATIONAL MORT. ASSOC.		05/18/2009	10,000,000.00	10,000,000.00	10,000,000.00	1.750	1.726	808	11/18/2011
3136FHTY1	08222	FEDERAL NATIONAL MORT. ASSOC.		06/02/2009	10,000,000.00	9,940,600.00	9,966,730.56	3.000	3.034	1,735	06/02/2014
3136FHUF0	08223	FEDERAL NATIONAL MORT. ASSOC.		06/04/2009	10,000,000.00	10,012,500.00	10,000,000.00	1.500	1.479	1,007	06/04/2012
3136FHYM1	08225	FEDERAL NATIONAL MORT. ASSOC.		06/09/2009	10,000,000.00	9,987,500.00	9,980,911.11	1.500	1.521	1,742	06/09/2014
3136FHG74	08236	FEDERAL NATIONAL MORT. ASSOC.		06/23/2009	10,000,000.00	10,009,400.00	10,000,000.00	2.500	2.466	1,756	06/23/2014
31398AVH2	08240	FEDERAL NATIONAL MORT. ASSOC.		06/24/2009	10,000,000.00	10,059,400.00	9,977,924.42	3.250	3.258	1,624	02/11/2014
3136FHN50	08245	FEDERAL NATIONAL MORT. ASSOC.		06/29/2009	10,000,000.00	10,053,100.00	9,990,492.45	2.500	2.495	1,214	12/28/2012
3136FHH99	08246	FEDERAL NATIONAL MORT. ASSOC.		06/30/2009	10,000,000.00	10,021,900.00	10,000,000.00	3.750	3.699	1,763	06/30/2014
3136FHR80	08247	FEDERAL NATIONAL MORT. ASSOC.		06/30/2009	20,000,000.00	20,025,000.00	20,000,000.00	2.550	2.515	1,763	06/30/2014
3136FH4S1	09274	FEDERAL NATIONAL MORT. ASSOC.		08/19/2009	10,000,000.00	10,087,500.00	9,990,095.24	2.375	2.372	1,267	02/19/2013
		Subtotal and Average	**566,238,472.43**		**558,973,000.00**	**562,137,246.31**	**559,068,949.83**		**2.690**	**1,257**	
Medium Term Notes											
060505DC5	08024	BANK OF AMERICA CORP		08/05/2008	10,000,000.00	9,948,300.00	9,965,547.40	0.527	1.827	262	05/21/2010
06050BAA9	08100	Bank of America Corp - FDIC		12/04/2008	10,000,000.00	10,386,100.00	10,009,115.78	3.125	3.048	1,018	06/15/2012
06406HBA6	08124	Bank of New York Mellon		01/14/2009	10,000,000.00	10,630,300.00	10,425,320.75	5.125	3.018	791	11/01/2011
084664AR2	06242	BERKSHIRE HATHAWAY FINANCE		11/16/2006	10,000,000.00	10,151,400.00	9,969,305.88	4.125	4.956	136	01/15/2010
084664AR2	08099	BERKSHIRE HATHAWAY FINANCE		12/04/2008	5,000,000.00	5,075,700.00	5,022,434.14	4.125	2.849	136	01/15/2010
33901AAA6	05180	FLEETBOSTON FINANCIAL CORP		12/12/2005	10,000,000.00	10,141,300.00	10,053,238.32	7.375	4.932	91	12/01/2009
36962GM68	09259	General Electric Company		08/03/2009	10,000,000.00	10,425,200.00	10,384,118.36	4.375	2.941	811	11/21/2011
36962GX82	06106	GENERAL ELECTRIC CAPITAL CORP		08/29/2006	10,000,000.00	10,162,200.00	10,000,000.00	5.720	5.644	720	08/22/2011

General Fund
Portfolio Management
Portfolio Details - Investments
August 31, 2009

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											
36962GR48	08092	GENERAL ELECTRIC CAPITAL CORP		11/17/2008	10,000,000.00	10,000,000.00	10,000,000.00	4.125	3.238	0	09/01/2009
38146FAA9	08101	Goldman Sachs Group - FDIC		12/04/2008	10,000,000.00	10,428,300.00	10,065,564.12	3.250	2.959	1,018	06/15/2012
423328BM4	08127	HELLER FINANCIAL INC/GE		01/22/2009	4,000,000.00	4,043,960.00	4,035,139.78	7.375	2.002	61	11/01/2009
459200GK1	08110	IBM CORP		12/11/2008	10,000,000.00	10,110,300.00	9,571,332.12	1.082	3.849	695	07/28/2011
59018YUZ2	05179	MERRILL LYNCH		12/12/2005	10,000,000.00	10,137,600.00	9,969,198.20	4.250	4.971	160	02/08/2010
634902LJ7	06289	NATIONAL CITY BANK		12/12/2006	8,060,000.00	8,108,037.60	8,038,545.10	4.250	4.887	150	01/29/2010
949746NB3	06251	WELLS FARGO & CO.		11/21/2006	10,000,000.00	10,375,000.00	9,968,913.21	4.875	5.059	498	01/12/2011
949746NY3	08104	WELLS FARGO & CO.		12/08/2008	10,000,000.00	10,354,300.00	9,794,068.36	4.375	4.977	1,248	01/31/2013
949746JJ1	08134	WELLS FARGO & CO.		02/09/2009	9,095,000.00	9,185,404.30	9,159,382.31	4.200	4.816	136	01/15/2010
98151GAA3	08163	WACHOVIA MORTGAGE FSB		04/02/2009	9,000,000.00	9,087,480.00	9,018,498.02	4.125	3.346	105	12/15/2009
949744AA4	08106	WELLS FARGO & CO - FDIC		12/10/2008	10,000,000.00	10,361,400.00	10,000,000.00	3.000	2.959	829	12/09/2011
949744AA4	08107	WELLS FARGO & CO - FDIC		12/10/2008	20,000,000.00	20,722,800.00	20,000,000.00	3.000	2.959	829	12/09/2011
		Subtotal and Average	**205,119,952.67**		**195,155,000.00**	**199,835,081.90**	**196,449,721.85**		**3.779**	**531**	
Negotiable Certificates of Deposit											
90333VDG2	08131	US BANK NA CINCINNATI		02/04/2009	10,000,000.00	10,000,400.00	10,000,000.00	1.510	1.510	1	09/02/2009
		Subtotal and Average	**10,000,000.00**		**10,000,000.00**	**10,000,400.00**	**10,000,000.00**		**1.510**	**1**	
Commercial Paper Disc. -Amortizing											
17307RW91	09278	Citigroup Funding Inc.		08/28/2009	47,000,000.00	46,997,650.00	46,997,180.00	0.270	0.270	8	09/09/2009
		Subtotal and Average	**40,902,575.07**		**47,000,000.00**	**46,997,650.00**	**46,997,180.00**		**0.270**	**8**	
Treasury Discounts -Amortizing											
		Subtotal and Average	**8,382,320.79**								
PFA - HELICOPTER											
SYS08169	08169	Public Finance Authority		04/09/2009	1,500,000.00	1,500,000.00	1,500,000.00	2.476	2.442	2,414	04/11/2016
		Subtotal and Average	**1,500,000.00**		**1,500,000.00**	**1,500,000.00**	**1,500,000.00**		**2.442**	**2,414**	
Local Agency GO Bond											
SYS08241	08241	Newcastle Elem. School Distric		06/24/2009	60,000.00	60,000.00	60,000.00	0.580	0.572	303	07/01/2010
SYS08242	08242	Newcastle Elem. School Distric		06/24/2009	60,000.00	60,000.00	60,000.00	1.090	0.614	668	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	1,034	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	1,399	07/01/2013
		Subtotal and Average	**245,000.00**		**245,000.00**	**245,000.00**	**245,000.00**		**0.545**	**862**	

General Fund
Portfolio Management
Portfolio Details - Investments
August 31, 2009

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Local Agency Bonds											
SYS05311	05311	MIDDLE FORK JPA		03/29/2006	32,656,106.00	32,656,106.00	32,656,106.00	5.280	5.208	9,709	04/01/2036
		Subtotal and Average	**32,656,106.00**		**32,656,106.00**	**32,656,106.00**	**32,656,106.00**		**5.208**	**9,709**	
Rolling Repurchase Agreements - 2											
SYS09254	09254	CANTOR FITZGERALD		07/28/2009	80,012,378.67	80,012,378.67	80,012,378.67	0.220	0.217	1	
SYS08164	08164	WFB REPURCHASE-SWEEP		04/01/2009	51,438,960.50	51,438,960.50	51,438,960.50	0.200	0.197	1	
		Subtotal and Average	**154,445,066.80**		**131,451,339.17**	**131,451,339.17**	**131,451,339.17**		**0.209**	**1**	
		Total and Average	**1,071,570,618.65**		**1,026,980,445.17**	**1,035,457,542.14**	**1,027,298,489.75**		**2.497**	**1,139**	

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General Fund
Portfolio Management
Portfolio Details - Cash
August 31, 2009

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			1,337,201.09	1,337,201.09	1,337,201.09		0.000	1
Undeposited Receipts										
SYS00000VAULT	00000VAULT	PLACER COUNTY CASH			901,090.84	901,090.84	901,090.84		0.000	1
		Average Balance	**0.00**							**1**
		Total Cash and Investments	**1,071,570,618.65**		**1,029,218,737.10**	**1,037,695,834.07**	**1,029,536,781.68**		**2.497**	**1,139**



General Fund
Purchases Report
Sorted by Fund - Investment Number
August 1, 2009 - August 31, 2009

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													
36962GM68	09259	1010	MTN	GE	10,000,000.00	08/03/2009	11/21 - 05/21	10,307,000.00	87,500.00	4.375	11/21/2011	2.982	10,384,118.36
90262CV46	09260	1010	ACP	UBSF	40,000,000.00	08/03/2009	08/04 - At Maturity	39,999,788.89		0.190	08/04/2009	0.193	0.00
90262CV53	09261	1010	ACP	UBSF	40,000,000.00	08/04/2009	08/05 - At Maturity	39,999,744.44		0.230	08/05/2009	0.233	0.00
90262CV61	09262	1010	ACP	UBSF	40,000,000.00	08/05/2009	08/06 - At Maturity	39,999,777.78		0.200	08/06/2009	0.203	0.00
90262CVA2	09263	1010	ACP	UBSF	40,000,000.00	08/06/2009	08/10 - At Maturity	39,999,244.44		0.170	08/10/2009	0.172	0.00
90262CVB0	09264	1010	ACP	UBSF	40,000,000.00	08/10/2009	08/11 - At Maturity	39,999,800.00		0.180	08/11/2009	0.183	0.00
90262CVC8	09265	1010	ACP	UBSF	40,000,000.00	08/11/2009	08/12 - At Maturity	39,999,811.11		0.170	08/12/2009	0.172	0.00
912828LB4	09266	1010	TRC	UST	10,000,000.00	08/12/2009	01/15 - 07/15	9,931,250.00	11,413.04	1.500	07/15/2012	1.742	9,943,950.49
912828KP4	09267	1010	TRC	UST	10,000,000.00	08/12/2009	11/15 - 05/15	9,925,000.00	33,254.08	1.375	05/15/2012	1.654	9,959,743.65
90262CVD6	09268	1010	ACP	UBSF	40,000,000.00	08/12/2009	08/13 - At Maturity	39,999,833.33		0.150	08/13/2009	0.152	0.00
90262CVE4	09269	1010	ACP	UBSF	40,000,000.00	08/13/2009	08/14 - At Maturity	39,999,822.22		0.160	08/14/2009	0.162	0.00
90262CVH7	09270	1010	ACP	UBSF	40,000,000.00	08/14/2009	08/17 - At Maturity	39,999,466.67		0.160	08/17/2009	0.162	0.00
90262CVJ3	09271	1010	ACP	UBSF	40,000,000.00	08/17/2009	08/18 - At Maturity	39,999,788.89		0.190	08/18/2009	0.193	0.00
90262CVK0	09272	1010	ACP	UBSF	40,000,000.00	08/18/2009	08/19 - At Maturity	39,999,800.00		0.180	08/19/2009	0.183	0.00
90262CVL8	09273	1010	ACP	UBSF	40,000,000.00	08/19/2009	08/20 - At Maturity	39,999,811.11		0.170	08/20/2009	0.172	0.00
3136FH4S1	09274	1010	FAC	FNMA	10,000,000.00	08/19/2009	02/19 - 08/19	9,990,000.00		2.375	02/19/2013	2.405	9,990,095.24
83365RVT9	09275	1010	ACP	SOCNAM	40,000,000.00	08/20/2009	08/27 - At Maturity	39,998,366.67		0.210	08/27/2009	0.213	0.00
3133XUN33	09276	1010	FAC	FHLB	10,000,000.00	08/27/2009	02/27 - 08/27	10,000,000.00		2.250	08/27/2012	2.250	10,000,000.00
90262CVU8	09277	1010	ACP	UBSF	40,000,000.00	08/27/2009	08/28 - At Maturity	39,999,844.44		0.140	08/28/2009	0.142	0.00
17307RW91	09278	1010	ACP	CITIFI	47,000,000.00	08/28/2009	09/09 - At Maturity	46,995,770.00		0.270	09/09/2009	0.274	46,997,180.00
				Subtotal	**657,000,000.00**			**657,143,919.99**	**132,167.12**				**97,275,087.74**
				Total Purchases	**657,000,000.00**			**657,143,919.99**	**132,167.12**				**97,275,087.74**

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Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer



COUNTY OF PLACER

TREASURER'S POOLED INVESTMENT REPORT

For the Month of SEPTEMBER 30, 2009

3.4.19

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, 2009

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 1,224 days.

The ability of the Placer County Treasury to meet its cash flow needs is demonstrated by $161,349,439.43 in cash and investments maturing in the next 180 days.

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General Fund
Portfolio Management
Portfolio Summary
September 30, 2009

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Coupons	60,000,000.00	60,634,718.76	59,937,262.14	6.07	1,050	861	1.903	1.929
Federal Agency Coupons	568,973,000.00	571,909,161.09	568,921,679.84	57.58	1,429	1,243	2.585	2.621
Medium Term Notes	187,095,000.00	192,271,425.69	187,907,888.84	19.02	1,095	591	3.794	3.846
PFA - HELICOPTER	1,500,000.00	1,500,000.00	1,500,000.00	0.15	2,559	2,384	2.442	2.476
Local Agency GO Bond	245,000.00	245,000.00	245,000.00	0.02	931	832	0.545	0.552
Local Agency Bonds	34,637,963.00	34,637,963.00	34,637,963.00	3.51	10,961	9,679	4.941	5.010
Rolling Repurchase Agreements - 2	134,941,122.35	134,941,122.35	134,941,122.35	13.66	1	1	0.121	0.123
	987,392,085.35	**996,139,390.89**	**988,090,916.17**	**100.00%**	**1,483**	**1,224**	**2.519**	**2.554**
Investments								
Cash								
Passbook/Checking (not included in yield calculations)	4,231,125.06	4,231,125.06	4,231,125.06		1	1	0.000	0.000
Total Cash and Investments	**991,623,210.41**	**1,000,370,515.95**	**992,322,041.23**		**1,483**	**1,224**	**2.519**	**2.554**

Total Earnings	September 30 Month Ending	Fiscal Year To Date
Current Year	2,207,876.41	7,051,048.42
Average Daily Balance	**1,000,095,791.03**	**1,060,782,918.10**
Effective Rate of Return	**2.69%**	**2.64%**

Kimberly Hawley 10/7/09

KIMBERLY HAWLEY, CHIEF DEPUTY TREASURER

Reporting period 09/01/2009-09/30/2009
Data Updated: FUNDSNAP: 10/06/2009 15:01
Run Date: 10/06/2009 - 15:01

General Fund
Portfolio Management
Portfolio Details - Investments
September 30, 2009

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											
3133XUT94	09282	FEDERAL HOME LOAN BANK		09/24/2009	10,000,000.00	10,000,000.00	10,000,000.00	2.070	2.042	1,089	09/24/2012
912828HU7	06920	U. S. TREASURY COUPON		04/08/2008	10,000,000.00	10,083,600.00	9,990,403.18	1.750	1.921	181	03/31/2010
912828HY9	08070	U. S. TREASURY COUPON		09/30/2008	10,000,000.00	10,471,100.00	10,118,405.37	3.125	2.732	1,307	04/30/2013
912828KU3	08226	U. S. TREASURY COUPON		06/09/2009	10,000,000.00	10,011,951.64	9,920,593.91	0.875	1.355	607	05/31/2011
912828LB4	09266	U. S. TREASURY COUPON		08/12/2009	10,000,000.00	10,030,913.04	9,945,881.67	1.500	1.718	1,018	07/15/2012
912828KP4	09267	U. S. TREASURY COUPON		08/12/2009	10,000,000.00	10,037,154.08	9,961,978.01	1.375	1.631	957	05/15/2012
		Subtotal and Average	**52,267,178.68**		**60,000,000.00**	**60,634,718.76**	**59,937,262.14**		**1.903**	**861**	
Federal Agency Coupons											
31331YVX5	06895	FEDERAL FARM CREDIT BANK		03/18/2008	10,000,000.00	10,171,900.00	10,016,036.83	3.950	3.733	1,250	03/04/2013
31331GDP1	08086	FEDERAL FARM CREDIT BANK		11/04/2008	10,000,000.00	10,068,800.00	9,989,778.43	4.875	4.836	1,488	10/28/2013
31331GQG7	08150	FEDERAL FARM CREDIT BANK		03/17/2009	10,000,000.00	10,131,300.00	10,000,000.00	1.800	1.775	532	03/17/2011
31331GQF9	08157	FEDERAL FARM CREDIT BANK		03/24/2009	10,000,000.00	10,053,100.00	10,008,234.68	1.850	1.738	538	03/23/2011
31331GP45	09280	FEDERAL FARM CREDIT BANK		09/10/2009	10,000,000.00	10,000,000.00	10,000,000.00	2.000	1.973	1,075	09/10/2012
31331GS26	09281	FEDERAL FARM CREDIT BANK		09/23/2009	10,000,000.00	9,992,541.67	9,992,541.67	2.350	2.337	1,453	09/23/2013
3133XNVR7	06802	FEDERAL HOME LOAN BANK		01/04/2008	10,000,000.00	10,143,800.00	10,000,000.00	4.625	4.562	1,191	01/04/2013
3133XPZ31	06898	FEDERAL HOME LOAN BANK		03/19/2008	10,000,000.00	10,196,900.00	10,000,000.00	4.000	3.945	1,265	03/19/2013
3133XRE55	07017	FEDERAL HOME LOAN BANK		06/09/2008	10,000,000.00	10,243,800.00	10,000,000.00	3.550	3.501	616	06/09/2011
3133XTW77	08233	FEDERAL HOME LOAN BANK		06/22/2009	10,000,000.00	10,081,300.00	9,954,583.33	2.200	2.341	995	06/22/2012
3133XUN33	09276	FEDERAL HOME LOAN BANK		08/27/2009	10,000,000.00	10,034,400.00	10,000,000.00	2.250	2.219	1,061	08/27/2012
3133XUFN8	09279	FEDERAL HOME LOAN BANK		09/01/2009	10,000,000.00	10,022,391.51	10,022,391.51	2.100	2.028	1,044	08/10/2012
3133XUYR8	09285	FEDERAL HOME LOAN BANK		09/29/2009	10,000,000.00	10,000,000.00	10,000,000.00	2.050	2.022	1,093	09/28/2012
3133XUUS0	09287	FEDERAL HOME LOAN BANK		09/30/2009	10,000,000.00	9,990,005.56	9,990,005.56	2.500	2.487	1,825	09/30/2014
3128X8HR6	08133	FED HOME LOAN MORT CORP		02/05/2009	10,000,000.00	10,041,300.00	9,956,559.20	3.000	3.066	1,587	02/04/2014
3128X8HR6	08135	FED HOME LOAN MORT CORP		02/10/2009	10,000,000.00	10,041,300.00	9,953,824.41	3.000	3.073	1,587	02/04/2014
3128X8KQ4	08148	FED HOME LOAN MORT CORP		03/12/2009	10,000,000.00	10,049,000.00	9,975,137.39	3.250	3.266	1,601	02/18/2014
3128X8RT1	08149	FED HOME LOAN MORT CORP		03/16/2009	10,000,000.00	10,074,200.00	10,000,000.00	2.125	2.096	531	03/16/2011
3128X8QG0	08153	FED HOME LOAN MORT CORP		03/23/2009	10,000,000.00	10,072,600.00	9,980,222.22	2.125	2.198	722	09/23/2011
3137EABG3	08174	FED HOME LOAN MORT CORP		04/14/2009	10,000,000.00	10,162,500.00	10,115,644.81	2.875	0.857	211	04/30/2010
3128X8UW0	08176	FED HOME LOAN MORT CORP		04/15/2009	10,000,000.00	10,011,455.56	9,998,889.97	1.150	1.163	463	01/07/2011
3128X8WF5	08179	FED HOME LOAN MORT CORP		04/23/2009	10,000,000.00	9,977,866.67	10,001,666.67	3.000	2.959	1,663	04/21/2014
3128X8MY5	08192	FED HOME LOAN MORT CORP		05/05/2009	18,978,000.00	19,062,831.66	19,036,080.32	3.250	3.072	1,614	03/03/2014
3128X8SK9	08195	FED HOME LOAN MORT CORP		05/06/2009	10,000,000.00	10,078,300.00	10,040,694.01	2.500	2.199	904	03/23/2012
3128X8A93	08202	FED HOME LOAN MORT CORP		05/11/2009	10,000,000.00	10,013,500.00	9,986,074.07	2.050	2.076	953	05/11/2012
3128X8ZQ8	08218	FED HOME LOAN MORT CORP		05/19/2009	10,000,000.00	9,945,100.00	10,000,000.00	3.125	3.082	1,691	05/19/2014
3128X8E99	08219	FED HOME LOAN MORT CORP		05/19/2009	9,995,000.00	10,011,091.95	9,995,000.00	2.250	2.219	1,145	11/19/2012

General Fund
Portfolio Management
Portfolio Details - Investments
September 30, 2009

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											
3128X8W57	08234	FED HOME LOAN MORT CORP		06/22/2009	10,000,000.00	10,040,300.00	10,000,000.00	2.000	1.973	812	12/22/2011
3128X8Y89	08248	FED HOME LOAN MORT CORP		07/02/2009	10,000,000.00	10,102,500.00	9,995,247.22	3.400	3.364	1,735	07/02/2014
3128X9EN6	09283	FED HOME LOAN MORT CORP		09/24/2009	10,000,000.00	10,000,000.00	10,000,000.00	3.125	3.082	1,819	09/24/2014
3128X9DM9	09284	FED HOME LOAN MORT CORP		09/24/2009	10,000,000.00	10,035,374.84	10,035,374.84	2.200	2.073	1,075	09/10/2012
3128X9HL7	09286	FED HOME LOAN MORT CORP		09/30/2009	10,000,000.00	9,997,001.67	9,997,001.67	3.100	3.064	1,825	09/30/2014
3136F8YW9	06776	FEDERAL NATIONAL MORT. ASSOC.		12/14/2007	10,000,000.00	10,109,400.00	10,000,000.00	4.600	4.537	1,170	12/14/2012
3136F9AH6	06897	FEDERAL NATIONAL MORT. ASSOC.		03/19/2008	10,000,000.00	10,206,300.00	10,032,200.00	4.100	3.742	1,265	03/19/2013
3136F9PZ0	07005	FEDERAL NATIONAL MORT. ASSOC.		05/28/2008	10,000,000.00	10,662,500.00	9,978,050.00	4.050	4.061	1,335	05/28/2013
3136FHBB0	08145	FEDERAL NATIONAL MORT. ASSOC.		02/26/2009	10,000,000.00	9,959,400.00	10,000,000.00	2.000	1.973	1,609	02/26/2014
3136FHBB0	08146	FEDERAL NATIONAL MORT. ASSOC.		02/26/2009	20,000,000.00	19,918,800.00	20,000,000.00	2.000	1.973	1,609	02/26/2014
31398AVX7	08151	FEDERAL NATIONAL MORT. ASSOC.		03/19/2009	10,000,000.00	10,078,100.00	9,993,833.33	2.500	2.492	900	03/19/2012
3136FHDR3	08154	FEDERAL NATIONAL MORT. ASSOC.		03/23/2009	10,000,000.00	10,112,500.00	9,997,935.19	2.500	2.474	904	03/23/2012
3136FHFV2	08156	FEDERAL NATIONAL MORT. ASSOC.		03/25/2009	10,000,000.00	10,028,100.00	10,000,000.00	2.375	2.342	1,271	03/25/2013
3136FHHH1	08172	FEDERAL NATIONAL MORT. ASSOC.		04/14/2009	10,000,000.00	9,859,400.00	9,990,927.78	2.000	3.140	1,656	04/14/2014
3136FHHH1	08173	FEDERAL NATIONAL MORT. ASSOC.		04/14/2009	10,000,000.00	9,859,400.00	9,995,463.89	2.000	3.129	1,656	04/14/2014
31398AWL2	08177	FEDERAL NATIONAL MORT. ASSOC.		04/15/2009	10,000,000.00	10,059,400.00	10,000,000.00	1.750	1.726	561	04/15/2011
3136FHLD5	08181	FEDERAL NATIONAL MORT. ASSOC.		04/27/2009	10,000,000.00	10,025,000.00	9,995,712.96	1.250	1.250	939	04/27/2012
3136FHMA0	08183	FEDERAL NATIONAL MORT. ASSOC.		04/29/2009	10,000,000.00	10,034,400.00	9,997,801.59	2.250	2.227	1,124	10/29/2012
3136FHNU5	08193	FEDERAL NATIONAL MORT. ASSOC.		05/06/2009	10,000,000.00	9,984,400.00	9,990,805.56	2.000	1.993	1,678	05/06/2014
3136FHRW7	08215	FEDERAL NATIONAL MORT. ASSOC.		05/18/2009	10,000,000.00	10,000,000.00	10,000,000.00	1.750	1.726	778	11/18/2011
3136FHTY1	08222	FEDERAL NATIONAL MORT. ASSOC.		06/02/2009	10,000,000.00	9,940,600.00	9,967,313.89	3.000	3.034	1,705	06/02/2014
3136FHUF0	08223	FEDERAL NATIONAL MORT. ASSOC.		06/04/2009	10,000,000.00	10,012,500.00	10,000,000.00	1.500	1.479	977	06/04/2012
3136FHYM1	08225	FEDERAL NATIONAL MORT. ASSOC.		06/09/2009	10,000,000.00	9,987,500.00	9,981,244.44	1.500	1.521	1,712	06/09/2014
31398AVH2	08240	FEDERAL NATIONAL MORT. ASSOC.		06/24/2009	10,000,000.00	10,059,400.00	9,978,338.33	3.250	3.258	1,594	02/11/2014
3136FHN50	08245	FEDERAL NATIONAL MORT. ASSOC.		06/29/2009	10,000,000.00	10,053,100.00	9,990,730.74	2.500	2.495	1,184	12/28/2012
3136FHR80	08247	FEDERAL NATIONAL MORT. ASSOC.		06/30/2009	20,000,000.00	20,025,000.00	20,000,000.00	2.550	2.515	1,733	06/30/2014
3136FH4S1	09274	FEDERAL NATIONAL MORT. ASSOC.		08/19/2009	10,000,000.00	10,087,500.00	9,990,333.33	2.375	2.372	1,237	02/19/2013
		Subtotal and Average	563,302,182.30		568,973,000.00	571,909,161.09	568,921,679.84		2.585	1,243	
Medium Term Notes											
060505DC5	08024	BANK OF AMERICA CORP		08/05/2008	10,000,000.00	9,948,300.00	9,969,492.35	0.527	1.827	232	05/21/2010
06050BAA9	08100	Bank of America Corp - FDIC		12/04/2008	10,000,000.00	10,386,100.00	10,008,843.40	3.125	3.048	988	06/15/2012
06406HBA6	08124	Bank of New York Mellon		01/14/2009	10,000,000.00	10,630,300.00	10,408,962.26	5.125	3.018	761	11/01/2011
084664AR2	06242	BERKSHIRE HATHAWAY FINANCE		11/16/2006	10,000,000.00	10,151,400.00	9,976,177.70	4.125	4.956	106	01/15/2010
084664AR2	08099	BERKSHIRE HATHAWAY FINANCE		12/04/2008	5,000,000.00	5,075,700.00	5,017,411.57	4.125	2.849	106	01/15/2010
33901AAA6	05180	FLEETBOSTON FINANCIAL CORP		12/12/2005	10,000,000.00	10,141,300.00	10,035,492.21	7.375	4.932	61	12/01/2009

General Fund
Portfolio Management
Portfolio Details - Investments
September 30, 2009

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											
36962GM68	09259	General Electric Company		08/03/2009	10,000,000.00	10,425,200.00	10,372,995.17	4.375	2.941	781	11/21/2011
36962GX82	06106	GENERAL ELECTRIC CAPITAL CORP		08/29/2006	10,000,000.00	10,162,200.00	10,000,000.00	5.720	5.644	690	08/22/2011
36962G3T9	08280	GENERAL ELECTRIC CAPITAL CORP		09/03/2009	10,000,000.00	10,544,381.39	10,544,381.39	4.800	4.367	1,308	05/01/2013
38146FAA9	08101	Goldman Sachs Group - FDIC		12/04/2008	10,000,000.00	10,428,300.00	10,063,605.04	3.250	2.959	988	06/15/2012
423328BM4	08127	HELLER FINANCIAL INC/GE		01/22/2009	4,000,000.00	4,043,960.00	4,017,569.89	7.375	2.002	31	11/01/2009
459200GK1	08110	IBM CORP		12/11/2008	10,000,000.00	10,110,300.00	9,589,835.77	1.082	3.849	665	07/28/2011
59018YUZ2	05179	MERRILL LYNCH		12/12/2005	10,000,000.00	10,137,600.00	9,975,083.89	4.250	4.971	130	02/08/2010
949746NB3	06251	WELLS FARGO & CO.		11/21/2006	10,000,000.00	10,375,000.00	9,970,812.61	4.875	5.059	468	01/12/2011
949746NY3	08104	WELLS FARGO & CO.		12/08/2008	10,000,000.00	10,354,300.00	9,799,095.17	4.375	4.977	1,218	01/31/2013
949746JJ1	08134	WELLS FARGO & CO.		02/09/2009	9,095,000.00	9,185,404.30	9,144,968.36	4.200	4.816	106	01/15/2010
98151GAA3	08163	WACHOVIA MORTGAGE FSB		04/02/2009	9,000,000.00	9,087,480.00	9,013,162.06	4.125	3.346	75	12/15/2009
949744AA4	08106	WELLS FARGO & CO - FDIC		12/10/2008	10,000,000.00	10,361,400.00	10,000,000.00	3.000	2.959	799	12/09/2011
949744AA4	08107	WELLS FARGO & CO - FDIC		12/10/2008	20,000,000.00	20,722,800.00	20,000,000.00	3.000	2.959	799	12/09/2011
		Subtotal and Average	**187,767,616.13**		**187,095,000.00**	**192,271,425.69**	**187,907,888.84**		**3.794**	**591**	
Negotiable Certificates of Deposit											
		Subtotal and Average	**333,333.33**								
Commercial Paper Disc. -Amortizing											
		Subtotal and Average	**12,533,004.33**								
PFA - HELICOPTER											
SYS08169	08169	Public Finance Authority		04/09/2009	1,500,000.00	1,500,000.00	1,500,000.00	2.476	2.442	2,384	04/11/2016
		Subtotal and Average	**1,500,000.00**		**1,500,000.00**	**1,500,000.00**	**1,500,000.00**		**2.442**	**2,384**	
Local Agency GO Bond											
SYS08241	08241	Newcastle Elem. School Distric		06/24/2009	60,000.00	60,000.00	60,000.00	0.580	0.572	273	07/01/2010
SYS08242	08242	Newcastle Elem. School Distric		06/24/2009	60,000.00	60,000.00	60,000.00	1.090	0.614	638	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	1,004	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	1,369	07/01/2013
		Subtotal and Average	**245,000.00**		**245,000.00**	**245,000.00**	**245,000.00**		**0.545**	**832**	
Local Agency Bonds											
SYS05311	05311	MIDDLE FORK JPA		03/29/2006	34,637,963.00	34,637,963.00	34,637,963.00	5.010	4.941	9,679	04/01/2036
		Subtotal and Average	**32,722,167.90**		**34,637,963.00**	**34,637,963.00**	**34,637,963.00**		**4.941**	**9,679**	

3.4.24

General Fund
Portfolio Management
Portfolio Details - Investments
September 30, 2009

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Rolling Repurchase Agreements - 2											
SYS09254	09254	CANTOR FITZGERALD		07/28/2009	80,023,314.37	80,023,314.37	80,023,314.37	0.070	0.069	1	
SYS08164	08164	WFB REPURCHASE-SWEEP		04/01/2009	54,917,807.98	54,917,807.98	54,917,807.98	0.200	0.197	1	
		Subtotal and Average	**146,822,025.55**		**134,941,122.35**	**134,941,122.35**	**134,941,122.35**		**0.121**	**1**	
		Total and Average	**1,000,095,791.03**		**987,392,085.35**	**996,139,390.89**	**988,030,916.17**		**2.519**	**1,224**	

3,4,25

General Fund
Portfolio Management
Portfolio Details - Cash
September 30, 2009

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			3,527,711.34	3,527,711.34	3,527,711.34		0.000	1
Undeposited Receipts										
SYS00000VAULT	00000VAULT	PLACER COUNTY CASH			703,413.72	703,413.72	703,413.72		0.000	1
		Average Balance	0.00							1
		Total Cash and Investments	1,000,095,791.03		991,623,210.41	1,000,370,515.95	992,322,041.23		2.519	1,224

2,4,26

General Fund
Purchases Report
Sorted by Fund - Investment Number
September 1, 2009 - September 30, 2009

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													
36962G3T9	08280	1010	MTN	GE CAP	10,000,000.00	09/03/2009	11/01 - 05/01	10,390,000.00	162,666.67	4.800	05/01/2013	4.427	10,544,381.39
3133XUFN8	09279	1010	FAC	FHLB	10,000,000.00	09/01/2009	02/10 - 08/10	10,012,500.00	12,250.00	2.100	08/10/2012	2.056	10,022,391.51
31331GP45	09280	1010	FAC	FFCB	10,000,000.00	09/10/2009	03/10 - 09/10	10,000,000.00		2.000	09/10/2012	2.000	10,000,000.00
31331GS26	09281	1010	FAC	FFCB	10,000,000.00	09/23/2009	03/23 - 09/23	9,992,500.00		2.350	09/23/2013	2.370	9,992,541.67
3133XUT94	09282	1010	TRC	FHLB	10,000,000.00	09/24/2009	03/24 - 09/24	10,000,000.00		2.070	09/24/2012	2.070	10,000,000.00
3128X9EN6	09283	1010	FAC	FHLMC	10,000,000.00	09/24/2009	03/24 - 09/24	10,000,000.00		3.125	09/24/2014	3.125	10,000,000.00
3128X9DM9	09284	1010	FAC	FHLMC	10,000,000.00	09/24/2009	03/10 - 09/10	10,028,000.00	8,555.56	2.200	09/10/2012	2.102	10,035,374.84
3133XUYR8	09285	1010	FAC	FHLB	10,000,000.00	09/29/2009	03/29 - 09/29	10,000,000.00		2.050	09/28/2012	2.050	10,000,000.00
3128X9HL7	09286	1010	FAC	FHLMC	10,000,000.00	09/30/2009	03/30 - 09/30	9,997,000.00		3.100	09/30/2014	3.107	9,997,001.67
3133XUUS0	09287	1010	FAC	FHLB	10,000,000.00	09/30/2009	03/30 - 09/30	9,990,000.00		2.500	09/30/2014	2.521	9,990,005.56
				Subtotal	**100,000,000.00**			**100,410,000.00**	**183,472.23**				**100,581,696.64**
				Total Purchases	**100,000,000.00**			**100,410,000.00**	**183,472.23**				**100,581,696.64**

3.4.27

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:
LIBRARY ADVISORY COMMITTEE (LAC)

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 17, 2009

ROLL CALL REQUIRED:
No

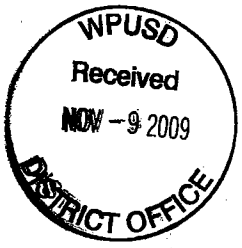
BACKGROUND:

The district has accepted the resignation of Peggy Turner from the Library Advisory Committee, and is requesting the appointment of Stacy Brown to fill the vacant seat.

RECOMMENDATION:

Administration recommends the approval of the appointment.

wp/rk/factform



November 9, 2009

To Whom it may concern:
I would like to resign from the position on the LAC board.
Unfortunately, I have not been able to serve on the board like I was hoping to. I would like to step down and give someone else a chance to do the job.

Sincerely,

Peggy Turner

3.5.1

To: Western Placer Unified School District

From: Stacey Brown

Regarding: LAC Committee

It is my understanding that Peggy Turner has resigned from the LAC. Karen Roberts has asked me to fill her spot on the committee. I would like the opportunity to serve on this committee.

Stacey Brown

3.S.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:
Updated Alternative Education Plan for Placer County

AGENDA ITEM AREA:
Action

REQUESTED BY:
Mary Boyle

ENCLOSURES:
Placer County Office of Education Alternative Education Plan for Expelled Students

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
None

MEETING DATE:
November 17, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

AB922 requires each county superintendent who operates community schools in conjunction with superintendents of the school districts within the county to revise and update a plan for providing educational services to all expelled students in the county.

Placer County Office of Education has solicited input from districts within the county and has updated its Alternative Education Plan. The plan includes provision of county-run Community Schools that serve expelled students and county-monitored Independent Study. Complete details are included in the plan.

RECOMMENDATION:

Approval of Placer County Office of Education Alternative Education Plan.

PLACER COUNTY OFFICE OF EDUCATION VERIFICATION

ALTERNATIVE EDUCATION PLAN APPROVAL

AB 922 requires each county superintendent who operates community schools, in conjunction with superintendents of the school districts within Placer County to revise and update a plan for providing education services to all expelled students in the county. According to Section 48926, the plan must:

1. Identify existing education alternatives for expelled students;

2. Identify gaps in educational services to expelled students and strategies for filling those service gaps; and

3. Identify alternative placements for students who are expelled and placed in district community day schools but who fail to meet the terms and conditions of their rehabilitation plan or who pose a continuing danger to school safety as determined by the governing board.

AB 922 required the county board of education and the governing board of each school district within the county to adopt the plan and submit the plan to the State Superintendent of Public Instruction by June 20, 2003. It also requires the county board of education to submit an update to the plan, including the outcome data required by Section 48916.1, every three years thereafter.

This is to verify that Placer County districts have received a copy of the revised plan and have had an opportunity to provide input.

_____

Superintendent/Designee

_____

Date

3.6.1

Placer County Office of Education Alternative Education Plan for Expelled Students

PLACER COUNTY OFFICE OF EDUCATION

Ackerman Elementary School District
Alta-Dutch Flat Union Elementary School District
Auburn Union Elementary School District
Colfax Elementary School District
Dry Creek Joint Elementary School District
Eureka Union Elementary School District
Foresthill Union School District
Loomis Union School District
Newcastle Elementary School District
Placer Hills Union Elementary School District
Placer Union High School District
Rocklin Unified School District
Roseville City School District
Roseville Joint Union High School District
Tahoe-Truckee Unified School District
Western Placer Unified School District

3.6.2

PLACER COUNTY OFFICE OF EDUCATION, ALTERNATIVE EDUCATION

Introduction

The passage of Assembly Bill 922 along with EC 48916.1 and 48926, guaranteed educational services to expelled students and placed the responsibility of providing those services on school districts and county offices. The specific options and services are required to be written into a countywide Alternative Education Plan that:

- Enumerates existing educational alternatives for expelled students;
- Identifies gaps in educational services to expelled students;
- Identifies strategies for filling the service gaps;
- Identifies alternative placements for students who are expelled and who (as determined by the district governing board) fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other students.

As required by law, the initial countywide educational service plan for expelled youth was adopted by the local governing boards and the governing board of the Placer County Office of Education by June 30, 1997. The currently amended "Educational Service Plan for Expelled and High Risk Students" continues to reflect the input and recommendations of all of the school district representatives, school district superintendents and the formal adoption of the plan by the governing boards of all school districts in Placer County.

Education Code 48916.1

(a) At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion, but only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation or both.

Education Code 48926

Each county superintendent of schools in counties that operate Community/Court Schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.

I. Overview of the Countywide Educational Service Plan for Expelled Students

Educational programs within Placer County provide numerous alternatives and opportunities for students who are in need of traditional and/or alternative education programs. While individual school districts offer a broad spectrum of services and the County Office of Education offers additional options, in combination, they provide a continuum of educational alternatives to expelled and high risk students.

The Community Schools program is a permissive educational option, which provides the local school districts with another educational alternative for its expelled students. The enactment of AB1845, effective January 1, 1999, provides for the operation of community day schools by school districts and county offices of education. EC 48667 (a) states:
For the purposes of this article, each county office of education shall be deemed to be a school district. EC 48664 (a) states: The units of average daily attendance of a community day school operated by a county office of education shall not exceed the unused units of average daily attendance of the community day schools operated by the school districts within the jurisdiction of that county office of education
The enclosed educational plan, as approved by the local governing boards of the district, reflects the existing educational alternatives provide to expelled students and high risk students within the respective districts. The gaps in educational services to expelled students and strategies for filling those gaps in services are identified within the plan.

Between the local school districts and the Placer County Office of Education, a continuum of alternatives is provided for expelled students of all grade levels. We presently provide intervention strategies which may include:

- One-on-one counseling;
- Student Study Teams;
- Academic and emotional assessments;
- Parent support meetings;
- In-school suspensions;
- Off-campus suspensions;
- Special Education services;
- After school activities;
- Conflict management;
- Student contracts;
- Alternative school placements;
- Online credit recovery courses;
- Referral to Health and Human Services Multi-Disciplinary Team (SMT).

Placer County School Districts offer the following options for expelled students, depending on the specific offense and Education Code section:

- Suspended expulsion with placement on the same school campus;
- Suspended expulsion with placement on a different school campus within the district;

- Suspended expulsion with placement in a district independent study program, if the parent agrees;
- Home schooling provided by a parent, with an affidavit;
- Expulsion with referral to the PCOE Community/Court School Program. Referral for this placement is made by the District Governing Boards with recommendations from a District Discipline Review Board, SARB, or a similar district referral process. School districts in Placer County have not elected to open district Community Day Schools;
- All suspended or full expulsions require participation in a Rehabilitation Plan that may include but is not limited to, satisfactory academic progress, satisfactory attendance, and satisfactory behavior, individual and/or group counseling, drug and alcohol testing, community service, Drug Court, and anger management classes. Any fees for these programs are the responsibility of the parent.
- Districts with attendance areas including parts of Sacramento County (Dry Creek and Roseville Joint Union High School Districts) may refer Sacramento County residents to the Sacramento County Community/Court Schools.

Placer County Office of Education (PCOE) Alternative Education Program, pursuant to Education code section 1980 et seq. is a permissive educational program. Students who are referred and enrolled will have a learning plan developed with the expelled student, his/her parents and the program staff. The staff will provide reports to the school district regarding each student's progress in meeting his/her goals and objectives as established in the student's Board approved Rehabilitation Plan. PCOE's Alternative Education Program includes:

- Community/Court Schools in Truckee, Auburn, Loomis, and Roseville;
- Independent Study as an alternative to the Community/Court School classroom, when appropriate.

<u>Criteria/Referral Process: A referred student may be:</u>

- Expelled from a district (48915 (a)(c) or other);
- Referred by the Probation Department;
- Referred by School Attendance Review Board (SARB) or School Attendance Mediation (SAM);
- Placed in the Placer County Receiving Home or the Placer County Women's and Children's Shelter, or through the courts.

<u>Staffing</u>

Each Community/Court School classroom is staffed by one full-time teacher and an Instructional Assistant. The Independent Study Program teacher meets with each student a minimum of one hour per week. The teacher provides assignments, answers instructional questions, and monitors credits and grades. Additionally, the teacher has

approximately one hour per day to complete required student paperwork, and to prepare assignments and lessons.

PCOE Graduation from High School and Eighth Grade: The Community/Court School provides for the following:

- Students may earn high school credits that are provided to referring districts when students leave the program; referring districts provide transcripts with credit information;
- GED preparation and information;
- California High School Proficiency Examination (CHSPE) preparation and information;
- A High School or Elementary School (8th Grade) diploma when earned. High School students must earn 220 credits and pass the California High School Exit Exam. Eighth grade students must pass a grade appropriate proficiency test.

Special Education Services

Districts provide:

- Up-to-date Special Education information on students, including a copy of current IEP and current assessments
- Participation in IEP meetings
- Participation in Transition IEP meetings
- Information about transportation to parents

The PCOE Court/Community Program provides:

- Specialized Academic Instruction (SAI) teachers
- Special education services as determined by the IEP Team
- Psychological services
- School nurse services

The PCOE Community Schools are situated in the following locations:

Alder Grove Academy
173 Oak Street
Auburn, CA 95603
530-745-9765

Koinonia School
5980 Webb Street
Loomis, CA 95650
916-652-8169

Sundown Educational Center, 7-8
1020 Sundown Way, #170
Roseville, CA 95661
(916) 784-6167

Sundown Youth Resource Center, 9-12
1020 Sundown Way, #170
Roseville, CA 95661
(916) 784-6164

Tahoe-Truckee Community School
10010 Estates Drive
Truckee, CA 96161
(530) 582-7770

Independent Study Program
1020 Sundown Way, #170
Roseville, CA 95661
(530) 305-3847

GAPS AND STRATEGIES IN EDUCATIONAL SERVICES

1. Some expelled students are truant or commit subsequent violations

Strategies:

- Train teachers in instructional strategies and the use of instructional technology to increase student interest and engagement.
- Expand afterschool classes, counseling, and support groups
- Develop a mentor program to provide students with a consistent, positive adult relationship
- If the expelled student is not responsive to the programs provided, local governing boards may extend the period of placement in the Community Schools and/or seek the support and services of the Juvenile Justice System (Juvenile Court, County District Attorney's Office, Probation Department and local law enforcement) to assist the student and his/her family to determine if alternate placement is needed.

2. The significant geographical distance and the varying student needs because of age, grade level, and expulsion offenses.

Strategies:

- There are very few K-6 students expelled in Placer County at this time. However, those students who are expelled are placed in Independent Study or a day school program.
- Some students and their parents/guardians may elect to utilize newly acquired distance learning programs that have been initiated through the use of American Recovery and Reinvestment Act funds.

3. The increasing number of expelled students receiving Special Education services.

The referral and intake process of a student to the Placer County Alternative Education program will include a review of the referral information packet and/or direct contact with the referring district.

Strategies:

- Staff Development for all staff presented by the SELPA and PCOE continues and professional development opportunities have been well attended and successful.
- All staff members are participating in positive discipline strategies including the Nurtured Heart Program
- All teachers are trained in Response to Intervention and are familiar with a wide range of intervention programs and strategies.

- Special Education credentialed teachers serve all PCOE sites.
- If, after placement with PCOE, a student is identified as needing Special Education services, the referring district shall be notified and involved in the IEP process. This will ensure all discussions and plans accurately reflect the reality of the type of school/program to which the student will be returning.

4. The lack of alcohol and drug treatment services for adolescents in Placer County.

Strategies:

- We are currently working closely with the SMART Collaborative and the ARRA AT-Risk Taskforce to find new providers.

5. The need to improve transitions between District and PCOE Programs.

Strategies:

- Utilize CALPADS (CSIS) for portions of student records
- Work with the At-Risk Taskforce to develop protocols and support for student coming to and leaving the Community Schools.
- Hire an academic counselor to support the successful transition of students between programs.

DATA REPORTING REQUIREMENTS ASSEMBLY BILL 922

Assembly Bill 922 requires school district governing boards to maintain outcome data and report them upon request from the State Department of Education on pupils who are expelled and who are enrolled in education programs operated by the school districts or the County Superintendent of Schools. Districts and PCOE should be prepared to report the following data.

Reporting Requirements

- Number of expulsions [E.C. 48664 (e) (1)]
- Operation of a Community Day School [E.C. 48664 (e) (2)]
- Status of the countywide plan as defined in Section 48926 [E.C. 48664 (e) (3)]
- An evaluation of the Community Day School average daily attendance funding percentage cap [E.C. 48664 (e) (4)]
- Small school district waiver status [E.C. 48664 (e) (5)]
- The effect of hourly accounting under Section 48663 for purposes of receiving the additional funding under Section 48664 [E.C. 48664 (e) (6)]
- The number of pupils and average daily attendance served in Community Day School programs [E.C. 48664 (e) (7)]
- Pupils expelled pursuant to E.C. 48915 (d)
- Pupils expelled pursuant to E.C. 48915 (b)
- Other expulsions
- Pupils referred through a formal district process
- Pupil outcome data and other data as required under E.C. 48916.1 [E.C. 48664 (e) (8)]
- Outcome data includes attendance, graduation and dropout rates, and comparable levels of academic progress of pupils participating in independent study offered by the school district. [E.C. 48916.1 (f) (1) (A)]

- Districts shall maintain data that includes the number of pupils placed in Community Day School or participating in independent study whose immediate preceding placement includes one of the following:
  - [E.C. 48916.1 (f) (1) (B)]
  - County Community/Court School
  - Continuation School
  - Comprehensive School
  - Not enrolled in any school

- Districts shall maintain data on the number of pupils placed in Community Day School whose subsequent placement is one of the following:
  - [E.C. 48916.1 (f) (1) (C)]
  - County Community/Court School
  - Continuation School
  - Comprehensive School
  - Not enrolled in any school

When the County Superintendent of Schools operates an educational program pursuant to this section, the County Superintendent of Schools shall provide to the governing board of the school district, outcome data that includes attendance, graduation and dropout rates, and comparable levels of academic progress of pupils participating in the County Community/Court School Independent Study Program.

These reporting requirements do not apply to Placer County school districts because the local districts do not operate Community Day Schools. In 1998 the Alternative Education Department instituted student information programs to track all JCCS students including numbers of expulsions, outcome data on graduation, attendance and dropout rates, academic progress monitored through individual Student Rehabilitation Plans, transcripts, and report cards. In January, 2009, the County Office of Education initiated the use of the Aeries Information system to integrate all facets of student records, and more fully integrate with districts in Placer County.

Contact Person:

Sandra S. Watson, Director of Alternative Education
360 Nevada Street
Auburn CA 95603
530/745-1484
530/745-1415 (FAX)
swatson@placercoe.k12.ca.us

3.6.10

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:
Adoption of Revised/New Policies/Regulations/Exhibits

AGENDA ITEM AREA:
Action

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 17, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

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

- AR 0430 Comprehensive Local Plan for Special Education
- BP/AR 0450 Comprehensive Safety Plan
- BP 0510 School Accountability Report Card
- AR 5125 Student Records
- AR 5148.2 Before/After School Programs
- BP/AR 6173.1 Education for Foster Youth

RECOMMENDATION:

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

wp/rk/factform

MANUAL MAINTENANCE GUIDESHEET
Page 1 of 2

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

DELETE	ADD	DESCRIPTION
AR 0430	AR 0430	Comprehensive Local Plan for Special Education Replace AR. **MANDATED** regulation revised to reflect **NEW LAW (AB 1663)** which modifies the definition of "least restrictive environment" and "special education" to reflect federal regulations revised in 2006.
BP/AR 0450	BP/AR 0450	Comprehensive Safety Plan Replace BP/AR. Policy and regulation revised to delete **REPEALED LAW** which no longer requires the site council and board to consider the "three essential components" (assurance of a safe physical and respectful environment and assurance that the school will provide resiliency skills) before adopting the safety plan. Regulation also includes a new optional item requiring that the plan include strategies to prevent cyberbullying.
BP 0510	BP 0510	School Accountability Report Card Replace BP. Updated policy reflects **NEW LAW (AB 1061)** which deletes specific items from the list of conditions that schools are required to report in the school accountability report card (SARC) and establishes a deadline of February 1 each year for making the SARCs available in hard copy and, if applicable, on the Internet. Policy also adds language on the use of the California Department of Education model template to develop the SARCs, the Board's approval of the SARCs, and Board review of the data contained in the SARCs.
AR 5125	AR 5125	Student Records Replace AR. **MANDATED** regulation reorganized to flow chronologically and to reflect **NEW LAW (AB 2871, 2006)** which specifies that, upon the receipt of a parent/guardian's request to inspect, review, or obtain his/her child's record, the district must grant the request within five business days; see section entitled "Access to Records by Authorized Persons." Regulation also contains new note re: USDOE guidance which clarifies that records created by the district's law enforcement unit, such as security videotapes, are not subject to the federal laws regarding student records and that federal law does not prohibit a school official from disclosing information about a student if the information is obtained through the official's personal knowledge or observation, and not from the student's educational record.

6.1.1

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

AR 5148.2	AR 5148.2	Before/After School Programs Replace AR. **MANDATED** regulation updated to add section on "Volunteers" reflecting **NEW LAW (AB 774)** which authorizes districts and county offices of education to create a registry of volunteer after-school physical recreation instructors and other volunteers. Section on "Reports" revised to reflect **NEW LAW (AB 1685)** which allows certain data required to be submitted to the CDE to be reported by after-school staff who directly supervise students. *For further information, see the accompanying article in the Governance and Policy Services News.*
BP/AR 6173.1	BP/AR 6173.1	Education for Foster Youth Replace BP/AR. Policy revised to require the Superintendent to appoint a district liaison for foster youth; to require training to staff regarding the enrollment, placement, and rights of foster youth; and to require collaboration with other local agencies providing services to foster youth. Revised regulation contains new duties for the liaison including, making referrals for special education and Section 504 services, ensuring students in foster care receive appropriate school-based services, developing protocols for staff regarding placement and enrollment, and collaborating with other agencies to coordinate services. *For further information, see enclosed CSBA policy brief entitled "Educating Foster Youth: Best Practices and Board Considerations."*

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

Definitions

Free appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for children between the ages of 3 and 21; and are provided in conformity with the student's individualized education program (IEP) that meets the requirement of 34 CFR 300.320-300.324. (34 CFR 300.17, 300.101, 300.104~~)~~ ***;Education Code 56040) #1***

The right to FAPE extends to students who are suspended or expelled or placed by the district in a nonpublic, nonsectarian school. (34 CFR 300.17, 300.101, 300.104)

(cf. 6159 - Individualized Education Program)
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including children in public or private institutions or other care facilities, be educated with children who are nondisabled, including the provision of nonacademic and extracurricular services and activities. (34 CFR 300.107, 300.114, 300.117) ***Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Education Code 56040.1)***

Special education means specially designed instruction, provided at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities whose educational needs cannot be met with modification of the regular instruction program. It also includes related services, provided at no cost to the parent/guardian, that may be needed to assist these individuals to benefit from specially designed instruction. Special education provides a full continuum of program options, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education, to meet the educational and service needs of individuals with disabilities in the least restrictive environment. (Education Code 56031)**,** ***56300.***

Special education may include each of the following if the services otherwise meet the definition in the above paragraph: (Education Code 56031)

1. ***Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, if the service is considered special education rather than designated instruction and service or related service under state standards***

2. ***Travel training***

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

3. Career technical education

4. Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum, so that the student can meet the educational standards within the district that apply to all students. (34 CFR 300.39)

Surrogate parent means an individual assigned to act as a surrogate for the parent/guardian. The surrogate may represent an individual with disabilities in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to the provision of FAPE to the individual with disability. (34 CFR 300.519; Education Code 56050)

(cf. 6159.4 - Appointment of Surrogate Parent for Special Education)

Elements of the Local Plan

Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to Education Code 56195.1 and 56195.7. (Education Code 56195.8)

(cf. 6164.4 - Identification of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

COMPREHENSIVE SAFETY PLAN

The Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

(cf. 0510 – School Accountability Report Card)
(cf. 5131 - Conduct)
(cf. 5137 – Positive School Climate)

The school site council at each district school shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school. (Education Code 32281)

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

The school safety plan shall take into account the school's staffing, available resources and building design, as well as other factors unique to the site.

Each school shall review and update its safety plan by March 1 of each year. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32286)

(cf. 0510 - School Accountability Report Card)

Each school shall forward the safety plan to the Board for approval. (Education Code 32288)

The Board shall review the comprehensive districtwide and/or school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation.

The Board shall approve the plan at a regularly scheduled meeting. ~~and the adoption of the plan shall not be a consent item. At a minimum, the Board shall discuss both of the following: (Education Code 35294.22)~~

~~1. How the safety plan addresses the needs of each school and students within that school~~

~~2. How the school site council or safety planning committee, when writing the plan, considered the "three essential components" described in Education Code 35294.21, including assuring each student a safe physical environment; assuring each student a safe, respectful, accepting, and emotionally nurturing environment; and developing each student's resiliency skills~~

(cf. 9322 - Agenda/Meeting Materials)

6.1.5

COMPREHENSIVE SAFETY PLAN (continued)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

(cf. 1312.3 - Uniform Complaint Procedures)

Legal Reference: (see next page)

6.1.6

COMPREHENSIVE SAFETY PLAN (continued)

Legal Reference:

EDUCATION CODE
200-262.4 Prohibition of sex discrimination
32260-32262 Interagency School Safety Demonstration Act of 1985
32270 School safety cadre
32280-32289 School safety plans
32290 Safety devices
35147 School site councils and advisory committees
35183 School dress code; uniforms
35291 Rules
35291.5 School-adopted discipline rules
35294.10-35294.15 School Safety and Violence Prevention Act
35294.20-35294.25 Double Your Cash program
41510-41514 School safety and consolidated grant
48900-48927 Suspension and expulsion
48950 Speech and other communication
67381 Violent crime
PENAL CODE
11164-11174.3 Child Abuse and Neglect Reporting Act
CALIFORNIA CONSTITUTION
Article 1, Section 28(c) Right to Safe Schools
UNITED STATES CODE, TITLE 20
7101-7165 Safe and Drug Free Schools and Communities, especially:
7114 Application for local educational agencies
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS
911! A Manual for Schools and the Media During a Campus Crisis, 2001
Protecting Our Schools: Board of Trustees Strategies to Combat School Violence, 1999
CDE PUBLICATIONS
Safe Schools: A Planning Guide for Action, 2002
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003
Early Warning, Timely Response: A Guide to Safe Schools, August 1998
WEB SITES
CSBA: http://www.csba.org
American Red Cross: http://www.redcross.org
California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss
California Office of Emergency Services: http://www.oes.ca.gov
California Seismic Safety Commission: http://www.seismic.ca.gov
Federal Bureau of Investigation: http://www.fbi.gov
National Alliance for Safe Schools: http://www.safeschools.org
National School Safety Center: http://www.nssc1.org
U.S. Department of Education, Safe Schools: http://www.ed.gov/about/offices/list/osers/osep/gtss.html

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California
6.1.7

COMPREHENSIVE SAFETY PLAN

Development and Review of School Site Safety Plan

In writing and developing the comprehensive school safety plan, the school site council shall consult with local law enforcement as well as other school site councils and safety committees, when practical. (Education Code 32281, 32282)

(cf. 0420 - School Plans/Site Councils)

In addition, the school site council may consult with other local agencies as appropriate, including health care and emergency service providers.

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

The school site council may delegate the responsibility for writing and developing a school safety plan to a school safety planning committee. This committee shall be composed of the following members: (Education Code 32281)

1. The principal or designee

2. One teacher who is a representative of the recognized certificated employee organization

3. One parent/guardian whose child attends the school

4. One classified employee who is a representative of the recognized classified employee organization

5. Other members, if desired

Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the school safety plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor

2. A representative of the local school employee organization

3. A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs

(cf. 1230 - School-Connected Organizations)

COMPREHENSIVE SAFETY PLAN (continued)

4. A representative of each teacher organization at the school site

(cf. 4140/4240 - Bargaining Units)

5. A representative of the student body government

6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. A representative of the local churches

2. Local civic leaders

3. Local business organizations

(cf. 1220 - Citizen Advisory Committees)
(cf. 1700 - Relations between Private Industry and the Schools)

The school site council or safety planning committee may consider incorporating into the plan the following "three essential components" and/or the strategies recommended in Education Code 35294.21:

1. Assuring each student a safe physical environment

2. Assuring each student a safe, respectful, accepting, and emotionally nurturing environment

3. Developing each student's resiliency skills

Content of the Safety Plan

The districtwide and/or school site safety plan shall include an assessment of the current status of school crime committed on campus(es) and at school-related functions. (Education Code 32282)

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety and shall include the development of all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164

6.1.9

COMPREHENSIVE SAFETY PLAN (continued)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Routine and emergency disaster procedures including, but not limited to:

   a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 6159 - Individualized Education Program)

   b. An earthquake emergency procedure system in accordance with Education Code 32282

(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.3 - Earthquake Emergency Procedure System)

   c. A procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 1330 - Use of School Facilities)
(cf. 3516.1 - Fire Drills and Fires)
(cf. 3516.2 - Bomb Threats)
(cf. 3516.5 - Emergency Schedules)
(cf. 3543 - Transportation Safety and Emergencies)

3. Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

(cf. 4158/4258/4358 - Employee Security)

5. A discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Education Code 200-262.4

6.1.10

COMPREHENSIVE SAFETY PLAN (continued)

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel," the provisions of that dress code and the definition of "gang-related apparel"

(cf. 5132 - Dress and Grooming)

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

(cf. 5142 - Safety)

8. A safe and orderly school environment conducive to learning

(cf. 5131 - Conduct)
(cf. 5137 - Positive School Climate)

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

(cf. 5144 - Discipline)

10. Hate crime reporting procedures

(cf. 5145.9 - Hate-Motivated Behavior)

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying and hazing, as well as behavioral expectations and consequences for violations

6.1.11

COMPREHENSIVE SAFETY PLAN (continued)

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Truancy)
(cf. 5136 - Gangs)
(cf. 5131 – Conduct)

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, and community service learning

(cf. 6141.6 - Multicultural Education)
(cf. 6142.4 - Learning through Community Service)
(cf. 6142.3 – Civic Education)

4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

(cf. 1240 - Volunteer Assistance)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

(cf. 1020 - Youth Services)

7. Procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of the school

(cf. 3514.1 - Hazardous Substances)
(cf. 3514.2 - Integrated Pest Management)

6.1.12

COMPREHENSIVE SAFETY PLAN (continued)

8. Procedures for receiving verification from law enforcement that a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing of campuses to outsiders, ***surveillance systems***, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

(cf. 1250 - Visitors/Outsiders)
(cf. 3515 - Campus Security)
(cf. 3515.3 - District Police/Security Department)
(cf. 3530 - Risk Management/Insurance)
(cf. 5112.5 - Open/Closed Campus)
(cf. 5131.5 - Vandalism, Theft and Graffiti)

10. Crisis prevention and intervention strategies, which may include the following:

    a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

(cf. 3515.2 - Disruptions)
(cf. 3515.5 - Sex Offender Notification)
(cf. 5131.4 - Student Disturbances)

    b. Assignment of staff members responsible for each identified task and procedure

    c. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan

    d. Coordination of communication to schools, Board of Trustees members, parents/guardians, and the media

(cf. 1112 - Media Relations)
(cf. 9010 - Public Statements)

    e. Development of a method for the reporting of violent incidents

    f. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

6.1.13

COMPREHENSIVE SAFETY PLAN (continued)

11. Staff training in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

SCHOOL ACCOUNTABILITY REPORT CARD

The Board of Trustees shall annually issue a school accountability report card for each school site. (Education Code 35256)

Such report cards shall be designed to inform parents/guardians and the community about the conditions, needs and progress at each school and to help provide data by which parents/guardians can make meaningful comparisons between schools. The Board believes that the process of developing the report cards gives school staff opportunities to review achievements, identify areas for improvement, enlist local support, and establish a vision for the future.

In preparing the district's report cards, the Superintendent or designee may choose to use or adapt the model template provided by the California Department of Education. If the model template is not used, the Superintendent or designee shall ensure that data are reported in a manner that is consistent with the definitions for school conditions as provided in the template. At least every three years, the Board shall compare the content of the district's report cards to the state's model template, recognizing that variances are allowed by law as necessary to meet local needs. (Education Code 33126.1, 35256)

~~The Superintendent or designee shall maintain a process for developing annual report cards for each school site with input from all segments of the school community.~~ The Superintendent or designee shall develop strategies for communicating the information contained in the cards to all stakeholders, including opportunities for staff and the community to discuss their content.

(cf. 0420 - School Plans/Site Councils)
(cf. 0500 - Accountability)
(cf. 1112 - Media Relations)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9000 – Role of the Board and Dessemination of SARCS)

Notification

The ~~Board~~ Superintendent or designee annually shall publicize the issuance of school accountability report cards and notify parents/guardians that a paper copy will be provided upon request. (Education Code 35256)

On or before February 1 of each year, the Superintendent or designee shall make the SARCs available in paper copy and on the Internet. (Education Code 35256)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall ensure that the information contained in the school accountability report card is accessible on the Internet and that the information is updated annually. (Education Code 35258)

Legal Reference: (see next page)

6.1.15

SCHOOL ACCOUNTABILITY REPORT CARD (continued)

Legal Reference:

EDUCATION CODE
1240 County superintendent, general duties
17002 Definition, including good repair
17014 Plan for building maintenance
17032.5 Portable classroom maintenance
17070.15 School Facilities Act; definitions
17089 Portable classroom maintenance
33126 School Accountability Report Card
33126.1 School Accountability Report Card model template
33126.15 School Accountability Report Card template
33126.2 Secretary of Education school accountability report card study
35256 School Accountability Report Card
35256.1 Information required in the School Accountability Report Card
35258 Internet access to the School Accountability Report Card
41409 Calculation of statewide averages
41409.3 Salary information required in the School Accountability Report Card
46112 Minimum school day for grades 1, 2 and 3
46113 Minimum school day for grades 4 through 8
46117 Minimum kindergarten school day
46141 Minimum school day (high school)
51225.3 Requirements for graduation
52052 Academic performance index
52053 Immediate intervention/underperforming schools program
52056 Meeting growth targets
60119 Textbook sufficiency
60600-60618 General provisions
60640-60648 Standardized testing and reporting program
60800 Physical fitness testing
60850 High school exit examination
60851 High school exit examination
CALIFORNIA CONSTITUTION
Article 16, Section 8.5(e) Allocations to State School Fund
UNITED STATES CODE, TITLE 20
6311 State plans

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE
Report Cards, September 12, 2003
WEB SITES
CSBA, SARC Select: http://www.csba.org/ds/SARC.htm
California Department of Education, School Accountability Report Card: http://www.cde.ca.gov/ta/ac/sa
U.S. Department of Education, No Child Left Behind Act: http://www.nclb.gov

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

6.1.16

STUDENT RECORDS

Definitions

Student records are any items of information gathered within or outside the district that are directly related to an identifiable student and maintained by the district or required to be maintained by an employee in the performance of his/her duties. Any information maintained for the purpose of second-party review is considered a student record. A student record may be recorded in handwriting, print, computer media, video or audio tape, film, microfilm, microfiche, or by other means. Student records include the student's health record. (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

Student records do not include: (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

1. Directory information

(cf. 5125.1 - Release of Directory Information)

2. Informal notes compiled by a school officer or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute

3. Records of the law enforcement unit of the district, subject to the provisions of 34 CFR 99.8

(cf. 3515.3 - District Police/Security Department)
(cf. 3515 – Campus Security)

Mandatory permanent student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)

Mandatory interim student records are those records which the schools are directed to compile and maintain for stipulated periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

Access means a personal inspection and review of a record, an accurate copy of a record or receipt of an accurate copy of a record, an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

Disclosure means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records, to any party, by any means including oral, written, or electronic means. (34 CFR 99.3)

6.1.17

STUDENT RECORDS (continued)

Personally identifiable information includes but is not limited to the student's name, the name of the student's parent/guardian or other family member, the address of the student or student's family, a personal identifier such as the student's social security number or student number, and a list of personal characteristics or other information that would make the student's identity easily traceable. (34 CFR 99.3)

Adult student is a person who is or was enrolled in school and who is at least 18 years of age. (5 CCR 430)

Parent/guardian means a natural parent, an adopted parent, ~~or~~ legal guardian***., surrogate parent, or foster parent*** (Education Code 49061, ***56050, 56055***)

School officials and employees are officials or employees whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require that they have access to student records.

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)

A legitimate educational interest is one held by officials or employees whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require that they have access to student records.

County placing agency means the county social service department or county probation department. (Education Code 49061)

Changes to Student Records

No additions except routine updating shall be made to a student's record after high school graduation or permanent departure without prior consent of the parent/guardian or adult student. (5 CCR 437)

Only a parent/guardian having legal custody of the student or an adult student may challenge the content of a record or offer a written response to a record. (Education Code 49061)

(cf. 5125.3 - Challenging Student Records)

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data. (5 CCR 431)

6.1.18

STUDENT RECORDS (continued)

The following *mandatory permanent student records* shall be kept indefinitely: (5 CCR 432, 437)

1. Legal name of student

2. Date and place of birth and method of verifying birth date

(cf. 5111 - Admission)

3. Sex of student

4. Name and address of parent/guardian of minor student

   a. Address of minor student if different from the above

   b. Annual verification of parent/guardian's name and address and student's residence

(cf. 5111.1 - District Residency)
(cf. 5111.12 - Residency Based on Parent/Guardian Employment)
(cf. 5111.13 - Residency for Homeless Children)

5. Entrance and departure date of each school year and for any summer session or other extra session

6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given

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

7. Verification of or exemption from required immunizations

(cf. 5141.31 - Immunizations)

8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor

(cf. 5144.1 - Suspension and Expulsion/Due Process)

6.1.19

STUDENT RECORDS (continued)

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

2. A log identifying persons or agencies who request or receive information from the student record

3. Health information, including verification or waiver of the health screening for school entry

(cf. 5141.32 - Health Screening for School Entry)

4. Information on participation in special education programs, including required tests, case studies, authorizations, and evidence of eligibility for admission or discharge

(cf. 6159 - Individualized Education Program)
(cf. 6164.4 - Identification of Individuals for Special Education)

5. Language training records

(cf. 6174 - Education for English Language Learners)

6. Progress slips/notices required by Education Code 49066 and 49067

7. Parental restrictions/stipulations regarding access to directory information

8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action

9. Parent/guardian authorization or denial of student participation in specific programs

10. Results of standardized tests administered within the past three years

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

11. Written findings resulting from an evaluation conducted to determine whether it is in a student's best interest to remain in independent study

(cf. 6158 - Independent Study)

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program, including: (5 CCR 432, 437)

1. Objective counselor/teacher ratings

2. Standardized test results older than three years

6.1.20

STUDENT RECORDS (continued)

3. Routine disciplinary data

(cf. 5144 - Discipline)

4. Verified reports of relevant behavioral patterns

5. All disciplinary notices

6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Persons Granted Access to Student Records Without Prior Written Consent

Persons, agencies, or organizations specifically granted access rights pursuant to law shall have access without prior written parental consent or judicial order. In addition, parental consent is not required when information is shared with other persons within educational institutions, agencies, or organizations obtaining access, as long as those persons have a legitimate educational interest in the information. (Education Code 49076)

The following persons or agencies shall have absolute access to any and all student records in accordance with law:

1. Parents/guardians of students younger than age 18 (Education Code 49069)

   Access to student records and information shall not be denied to a parent because he/she is not the child's custodial parent. (Family Code 3025)

2. An adult student age 18 or older or a student under the age of 18 who attends a postsecondary institution, in which case the student alone shall exercise rights related to his/her student records and grant consent for the release of records (34 CFR 99.5)

3. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077)

In addition, the following persons or agencies shall have access to those particular records that are relevant to the *legitimate educational interest* of the requester: (Education Code 49076)

1. Parents/guardians of a dependent student age 18 or older

2. Students age 16 or older or who have completed the 10th grade

3. School officials and district employees

6.1.21

STUDENT RECORDS (continued)

4. Members of a school attendance review board and any volunteer aide age 18 or older who has been investigated, selected, and trained by such a board to provide follow-up services to a referred student

(cf. 5113.1 - Truancy)

5. Officials and employees of other public schools or school systems where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided

6. Federal, state, and local officials, as needed for program audits or compliance with law

7. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition

8. A prosecuting agency for consideration against a parent/guardian for failure to comply with compulsory education laws

9. Any probation officer or district attorney for the purposes of conducting a criminal investigation or an investigation in regards to declaring a person a ward of the court or involving a violation of a condition of probation

10. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student, or for purposes of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681

11. Any county placing agency for the purpose of fulfilling educational case management responsibilities required by the juvenile court or by law pursuant to Welfare and Institutions Code 16010 and to assist with the school transfer or enrollment of a student

(cf. 6173.1 - Education for Foster Youth)

Foster family agencies with jurisdiction over currently enrolled or former students may access those students' records of grades and transcripts, and any individualized education program (IEP) developed and maintained by the district with respect to such students. (Education Code 49069.3)

(cf. 6159 - Individualized Education Program)

6.1.22

STUDENT RECORDS (continued)

When authorized by law to assist law enforcement in investigations of suspected kidnapping, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to any public school district or California private school. The information shall be released only to designated peace officers, federal criminal investigators, and federal law enforcement officers whose names have been submitted in writing by their law enforcement agency in accordance with the procedures specified in Education Code 49076.5. (Education Code 49076.5)

The Superintendent or designee may release information from student records to the following: (Education Code 49076, ***34CFR99.36)***

1. Appropriate persons in an emergency if the health and safety of a student or other persons are at stake

2. Accrediting associations

3. Under the conditions specified in Education Code 49076, organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction

4. Officials and employees of private schools or school systems where the student is enrolled or intends to enroll

5. Agencies or organizations in connection with a student's application for or receipt of financial aid

   However, information permitting the personal identification of a student or his/her parents/guardians for these purposes may be disclosed only as may be necessary to determine the eligibility of the student for financial aid, to determine the amount of financial aid, to determine the conditions which will be imposed regarding the financial aid, or to enforce the terms or conditions of the financial aid.

6. County elections officials for the purpose of identifying students eligible to register to vote and offering such students an opportunity to register

The Superintendent or designee may release a student's immunization record information to local health departments operating countywide or regional immunization information and reminder systems and the State Department of Health Services. ***Prior to releasing such information, the Superintendent or designee shall notify the parent/guardian of his/her right to refuse to share the information as well the other information specified in law.*** The following information may be released: (Health and Safety Code 120440)

6.1.23

STUDENT RECORDS (continued)

1. Name of the student and the student's parent/guardian
2. Student's gender
3. Student's date and place of birth
4. Types and dates of immunizations received
5. Manufacturer and lot number of the immunization received
6. Adverse reaction to the immunization
7. Other non-medical information necessary to establish the student's unique identity and record

Access to Student Records with Prior Written Consent

Persons, agencies, or organizations not afforded access rights pursuant to law may be granted access only through written permission of the parent/guardian or adult student, or by judicial order. (Education Code 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent may grant consent if both parents notify the district, in writing, that such an agreement has been made. (Education Code 49061)

(cf. 5021 - Noncustodial Parents)

Any person or agency granted access is prohibited from releasing information to another person or agency without written permission from the parent/guardian or adult student. (Education Code 49076)

Procedures for Access

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained in different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians shall be notified of the location of student records if not centrally located. (Education Code 49069; 5 CCR 433)

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of records.

6.1.24

STUDENT RECORDS (continued)

Authorized persons, organizations, or agencies from outside the school whose access requires consent from the parent/guardian or adult student shall submit their request, together with any required authorization, to the Superintendent or designee or the custodian of records. (5 CCR 435)

When required by law, the parent/guardian shall provide a signed and dated written consent before the district discloses the student record. ***Such consent may be given through electronic means in those cases where it can be authenticated.*** The consent shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian, the district shall provide him/her a copy of the records disclosed. (34 CFR 99.30)

Within five days following the date of request, an authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069; 5 CCR 431)

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069)

The custodian of records shall be responsible for the security of student records and shall assure that access is limited to authorized persons. (5 CCR 433)

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

Prior to disclosing a record pursuant to a court order, the Superintendent or designee shall, unless otherwise instructed by the order, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested if lawfully possible within the requirements of the judicial order. (5 CCR 435)

When the district discloses personally identifiable information to officials of another school, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall make a reasonable attempt to notify the parent/guardian or adult student at his/her last known address, provide a copy of the record that was disclosed, and give him/her an opportunity for a hearing to challenge the record. (34 CFR 99.34)

Upon releasing student information to a judge or probation officer for the purpose of conducting a truancy mediation program or presenting evidence in a truancy petition, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

6.1.25

STUDENT RECORDS (continued)

If the district is planning to release a student's immunization information to the county health department or state Department of Health Services, the Superintendent or designee shall inform the student's parents/guardians of the following: (Health and Safety Code 120440)

1. The type of information that will be shared

2. The name and address of the agency with which the district will share the information

3. That any shared information shall be treated as confidential and shall be used to share only with each other and, upon request, with health care providers, child care facilities, family child care homes, service providers for the Women, Infants and Children (WIC) food program, county welfare departments, foster care agencies, and health care plans

4. That the information may be used only to provide immunization service; to provide or facilitate third-party payer payments for immunizations; to compile and disseminate statistical information on immunization status on groups of people, without identifying the student

5. That the parent/guardian has the right to examine any immunization-related information shared in this manner and to correct any errors

6. That the parent/guardian may refuse to allow this information to be shared

Duplication of Student Records

To provide copies of any student record, the district shall charge a reasonable fee not to exceed the actual cost of furnishing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

The Superintendent or designee shall set a fee and update the amount periodically if actual costs change.

(cf. 3260 - Fees and Charges)

Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the records and the legitimate educational interest of the requester. (Education Code 49064)

6.1.26

STUDENT RECORDS (continued)

In every instance of inspection by persons who do not have assigned educational responsibility, the school custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. (5 CCR 435)

The log does not need to record access by: (Education Code 49064)

1. Parents/guardians or adult students

2. Students 16 years of age or older or who have completed the 10th grade

3. Parties obtaining district-approved directory information

(cf. 5125.1 - Release of Directory Information)

4. Parties who provide written parental consent, in which case the consent notice shall be filed with the record pursuant to Education Code 49075

5. School officials or employees who have a legitimate educational interest

The log shall be accessible only to the parent/guardian, adult student, dependent adult student, student age 16 years or older or who has completed the 10th grade, custodian of records, and certain state/federal officials. (Education Code 49064; 5 CCR 432)

Transfer of Student Records

If a student transfers into this district from any other school district or a private school, the Superintendent or designee shall inform the parent/guardian of his/her rights regarding student records, including the right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

When a student transfers into this district from another, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in his/her suspension or expulsion. (Education Code 48201)

(cf. 4158/4258/4358 - Employee Security)

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's *mandatory permanent* record as requested by the other district or private school. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school,

STUDENT RECORDS (continued)

the student's entire *mandatory interim* record shall be forwarded. If the transfer is out of state or to a private school, the *mandatory interim* record may be forwarded. *Permitted* student records may be forwarded to any other district or private school. (5 CCR 438)

Upon receiving a request from an admitting school for a student's records, the district shall also forward any expulsion order and the causes for the expulsion. (Education Code 48918)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of his/her damage or loss of school property, this information shall be sent to the requesting district along with the student's records.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

Notification of Parents/Guardians

Upon students' initial enrollment, and at the beginning of each year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. Insofar as practicable, the district shall provide these notices in the student's home language and shall effectively notify parents/guardians or eligible students who are disabled. (Education Code 49063; 34 CFR 99.7)

(cf. 5145.6 - Parental Notifications)

The notice shall include: (Education Code 49063; 34 CFR 99.7, 99.34)

1. The types of student records kept by the district and the information contained therein

2. The title(s) of the official(s) responsible for maintaining each type of record

3. The location of the log identifying those who request information from the records

4. District criteria for defining "school officials and employees" and for determining "legitimate educational interest"

6.1.28

STUDENT RECORDS (continued)

5. District policies for reviewing and expunging student records

6. The right to inspect and review student records, and the procedures for doing so

7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights

(cf. 5125.3 - Challenging Student Records)

8. The cost, if any, charged for duplicating copies of records

9. The categories of information defined as directory information pursuant to Education Code 49073

10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law

11. The availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school

(cf. 5020 - Parent Rights and Responsibilities)

12. Any other rights and requirements set forth in Education Code 49060-49078, and the right of parents/guardians to file a complaint with the United States Department of Health, Education, and Welfare concerning an alleged failure by the district to comply with 20 USC 1232g

13. A statement that the district forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll

Regulation approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

6.1.29

BEFORE/AFTER SCHOOL PROGRAMS

After School Education and Safety (ASES) and 21st Century Community Learning Centers (21st CCLC) Programs

The district's ASES program may serve students in grades K-9. (Education Code 8482.3)

Because priority for state ASES funding is given to programs that serve students in schools in which at least 50 percent of elementary students and 50 percent of middle or junior high school students are eligible for free or reduced-price meals under the National School Lunch program, the district shall, to the extent feasible, establish programs in schools that meet that criteria.

(cf. 3553 - Free and Reduced Price Meals)

The district's 21st CCLC program may serve students in grades K-12. The program shall primarily serve students in Title I schoolwide programs, with priority given to schools that are identified for program improvement under 20 USC 6316. (20 USC 7173; Education Code 8484.8)

(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 6171 - Title I Programs)

The ASES and 21st CCLC program(s) shall be operated in accordance with the following:

1. Program Elements

    a. The program shall include an educational and literacy element in which tutoring or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science. (Education Code 8482.3)

(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6142.93 - Science Instruction)
(cf. 6154 - Homework/Makeup Work)
(cf. 6163.4 - Student Use of Technology)

    b. The program shall include an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. (Education Code 8482.3)

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.62 - Tobacco)
(cf. 6142.6 - Visual and Performing Arts)
(cf. 6142.7 - Physical Education)
(cf. 6178 - Career Technical Education)

BEFORE/AFTER SCHOOL PROGRAMS (continued)

2. Nutrition

a. If snacks are made available in the program, they shall conform to state nutrition standards specified in Education Code 49430-49436. (Education Code 8482.3)

(cf. 3554 - Other Food Sales)
(cf. 5030 - Student Wellness)

b. The district's before-school program shall offer a breakfast meal as described in Education Code 49553 for all program participants. (Education Code 8483.1)

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

3. Location of Program

a. The program may be offered at one or multiple school sites and/or at an easily available and accessible off-campus facility. (Education Code 8482.3)

b. When there is a significant barrier to student participation in a program at the school of attendance, the district may, with the approval of the Superintendent of Public Instruction, provide services at another school site. A significant barrier includes either of the following: (Education Code 8482.8)

(1) Fewer than 20 students participating in the program component

(2) Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation

In such cases, the district shall arrange for safe, supervised transportation between school sites; ensure communication among staff in the regular school program, staff in the before-school or after-school program, and parents/guardians; and ensure alignment of the educational and literacy elements with the regular school program of participating students. (Education Code 8482.8)

(cf. 3540 - Transportation)

4. Staffing

a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide. (Education Code 8483.4)

6.1.31

BEFORE/AFTER SCHOOL PROGRAMS (continued)

(cf. 4222 - Teacher Aides/Paraprofessionals)

b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in law and Board policy. (Education Code 8483.4)

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

c. The student-to-staff ratio shall be no more than 20 to 1. (Education Code 8483.4)

5. Hours of Operation

a. A before-school program shall not operate for less than one and one-half hours per regular school day. (Education Code 8483.1)

b. An after-school program shall begin immediately upon the conclusion of the regular school day and shall operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. (Education Code 8483)

c. A program may be offered during summer, intersession, or vacation days for a minimum of two hours per day for the before-school program or three hours per day for the after-school program. However, when both before-school and after-school programs are offered for the same students on such days, they shall be operated for a minimum of four and one-half hours per day. (Education Code 8483, 8483.1, 8483.2)

d. Each student admitted into a program shall be expected to attend the full number of hours that the program is in operation every day that he/she participates. However, when necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival of his/her child for the before-school program or the reasonable early daily release of his/her child from the after-school program. The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.

6. Admissions

a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity. (Education Code 8482.6)

BEFORE/AFTER SCHOOL PROGRAMS (continued)

b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following criteria:

(1) Priority for enrollment of middle or junior high school students shall be given to students who attend daily. (Education Code 8483, 8483.1)

(2) Priority for enrollment shall be given to students identified as in need of academic remediation or support in accordance with Board policy or administrative regulations.

(cf. 5149 - At-Risk Students)
(cf. 6179 - Supplemental Instruction)

(3) Any remaining capacity shall be filled by students selected at random.

(4) A waiting list shall be established to accommodate additional students if space becomes available.

Reports

The Superintendent or designee shall annually submit outcome-based data on academic performance, attendance, and positive behavioral changes as required by the CDE including, but not limited to: (Education Code 8427, 8482.3, 8484)

1. Participating students' school day attendance

2. Program attendance

3. One or more of the following measures of program effectiveness based on the program's focus:

a. Positive behavioral changes, as reported by school day ~~or program~~ ***teachers or program staff who directly supervise students.***

b. Standardized Testing and Reporting (STAR) test scores

(cf. 6125.51 – Standardized Testing and Reporting Program)

c. Homework completion rates as reported by school day ~~or program~~ teachers ***or program staff.***

d. Skill development as reported by school day ~~or program~~ teachers ***or program staff.***

6.1.33

BEFORE/AFTER SCHOOL PROGRAMS (continued)

e. Any other measures developed by the CDE

In addition, the Superintendent or designee shall report, to the extent possible, performance of participating students on the high school exit exam and graduation rates. (Education Code 8427)

(cf. 0500 – Accountability)

Regulation approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

6.1.34

EDUCATION FOR FOSTER YOUTH

The Board of Trustees recognizes its obligation to ensure that foster youth have ***the opportunity to achieve state and district academic standards. The district shall provide such students with access to the academic resources, services, and extracurricular and enrichment activities that are available to all district students.*** ~~access to the academic resources, services and extracurricular and enrichment activities that are available to district students. The district shall provide students in foster care within the district with access to educational opportunities and other services necessary to help such students achieve the district's performance standards.~~

(cf. 6011- Academic Standards)
(cf. 6145 – Extracurricular and Cocurricular Activities)
(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. ***To that end, he/she shall designate a staff person as a district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.***

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training regarding the enrollment, placement, and rights of foster youth.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The Superintendent or designee shall collaborate with the county placing agency and other appropriate agencies to ensure maximum utilization of available funds and to meet the educational needs of foster youth within the district.

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)
(cf. 5141.6 - Student Health and Social Services)

Legal Reference: (see next page)

EDUCATION FOR FOSTER YOUTH (continued)

Legal Reference:

EDUCATION CODE
42920-42925 Foster children educational services
48645.1 Juvenile court schools
48645.5 Coursework completed in public school, juvenile court school, or nonpublic nonsectarian school
48850-48859 Educational placement of students residing in licensed children's institutions
49061 Student records
49069.5 Foster care students transfer of records
49076 Access to student records
56055 Rights of foster parents in special education
WELFARE AND INSTITUTIONS CODE
300 Children subject to jurisdiction
309 Investigation and release of child
361 Limitations on parental or guardian control
366.27 Educational decision by relative providing living arrangements
602 Minors violating law; ward of court
726 Limitations on parental or guardian control
727 Order of care, ward of court
UNITED STATES CODE, TITLE 42
11431-11435 McKinney-Vento Homeless Assistance Act

Management Resources:

WEB SITES
California Department of Education, Foster Youth Services Program:
http://www.cde.ca.gov/spbranch/ssp/fysprfa/fysrfa.htm
California Department of Social Services, Foster Youth Ombudsman Office:
http://www.fosteryouthhelp.ca.gov

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 17, 2009

ROLL CALL REQUIRED:
None

BACKGROUND:

The Single Plan for Student Achievement (SPSA) is the guiding document for each school to support student achievement through use of categorical funds allocated to each school 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.

This year, all schools engaged in the writing of SMART Goals – **S**pecific, **M**easurable, **A**chievable, **R**esults-Oriented, **T**imely goals focused on two areas at elementary (English Language Arts and Mathematics) and five areas at secondary (ELA, Math, Social Studies, Science, and Graduation Rate). Establishing Essential Standards, Common Assessments and developing collaboration through Professional Learning Communities (Board Goal #1A) and exploring a Marquee program at Lincoln High School (Board Goal #1B) are included in the Specific Actions for the SMART Goals.

RECOMMENDATION:

Approve Single Plans for Student Achievement as submitted.

6.2

SINGLE PLAN FOR STUDENT ACHIEVEMENT

LINCOLN CROSSING ELEMENTARY SCHOOL

31-66951-0113068

2009 /2010 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 _____, 2009.

6.2.1

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 581 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 program, 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: 1.2% American Indian, .1% Vietnamese, 1.4% Asian Indian, 7.4% Other Asian, .1% Hawaiian, 1.2% Other Pacific Islander, 5.5% Filipino, 11.3% Hispanic, 2.3% African American, 64.0% Caucasian, 5.5% Other. 46.3% of the student population are male and 53.7% 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, Speech and Language, Science, and Music.

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

School Facilities

Lincoln Crossing opened it's doors in August of 2007 built around a farm theme. There are 2 kindergarten classrooms with an adjoining kindergarten playground, 6 classroom wings with a total of 21 classrooms, library, computer lab, Science room, Art room, RSP and Speech rooms, music classroom (located on the multipurpose room stage), and a multipurpose room.

School Leadership

There is 1 principal who leads the School Site Council consisting of community members and staff members. The School Site Council meets throughout the year to review school goals and monitor the school improvement program. In addition, staff meet in Professional Learning teams each month to evaluate student performance and develop strategic plans to address the academic and social needs of their students.

School Instruction

School Climate & Learning Environment

The district places a strong emphasis on maintaining the grounds and facilities of the campus insuring a positive environment that builds pride among the students, staff, and school community. The entire school community recognizes the relationship between a strong self-concept, personal responsibility and academic success. Students are taught in a safe and comfortable environment that provides a variety of experiences, which fosters personal growth and pride in one's self, one's school, and one's community. It is evident that adults have a genuine care and concern for all students.

Experiences available to students include:

- "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 in their child's school. We encourage volunteering at the school at every level.

6.2.2

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.

6.23

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

6.2.4

- 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

6.2.5

- 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

6.2.6

STUDENT PERFORMANCE DATA SUMMARY

Academic Performance Indicator (API):

	School-wide	White	Socioeconomic Disadvantaged
2008/2009	831	832	777
2007/2008	825	829	793

:

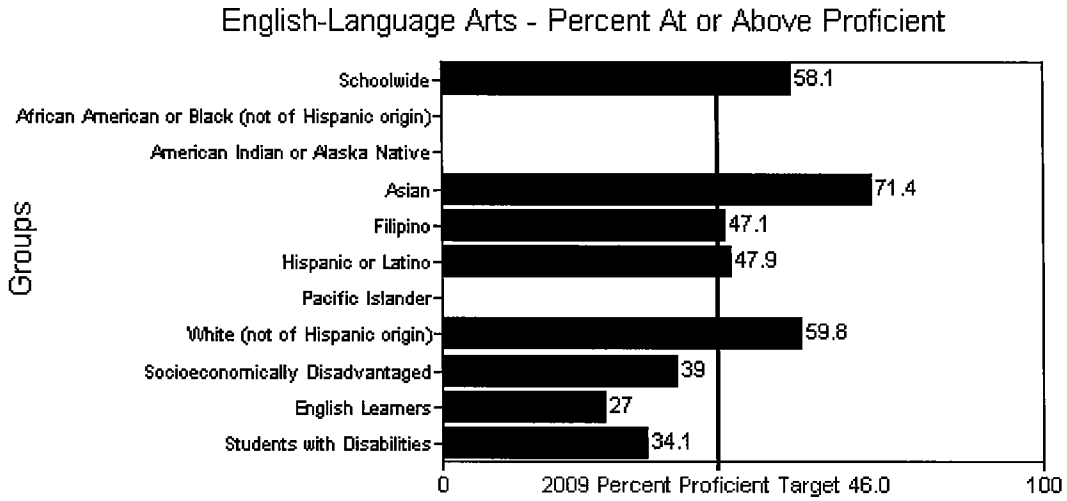
CST Data: Following are the percentage of students falling into each of the performance bands on the California Standards Test. The data is

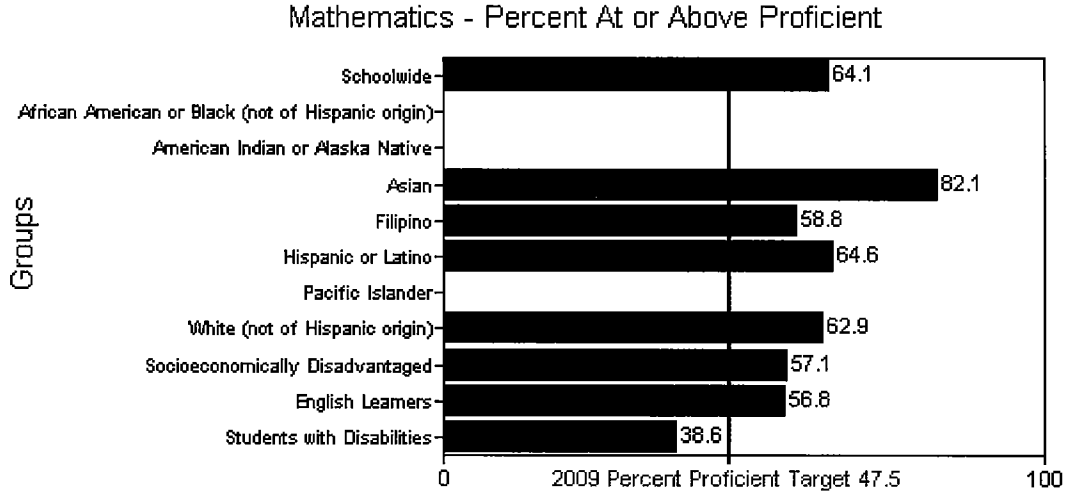
	Second Grade					Third Grade					Fourth Grade					Fifth Grade				
	A	P	B	BB	FBB	A	P	B	BB	FBB	A	P	B	BB	FBB	A	P	B	BB	FBB
ELA	19%	39%	31%	6%	5%	15%	31%	36%	15%	3%	37%	34%	23%	6%	0%	31%	34%	29%	5%	1%
MA	22%	35%	29%	13%	1%	33%	35%	19%	9%	4%	49%	29%	17%	5%	0%	40%	29%	28%	1%	2%
SCI																8%	30%	42%	13%	8%

The following growth report reflects the percentage of students scoring advanced and proficient between the 07/08 and 08/09 school years:

	Second Grade			Third Grade			Fourth Grade			Fifth Grade		
	07/08	08/09	+/-	07/08	08/09	+/-	07/08	08/09	+/-	07/08	08/09	+/-
ELA	63%	58%	-05%	46%	46%	--	68%	71%	+03%	53%	65%	+12%
MA	68%	57%	-11%	74%	68%	-06%	68%	78%	+10%	66%	69%	+03%
SCI										38%	38%	--

Disaggregated CST Performance Score Summaries (Percentage of Students Meeting Standards): Following are the percentage of students proficient disaggregated by group:





2.28

Strands: Following is a list of the average percentage of correct responses in the content standard areas by grade level.

	Second	Third	Fourth	Fifth
Language Arts				
Word Analysis	74/74	74/76	77/81	73/75
Reading Comprehension	65/65	67/64	61/72	63/69
Literary Response	77/79	72/69	77/74	66/79
Written Conventions	74/70	71/70	71/71	74/74
Writing Strategies	59/60	60/70	59/60	56/72
Math				
Place Value	80/74	81/79		
Multiplication, Division	75/72	79/75		
Algebra Functions	79/78	80/79	80/83	69/71
Measurement, Geometry	74/72	82/75	66/69	63/62
Statistics	79/80	83/86	66/76	78/77
Decimals, Fractions			87/87	
Operations, Factoring			82/86	75/75
Estimation				72/75
Science				
Physical 5				72/80
Physical 4				67/84
Life 5				59/78
Life 4				58/73
Earth 5				64/76
Earth 4				65/67

CELDT Data

	K	1	2	3	4	5
Advanced	0	2	4	0	0	1
		25%	40%		2%	17%
Early Advanced	0	1	2	0	2	4
		13%	20%		20%	67%
Intermediate	1	4	2	4	6	0
	20%	50%	20%	57%	60%	
Early Intermediate	2	1	2	2	1	0
	40%	13%	20%	29%	10%	
Beginning	2	0	0	1	1	1
	40%	0	0	14%	10%	17%
Number Tested	**5**	**8**	**10**	**7**	**10**	**6**

Conclusions from Student Performance Data:

Fourth and fifth grades noted increases in the percentage of students scoring advanced and proficient. This percentage decreased or remained the same at grades two and three. School-wide, a significant decrease is noted in the percentage of those students in the socioeconomic subgroup of students meeting standards whereas the white subgroup has a small improvement. A review of the percentage of correct responses for the content standards reflects math as an area of weakness for grades two and three. Grades four and five noted increases in many of the content clusters categories. Science, in particular, notes increases in each of the cluster areas.

9.2.10

Parent Survey Summary: Following are the parent responses on the 2008/2009 parent survey based on the following scale:

4: Strong Agree
3: Agree
2: Disagree
1: Strong Disagree

4	3	2	1	
104	62	2	1	Child is making good progress in reading
98	67	3	1	Child is making good progress in math
97	65	6	0	There is clear communication from school about learning progress
84	76	8	0	My child receives help when having difficulty learning
62	74	12	20	My child is challenged academically
104	57	2	3	My child receives positive recognition for learning
99	67	1	1	My child is learning the skills they need to be successful next year
104	59	3	0	My child is comfortable asking for help from school personnel
87	67	12	2	My child is able to do homework assigned with minimal help
92	59	14	1	My child has had an increased interest in reading
58	43	18	2	The Accelerated Reader Program has helped motivate my child to read
110	58	0	1	The overall environment is positive
112	51	4	1	My child feels safe at school
106	59	3	1	My child likes going to school
108	58	1	1	The school rules help insure a safe and positive environment
91	71	2	1	The school rules are consistently enforced
116	52	0	1	My child understands the rules
107	61	0	1	My child receives positive recognition for behavior
121	47	0	1	I am comfortable visiting the school and feel welcomed
121	43	3	1	I am informed of school events

Summary of Parent Survey:
While scoring very high in each of the indicated areas, a larger percentage of parents feel their students need to increase their interest in reading and are not being challenged academically. Parents feel their children feel safe coming to school and the overall school environment is a positive one.

SMART GOAL # 1 By the end of the 09/10 school year, the percentage of students scoring proficient and advanced will increase by 2% in the white and socioeconomic subgroups.

White: Current: 59.8 Target: 61.8

SED: Current: 39.0 Target: 45.1 (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	$473 $1312 $453 $689 $1147 $2000	SLIG 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.	Ongoing	Accelerated Reader Class Book Sets Intervention Program ELL/Economically Disadvantaged Support	$2740 $1000 $18360 $356 $1761 $612	SLIG SLIG Intervention SLIG EIA ELAP
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	$150 $4000	SLIG 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	$2000 $1900 $1500	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

SMART GOAL # 2 By the end of the 09/10 school year, the percentage of students scoring proficient and advanced will increase by 2% in the white and socioeconomic subgroups.

White: Current: 62.9 Target: 64.9

SED: Current: 57.1 Target: 59.1

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	$474 $1312 $453 $751 $868 $713	SLIG SLIG SLIG SLIG GATE EIA
Extended Learning Time A. Provide materials/programs/training that support ELL students.	Ongoing	ELL/Economically Disadvantaged Support	$1761 $612	EIA ELAP
Increased Educational Opportunity A. Integration of instructional strategies to provide challenge opportunities for students identified as above standard.	Ongoing	Recognition of Student Achievement	$150	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	$2000 $1900 $1500	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	$63	SLIG

6.2.13

SMART GOAL # 3 By the end of the school year, 100% of students who have attended the entire year will have received recognition for positive behavior and/or academic improvement as measured by teacher records.

SMART GOAL #4: By the end of the school year, 100% of students in grades 4 – 5 will have participated in extra curricular activities and/or the Leadership Program.

Description of Specific Actions to Improve Educational Practice	Timeline	Related Expenditures	Estimated Cost	Funding Source
Improvement of instructional strategies and materials B. School-wide behavior plan, including rewards and consequences, promotes consistent enforcement of school discipline. C. Leader in Me & Positive Action character education program/curriculum focusing on positive reinforcement, preventative interventions, and leadership skills. D. Monthly/Trimester awards given for positive actions, academic growth, and attendance. E. Provide a safe school environment for student learning.	Ongoing	Copy Machine/Paper/Supplies Leadership Program/Positive Action Safety Program	$1312 $4100 $48	SLIG SLIG 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	Afterschool Clubs (Choir, Broadcast, Drama, etc.) Assemblies	$4361 $1000 $3000 $1900	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			

6.2.14

Budget Summary:

	SLIG	EIA	ELAP	GATE	Intervention
Goal 1	$15,135	$5,261	$612	$1147	$18360
Goal 2	$7,103	$3974	$612	$868	
Goal 3	$10,360			$1,000	
TOTAL:	$32,598	$9,235	$1,224	$3,015	$18,360

6.2.15

CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost	Funding Source
• Newcomer's teacher to provide direct services to Newcomer students. • ELD coordinator/coach to provide direct services to students and teachers	$1597	EIA-LEP

6.2.16

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL 2007-2008

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: $6,831** **Carryover: $4,451**
School Library Improvement Grant Purpose: Improve school response to educational, personal and career needs of all students.	**Amount: $27,306** **Carryover: $5,292**
Art/Music and P.E. Grant Purpose: Increased academic support in the areas of Art, Music and Physical Education.	**Amount: $4,361**
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: $1,224**
GATE Purpose: Improve school response to education, personal and career needs of students identified as Gifted and Talented in grades 2-5.	**Amount: $2,000** **Carryover: $1,015**

Federal Programs

Title III	**Amount: $2,000** **Carryover: $1,015**

6.2.17

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 Sturdy	Chair		X		
Getta Dolinsek			X		
Julie Stuckey			X		
Pam Soha	Secretary			X	
Lisa Jonutz					X
Bryce Luppe					X
Bill Wickham	Co-Chair				X
Russell Ameter					X
Staci Dunkinson					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).

6.2.18

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: September 18, 2008.

Attested:

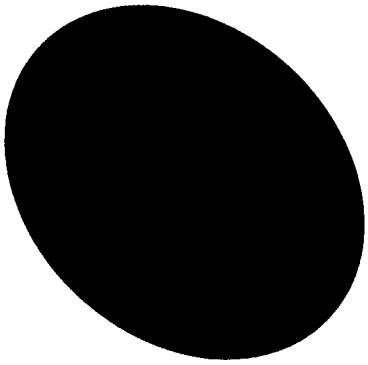
Kevin Kurtz		
Typed name of school principal	Signature of school principal	Date
Jennifer Sturdy		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

6.2.19

SINGLE PLAN FOR STUDENT ACHIEVEMENT

at

Twelve Bridges Middle School
#31-66951- 0111385
2009 - 2010



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_____, 2009.

6.2.20

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: 15% Hispanic, 68% 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

6.2.21

small community kitchen, a large floor space with retractable cafeteria tables, a stage and a full music classroom, complete with practice rooms and an office. The facility is state-of-the-art, and is fully equipped with technological support. The school has been built for growth and should accommodate approximately 1000 students in permanent buildings at buildout.

The student school day begins at 8:05 a.m. and ends at 2:40 p.m. In order to provide extended school day experiences for students, several opportunities are available to TBMS students. All teachers are available for student support and questions at 7:35 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, Science Olympiad and 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 fourth 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 25th 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.

6.2.22

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.

6.2.23

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.

6.2.24

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:**

   All curriculum and materials in language arts, mathematics, social science, science, art and Physical Education classes are aligned to state standards.

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

   Grade-level instructional materials are available to all students. Additionally, alternative standards-based curriculum is available through math and language arts Exploration classes, RSP (Resource Specialist Program), SDC (Special Day Class), EL (English Learner) and intensive intervention students.

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

   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 Socio/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.

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; the nature/psyche of the middle school child; 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.

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
Economically Disadvantaged	6th, 7th & 8th Grades Language Arts	41%, 71% and 57% of 6th, 7th & 8th graders, respectively, proficient or advanced on state testing compared to school wide 67%, 82% and 75% of students, respectively.
	6/7/8th Grades Math	52%, 61% and 52% of 6th, 7th and 8th graders (Algebra), respectively, proficient or advanced on state testing compared to school wide 70%, 73%, and 46% of students, respectively.
Hispanic or Latino	6th, 7th & 8th Grade Language Arts	44%, 71% and 63% of 6th, 7th and 8th grade students proficient or advanced on state testing compared to school wide 67%, 82%, and 75% of students, respectively.
	6th, 7th & 8th Grade Math	58%, 63% and 21% of 6th, 7th and 8th grade (Algebra) students proficient or advanced on state testing, compared to school wide 70%, 73% and 46% (Algebra) of students, respectively.

6.2.28

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.
- 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.

School Goals for Improving Student Achievement:

Goal #1: By June of 2010 all students including significant sub-groups will make specific proficiency levels In Math.

Goal #2: By June of 2010 all students including significant sub-groups will make specific proficiency levels in Language Arts.

6.2.29

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.

- All Students- 08-09 Proficiency was 63% — Target is 65%
- Economical Disadvantaged 08-09 Proficiency was 46% — Target is 52% (Safe Harbor)
- Hispanic/Latino 08-09 Proficiency was 47% — Target is 53% (Safe Harbor)

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 '09 – 10 Early Release Mondays Daily common prep			
Improvement of Instructional Strategies/Materials: • Hire single subject math specialists • Implement Accelerated Math support in areas needed. • Develop "Best Practice" after comparing common assessments.	09-10: Prin/Hiring Comm. Math Teachers	Paper/print/scan cards costs Accelerated Math Learning Cards	$1000	SLIG
Extended Learning Time: • Titan After-School Tutoring • Math Exploration class	09-10 Aft School Tutors During school	(2 TchrX$25X2hrX30wk)	$3000	State Interven $$

6,2,30

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	09-10 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	09-10 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.	09-10 Admin/teachers Teachers All teachers	Contract cost	$3000	SLIG

6,2,10

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 2010 all students including significant subgroups will meet specific proficiency rates in Language Arts.

- All Students 08-09 Proficiency was 75% — Target is 77%
- Economically Disadvantaged 08-09 was 56% — Target is 60%
- Hispanic/Latino 08-09 was 59% — Target is 63%

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 • New math textbook adoptions meets Ca. Standards	L/A teachers 09-10			
Improvement of Instructional Strategies and 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	09-10 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 Math and L/A Intervention classes • Titan After School Tutoring (2:50 – 3:50 for Targeted Students)	09-10 Math and L/A teachers Math teachers	Hourly teacher tutors : 2TchrX$32X2hrX30wks	$1920	SLIG

2,3,2,6

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 09-10 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

6.2.33

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: $ 8,678	EIA-ELAP
	Total $ 0	Title I Part A
	Total: $ 0	Title III

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

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

State Programs

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

Economic Impact Aid/EIA — **Amount: $34,675**
Carryover: $23,165
Purpose: Develop fluency in English and academic proficiency of English learners.

Miller-Unruh Special Reading Program — **Amount: $ 0**
Purpose: Prevent and correct reading disabilities at the earliest time for all students.

Professional Development — **Amount: $ 0**
Purpose: Promote school improvement by long-term professional development of school staff.

School Library Improvement Block Grant — **Amount: $21,645**
carryover: $7,050
Purpose: Improve school response to educational, personal and career needs of all students.

Gifted and Talented Education (GATE) — **Amount: $2,771**
carryover: $1,820
Purpose:

Art & Music Block Grant — **Amount: $6,102**

ELAP — **Amount: $961**

Federal Programs

Elementary and Secondary Education Act:

Title I: Schoolwide Program — **Amount: $ 0**
Purpose: Upgrade the entire educational program of the school.

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

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

9-23-05

Other Federal Funds (list and describe):
Title III: EL **Amount: $ 0**

Total amount of state and federal categorical funds allocated to this school: **$ 98,189**

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
Norman Gonzales Chairperson				X	
Stacey Brown	X				
Laura Crechriou				X	
Allym Terpstra				X	
Tiffani Sienkiewicz				X	
Tonya Hamlin				X	
Ann Long		X			
Krystal Arnold		X			
Tracy Campbell		X			
Eric Bost		X			
Cassidy Shaffer					X
Numbers of members of each category	1	4		5	1

6.23.17

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

8.3.2.9

Attested:

Stacey Brown	Stacy Brown	11/12/09
Name of school principal	Signature of school principal	Date

Norman Gonzales		
Name of SBLT chairperson	Signature of SBLT chairperson	Date

G.2.35

SINGLE PLAN FOR STUDENT ACHIEVEMENT

at

Glen Edwards Middle School
#31-66951-6108351
October, 2009 Revision
for the
(2009-10 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 _____, 2009.

6.2.40

School Description and Mission Statement

Glen Edwards Middle School is one of two middle schools within the Western Placer Unified School District boundaries, serving approximately 650 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: 2% Asian, 2% African-American, 35% Hispanic, 59% Caucasian and 2% 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 for qualified students, intensive intervention language arts and math classes during the school day for struggling students, counseling and support programs for those parents and students who need them. We have several programs such as AVID and the PAWS Academy 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 8:05 a.m. and ends with dismissal at 2:40 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 2:50 – 3:50 p.m.) and Panther Pride recreation (from 3:50 – 4:50 p.m.) 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

Principal, Michael Doherty, is in his fourth 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 11 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 first 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 families of Glen Edwards students are invited to attend meetings, held on the third Tuesday of each month at 5:00 p.m. 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 continued to pay dividends as we achieved all of our API (CA) growth target goals for the 2009 CST testing cycle, including an overall API score of 800. In addition, our AYP (Federal) scores showed significant improvement in all areas as GEMS' students met their proficiency-or-above goals for both LA and Math respectively, as well as **all the targets** for our significant sub-groups including: Hispanic, Socio-economically Disadvantaged, English Learners and Students with Disabilities. This remarkable student achievement allowed Glen Edwards to be removed from the list of potential Program Improvement schools. Last year we identified these students as an area of concern and focused our efforts to work diligently with these subgroups to close the learning gaps. The PAWS Academy was created to specifically address the academic needs of our low achieving students. We are continuing this successful program and also offering intervention classes during the school day to directly impact our struggling students' learning.

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 and assists in the WEB (Welcome Every Body) orientation program for incoming sixth grade students. In addition they develop leadership skills by organizing our quarterly dances, Student of the Month parties and the Honors Barbecues. Their spirit, energy and commitment contribute to the positive atmosphere at GEMS. After-school activities include athletics (flag football, boys and girls volleyball and basketball, girls softball, track and wrestling), Panther Pride tutoring and recreation, 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.

6.2.45

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:**

   During the 2006-07 school year, district-wide articulation meetings occurred in the areas of mathematics, language arts and special education to encourage instructional continuity and planning for student needs. In 2007-08 school year, (9) early release days were planned for intensive staff in-service and collaboration in the core areas of reading/writing-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 common assessments, data collection and student identification for intervention programs. The plan for 2008-09 was to continue with the early release days as well as increasing staff training aimed at meeting the needs of our at-risk students. Additional time will be set-aside for sharing data on student performance, evaluating current practices and determining best improvements in programs, curriculum and instruction. Our focus for the 2009-10 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 Language Arts test 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 fall 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 (grades: 3-5; 6-9) 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' STAR 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 informal and formal teacher 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 utilize the STAR Reading and Math assessments four times through-out the school year to track student progress in those basic skills. The Star program provides a good benchmark for monitoring monthly student progress along with continuing to develop common assessments through-out the District.

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

In analyzing our student achievement data over the past few years, we have taken steps to improve students' math achievement at all grade levels. We have successfully improved the fifth-to-sixth grade transition and the algebra achievement scores. We have accomplished this through redefining our math program to ensure that advanced students have the opportunity to have a higher level of math to meet their needs; implementing Accelerated Math to support all students at their individual math levels, with particular attention to under-achieving students; and ensuring students enrolled in algebra have sufficient mathematical skills to be successful. These efforts have resulted in a marked increase in percentages of students scoring proficient or advanced on standards testing each spring, as compared with earlier years and with the same class they year before.

With the exception of our 2007 scores, we have also noted that two of our significant subgroups (Hispanic students and economically disadvantaged students) have shown marked increases in their API subgroup scores, with our Hispanic students' scores increasing at a higher rate than the overall student scores, thus closing the achievement gap between these groups. Our 2009 test scores showed these two sub-groups grew by more than 50 points.

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 CA Standards 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 Reading/Math Enrichment Classes are also available to underachieving 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. In 2008, Glen Edwards is partnering with the Lincoln Police Department, Operation Re-Direct, the Parent Project, Parent Institute and the Latino Leadership Council to assist our Hispanic students and families addressing their needs.

9. School, district and community barriers to improvements in student achievement:

We have identified several issues that impair student achievement at Glen Edwards Middle School: poor attendance and lack of participation on the part of low-achieving students; families unable to assist their students at home due to academic or scheduling issues; a communication disconnect between school and home; lack of parental involvement and support partial due to the language barrier. 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: 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 2003 – 2009

Note: CST Test results are now reported as a percentage of students scoring advanced, proficient, 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.

GEMS 2009 STAR RESULTS

API (Growth)		2003	2004	2005	2006	2007	2008	2009
Schoolwide		697	722	768	772	750	756	800
Hispanic		614	645	694	669	673	670	744
Economically Disadvantaged		627	653	700	698	692	695	745

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		2003	2004	2005	2006	2007	2008	2009
All Students - % Prof/Adv								
6th		39	40	47	45	41	43	60
7th		34	38	55	60	42	48	55
8th		30	38	44	53	50	44	60
Hispanic Students - % Prof/Adv								
6th		18	26	39	19	26	17	48
7th		22	16	44	39	17	35	35
8th		7	26	19	28	42	15	42
Econ Disadvan Students - % Prof/Adv								
6th		22	22	43	30	27	27	48
7th		24	30	41	41	21	35	36
8th		21	32	27	35	46	23	47

6.2.49

GEMS 2009 STAR RESULTS CONT'D

MATH - CA STD	2003	2004	2005	2006	2007	2008	2009
All Students - % Prof/Adv							
6th	41	40	48	41	39	43	60
7th	31	40	48	46	30	35	38
8th	20	19	36	44	50	53	41
8th General Math Test - % Prof/Adv	16	17	20	16	41	45	52
% Students Taking Gen Math Test	72	48	29	31	47	62	47
8th Algebra Test - % Prof/Adv	35	20	43	58	54	72	64
% Students Taking Algebra Test	27	52	61	59	41	24	37
8th Geometry Test - % Prof/Adv	~	~	48	53	68	62	56
% Students Taking Geometry Test	~	~	10	10	12	12	16

Hispanic Students - % Prof/Adv							
6th	22	23	28	22	22	34	49
7th	26	21	35	26	7	14	32
8th				27	41	41	42
8th General Math	4	9	18	3	30	42	42
8th Algebra	17	11	29	42	50	33	48
8th Geometry	~	~	25	60	100	100	40

Econ Disadvan Students - % Prof/Adv							
6th	26	26	41	28	24	26	48
7th	25	27	35	36	18	25	37
8th				33	40	42	42
8th General Math	17	16	18	13	34	36	42
8th Algebra	23	17	24	49	45	65	58
8th Geometry	~	~	50	75	63	50	~

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
Economically Disadvantaged	6th, 7th & 8th Grades Language Arts AYP GOAL = 35.2% (Pro/Adv) 6th, 7th & 8th Grades Math AYP GOAL = 37.0% (Pro/Adv) API Target '08 = 697	6th grade >AYP @ 48% 12.8 7th grade >AYP @ 36% .8 8th grade >AYP @ 47% 11.8 **Schoolwide >AYP @ 58.2% 23** 6th grade >AYP @ 48% 11 7th grade >AYP @ 37% ~ 8th grade >AYP @ 42% 5 **Schoolwide >AYP @ 44.9% 7.9** **API '09 745 = 48**
Hispanic Students with Disabilities	6th, 7th & 8th Grade Language Arts AYP GOAL = 35.2% (Pro/Adv) 6th, 7th & 8th Grade Math AYP GOAL = 37.0% (Pro/Adv) API Target '08 = 682 6th, 7th & 8th Grade Language Arts 6th, 7th & 8th Grade Math	6th grade >AYP @ 48% 12.8 7th grade >AYP @ 35.2% ~ 8th grade >AYP @ 42% 6.8 **Schoolwide >AYP @ 42% 6.8** 6th grade <AYP @ 49% 12 7th grade <AYP @ 32% ~ 8th grade >AYP @ 42% 5 **Schoolwide >AYP @ 42% 5** **API '09 744 = 62** All Grades <AYP @ ~ All Grades <AYP @ ~

6.2.51

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 reversed a previous downward trend in achievement scores but intervention strategies for success must continue.
- Algebra scores are continuing to improve overall, but the Hispanic, 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, tardies.
- Parents are utilizing the student agendas, going on-line, checking the school website and accessing information on student class work, homework assignments, and progress reports.
- 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 Tutoring Program has been very helpful to struggling students.
- Intervention programs for Title I 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 and reading.

6.2.52

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # 1 for Improving Student Achievement in Mathematics:

By June of 2010, ALL significant subgroups will increase their AYP Proficiency rates to meet AYP requirement of 58% proficient or Safe Harbor (SH - reduction by 10% of non-proficient students)

	Current	Target		Current	Target
>Overall	52.5	58.0	>SED	45.4	50.9 (SH)
>White	58.6	61.5	>ELL	32.5	39.3 (SH)
>Hispanic	43.8	49.4 (SH)	>SWD	30.9	37.8 (SH)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline 2008-09	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/ Enrichment Elective		Training	$ 500	Title I
• Panther Pride After-School Tutoring	Y-T-D	(6 TchrX$30X4hrX30wk)	$21,600	TitleI/Grant
• Intervention curriculum materials	Math Teachers	Txbk & Consumables	$ 1,500	Title I
• Safety Supervision – Detentions	Aft School Tutors	(1) Campus Monitor	$ 1,112	Safety
• Friday School	On-going	(1) Teacher	$ 1,350	Title I

3.5.2.6

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	Y-T-D	Certificates, misc supplies Paper, postage	$ 250 $ 150 $ 125	APTS SLIB SLIB
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 SLIB/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.

GOAL # 2 for Improving Student Achievement in English Language Arts:

By June of 2010, ALL significant student subgroups will meet AYP requirement of 56.8% proficient or Safe Harbor (SH - reduction by 10% of non-proficient students)

	Current	Target		Current	Target
>Overall	59.2	62.2	>SED	44.8	50.3 (SH)
>White	68.3	71.7	>ELL	28.1	35.3 (SH)
>Hispanic	42.8	48.5 (SH)	>SWD	45.7	51.1 (SH)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	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	$ 28,580	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	Replacemen	$ 5,000	Title I
		Annual Feet	$ 1,000	SLIB

• Warranty				

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		$ 37,125	Title I
• 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
• 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	SLIB/Title I

6.2.56

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 $ 500 $ 1,250 $ 1,500	SLIB/Title I SLIB/Title I Title I Title I Title I SLIB Title I EIA

6,2,57

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: $ 13,197	EIA

6.2.58

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: $**	**52,729**
Purpose: Help educationally disadvantaged students succeed in the regular program.		
	Carry-Over	**2,565**
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 7395)	**Amount: $**	**17,823**
Purpose: Improve school response to educational, personal and career needs of all students.	**Carry-Over**	**42**
Art, Music Block Grant	**Amount: $**	**4,698**
	Carry-Over	
ELAP	**Amount: $**	**2.098**
GATE	**Amount: $**	**2,687**
	Carry-Over	**4,462**

Federal Programs

Elementary and Secondary Education Act:

Title I: Targeted Assistance Program (Res 3010)	**Amount: $**	**144,974**
Purpose: Help educationally disadvantaged students achieve grade level proficiency		
	Carry-Over	**18,210.**
Title V: Innovative Programs (4110)	**Amount: $**	
Purpose: Support educational improvement, library, media, and at-risk students.		
Other Federal Funds (list and describe):		
Title III: EL (Res 4201 or 4203)	**Amount: $**	
Total amount of state and federal categorical funds allocated to this school:		**$ 250,288**
		======

6.2.59

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	Janette Mercier				X	
Vice Chairperson	Patrick Shima				X	
Secretary	Diane Smith				X	
Principal	Michael Doherty	X				
	Holly Shima				X	
Daniela Thompson				X		
Dan Alcorn			X			
Olin Dillingham			X			
Ed Newberry			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).

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 Learners Staff
- X Special Education Curriculum Committee
- X Gifted and Talented Education – Performing Arts Curriculum Committee
- X Other *(list)* ELAC

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 March 31, 2008.
(Revised & Approved) October 22, 2009

Attested:

Michael Doherty Name of school principal	Michael Doherty Signature of school principal	11/09/09 Date
Janette Mercier Name of SBLT chairperson	Janette Mercier Signature of SBLT chairperson	11/9/09 Date

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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, 2009/2010 and 2010/2011**. 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 _____ 2009

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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 410, with two to three classes at each grade level. The ethnic composition of the student body is 71% Hispanic, 26% Caucasian, and 3% other designations. English, Spanish and Portuguese are the most common languages spoken in the community. The school operates a Structured English Immersion (SEI) program for the school's English learners; it also houses the Elementary Academy which serves the district's Gifted and Talented Education (GATE) and high achieving elementary students. Support services include a Special Education Resource Program, Speech and Language, and a Title I reading intervention program for our first through fifth grade students. In addition, an innovative collaboration between the district and California State University, Sacramento provides individual and small group counseling services to at-risk students.

Parents play important roles at First Street School through their active participation and involvement in Site Based Leadership Team (SBLT), Parent Teachers Club (PTC), annual events and regular volunteering in the classrooms. Parent volunteers fully implement a monthly art docent program. First Street School is becoming a focal point and community center for students and their parents.

DISCIPLINE & LEARNING CLIMATE

A student handbook was developed and dispersed to students and family members. Within the handbook is the discipline plan. The entire staff and SBLT worked to develop a discipline plan which is in concert with District Discipline Plan. The plan includes the following: school rules, parent notification, expected student behavior guidelines, violation of rules/behavior, student response, comments, action taken and parent signature/response section. The entire staff of First Street School takes classroom and playground discipline seriously.

SCHOOL LEADERSHIP

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

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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 Street and First Street and Hollingsworth Drive.

SAFE SCHOOL PLAN

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

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

SCHOOL PROGRAMS AND PRACTICES THAT PROMOTE A POSITIVE LEARNING ENVIRONMENT

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

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

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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 2008/2009 STAR assessment results and student performance in the classroom, we have determined that there is a need to address student writing. In the 2008/2009 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.

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STUDENT PERFORMANCE DATA SUMMARY *(continued)*

School Demographic Characteristics

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

Ethnic/Racial (Stanford 9)	Percent
African American not Hispanic	0
American Indian or Alaska Native	0
Asian	1
Filipino	2
Hispanic or Latino	65
Pacific Islander	0
White not Hispanic	30
Participants in Free or Reduced Price Lunch	70
English Language Learners (STAR)	44
Multi-track year-round school? (CBEDS)	No
School Mobility (STAR)	93

Parent Education Level (STAR)	Percent
Percent with a response	96
Of those with a response:	
Not a high school graduate	15
High school graduate	11
Some college	7
College graduate	10
Graduate school	57
Enrollment in grades 2-11 on first day of test	284
Students exempted from STAR testing	0

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
English learners	2nd – 5th	In English/Language Arts, 51.5% of our students scored proficient or above on the CST compared to 36.3% of English learners. In mathematics the numbers were 65.8% for the school and 54.8% for English learners.
Title I and SCE participants	2nd – 5th	The most needy below the 25%ile receive services through the Title I reading intervention program and after school tutoring groups.
Economically Disadvantaged	2nd – 5th	In English/Language Arts, 43.3% of our economically disadvantaged students scored proficient or above on the CST compared with 51.5% of overall student population. In mathematics, the numbers were 60.6% for economically disadvantaged and 65.8% all students.
Special Education participants	2nd – 5th	43.3% of our special education students are at proficient or above on the CST Eng./LA and 53.3% in mathematics compared to the numbers already shared for the general student population.
Other student groups: All Students	2nd – 5th	17.5% of all students scored below/far below basic in English/Language Arts and 12.75% scored at the same level in math.

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Conclusions from Student Performance Data:

- More students are struggling in language arts than in mathematics. Our CST scores are higher in math at every grade level tested and have dramatically improved over the last couple of years.
- Our third graders (currently in fourth grade) scored lower than the other grade levels in the CST English/Language Arts while our current fifth graders scored higher than the other grades in this area. In mathematics, our current third graders scored lower than the other grades while our promoted fifth graders scored slightly better than our current fifth graders.
- Our English learners and economically disadvantaged subgroups were able to meet their AYP targets for the 2008/2009 STAR testing cycle in English /Language Arts, and they also met 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 (72%).

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 2010, all significant subgroups will meet AYP proficiency rates for STAR testing in Mathematics.

Goal #2: By June 2010, all significant subgroups will meet AYP proficiency rates for STAR testing in English/Language Arts.

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2008-09 Accountability Progress Reporting (APR)

School Report
2009 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
9/15/2009

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

Direct Funded Charter School: No

2009 AYP and PI Links:
- School Overview
- School Chart
- School PI Status
- LEA List of schools
- County List of Schools

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

2008-09 APR		2008-09 State API			2009 Federal AYP and PI		
Summary	Glossary	2008 Base	Guide	Growth	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 21 of 21 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 2009 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2009 AYP Criteria	Alternative Method
Schoolwide	284	284	100	Yes		283	283	100	Yes	
African American or Black (not of Hispanic origin)	0	0	--	--		0	0	--	--	
American Indian or Alaska Native	1	1	100	--		1	1	100	--	
Asian	4	4	100	--		4	4	100	--	
Filipino	7	7	100	--		7	7	100	--	
Hispanic or Latino	184	184	100	Yes		184	184	100	Yes	
Pacific Islander	0	0	--	--		0	0	--	--	
White (not of Hispanic origin)	85	85	100	Yes	ER	84	84	100	Yes	ER
Socioeconomically Disadvantaged	201	201	100	Yes		200	200	100	Yes	
English Learners	151	151	100	Yes		151	151	100	Yes	
Students with Disabilities	34	34	100	--		34	34	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

	English-Language Arts Target 46.0 % Met all percent proficient rate criteria? Yes				Mathematics Target 47.5 % Met all percent proficient rate criteria? Yes			
	Valid	Number At or Above	Percent At or Above	Met 2009 AYP	Alternative	Valid	Number At or Above	Percent At or Above	Met 2009 AYP	Alternative

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GROUPS	Scores	Proficient	Proficient	Criteria	Method	Scores	Proficient	Proficient	Criteria	Method
Schoolwide	264	136	51.5	Yes		263	173	65.8	Yes	
African American or Black (not of Hispanic origin)	0	--	--	--		0	--	--	--	
American Indian or Alaska Native	1	--	--	--		1	--	--	--	
Asian	4	--	--	--		4	--	--	--	
Filipino	5	--	--	--		5	--	--	--	
Hispanic or Latino	175	67	38.3	Yes	SH	175	100	57.1	Yes	
Pacific Islander	0	--	--	--		0	--	--	--	
White (not of Hispanic origin)	76	58	76.3	Yes		75	60	80.0	Yes	
Socioeconomically Disadvantaged	194	84	43.3	Yes	SH	193	117	60.6	Yes	
English Learners	146	53	36.3	Yes	SH	146	80	54.8	Yes	
Students with Disabilities	30	13	43.3	--		30	16	53.3	--	

Academic Performance Index (API) - Additional Indicator for AYP

2008 Base API	2009 Growth API	2008-09 Growth	Met 2009 API Criteria	Alternative Method
771	809	38	Yes	

2009 API Criteria for meeting federal AYP: A minimum "2009 Growth API" score of 650 OR "2008-09 Growth" of at least one point.

Graduation Rate

Rate for 2008, Class of 2006-07	Rate for 2009, Class of 2007-08	Change	Average 2-Year Change	Met 2009 Graduation Rate Criteria	Alternative Method
				N/A	

2009 Graduation Rate Criteria: A "Rate for 2009" of at least 83.1 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

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2008-09 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met
2009 Growth
Academic Performance Index (API) Report

California Department of Education
Academic Accountability and Awards Division
9/14/2009

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

2009 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

2008-09 APR		2008-09 State API			2009 Federal AYP and PI		
Summary	Glossary	2008 Base	Guide	Growth	AYP	PI	Guide

State Accountability: Academic Performance Index (API)

Number of Students included in the 2009 Growth API	API				Met Growth Target		
	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
264	809	771	5	38	Yes	Yes	Yes

Similar Schools Report

Similar Schools

Median API	
2009 Growth	2008 Base
829	816

Click on the median value heading to link to the list of 2008 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2008 Base API Report.

Subgroups

	Number of Students Included in 2009 API	Numerically Significant in Both Years	Subgroup API				
			2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Met Subgroup Growth Target
African American (not of Hispanic origin)	0	No					
American Indian or Alaska Native	1	No					
Asian	4	No					
Filipino	5	No					
Hispanic or Latino	175	Yes	763	719	5	44	Yes
Pacific Islander	0	No					
White (not of Hispanic origin)	76	Yes	899	886	A	13	Yes

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Socioeconomically Disadvantaged	194	Yes	777	724	5	53	Yes
English Learners	146	Yes	751	707	5	44	Yes
Students with Disabilities	30	No					

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2009 Growth API is posted even if a school or LEA had no 2008 Base API or if a school had significant population changes from 2008 to 2009. 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 2008 or 2009. 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 2008.
"B" means the school did not have a valid 2008 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 2008 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 2009 Growth API of 650 or a one-point increase from 2008 Base API to 2009 Growth API for a school or LEA.

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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: By June of 2010, all significant subgroups will meet AYP proficiency rates for STAR testing in mathematics:

- Overall – Current 65.8% Target 68%
- Hispanic/Latino – Current 57.1% Target 59%
- White – Current 80% Target 82%
- SED – Current 60.6% Target 63%
- EL – Current 54.8% Target 58%

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

multi-grade articulation meetings, those students in need of academic support services • Parent/teacher conferences and on-going communication to discuss academics and if necessary truancy • Use of student folders in the primary grades and student agendas in the intermediate grades (both items include school rules, procedures, etc.) • Regular and timely communication with parents via newsletters, reports, notices, etc. • Implement consistent measures to insure the safety of the students and staff. • English Learner Advisory Committee (ELAC) meetings are held at least 4 times a year • We plan to offer two workshops/meetings to parents of Title I students. Parents would learn strategies on how to help their students and they would receive materials to take home to implement the strategies • FSS would like to provide students with the opportunity to participate in school sponsored trips 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

SLG, 2, 7S

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 2010, all significant student subgroups will meet AYP proficiency rates for STAR testing on ELA:

- Overall – Current 51.5% Target 56.8%
- Hispanic/Latino – Current 38.3& Target 44.8% (Safe Harbor)
- White – Current 76.3% Target 80%
- SED – Current 43.3% Target 49% (Safe Harbor)
- EL – Current 36.3% Target 42.7% (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

• 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 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	09-10 Title I teacher Instructional Aides Teachers Teachers ISP's 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	 $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 our certificated staff in the area of language arts • Continue our association with CRLP Results • As part of implementing the Professional Learning	09-10 District Office Teachers	 Cost of presenters and snacks Cost associated with attending staff development opportunities	 $12,698 $4,950	 Staff Dev. Title I EIA-LEP

6.3.77

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	The equivalent of 5% of the total Title I allocation	$7,954	Title I
Involvement of staff, parents and community: • Dissemination of assessment results to parents • Timely academic reports and referral for intervention if necessary • Identify, through SST's, grade level meetings and multi-grade articulation meetings, those students in need of academic support services • Parent/teacher conferences and on-going communication to discuss academics and if necessary truancy • Use of student folders in the primary grades and student agendas in the intermediate grades (both items include school rules, procedures, etc.) • Regular and timely communication with parents via newsletters, reports, notices, etc. • Implement consistent measures to insure the safety of the students and staff. • English Learner Advisory Committee (ELAC) meetings are held at least 4 times a year • We plan to offer two workshops/meetings to parents of Title I students. Parents would learn strategies on how to help their students and they would receive materials to take home to implement the strategies • FSS would like to provide students with the	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 teachers and the cost of materials	N/A $2,000 $600 $2,000 $250 $500	N/A SLIG SLIG SLIG EIA Title I

opportunity to participate in school sponsored trips and activities regardless of financial hardship		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			

6,279

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
• Prepare the Consolidated Application. • Provide assistance in categorical program planning and implementation; budgeting; plan writing; revisions; and monitoring and evaluations. • Obtain and disseminate information necessary for the operation of programs. • Advise and assist school with program requirements. • Coordinate staff development.	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: $13,151	EIA-LEP
• Assist with the implementation of School Site Councils and Title I meetings. Attend meetings upon request. • Advise and assist school with program requirements. • Assist the school with Coordinated Compliance Reviews. • Coordinate staff development.	Total: $0	Title I Part A
• Prepare and submit various reports (CalWORKS, Title I Data, R-30 Language Census, etc.). • Advise and assist school with program requirements.	Total: $0	Title III

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

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

State Programs

Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	**Amount: $0**
Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners.	**Amount: $52,548** **Carryover: $51,855**
English Language Acquisition Program (ELAP) Purpose: To help English learners in grades 4 through 8 improve their English proficiency.	**Amount: $6,031**
Gifted and Talented Education (GATE) Purpose: To enhance the education of GATE identified students.	**Amount: $4,858**
School Library Improvement Block Grant (Res 3010) Purpose: Improve school response to educational, personal and career needs of all students.	**Amount: $19,241**
Arts & Music Block Grant Purpose: To promote the arts and music.	**Amount: $3,058**
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: $159,089** **Carryover: $58,574**
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 (Res 4201 or 4203)	**Amount: $0**

Total amount of state and federal categorical funds allocated to this school: **$355,254**

6.281

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				
Brent Welburn, Chairperson				X	
Jay Babrowski				X	
Alejandra Gúzman				X	
Ralph Pasillas				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).

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.

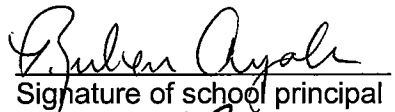
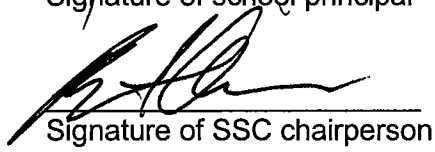
- ___ School Advisory Committee for State Compensatory Education Programs
- __✓ English Learner Advisory Committee
- ___ Community Advisory Committee for Special Education Programs
- ___ Gifted and Talented Education Program Advisory Committee
- ___ Other *(list)*

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: March 31, 2008

Attested:

Ruben Ayala Typed name of school principal	 Signature of school principal	10/14/09 Date
Brent Welburn Typed name of SSC chairperson	 Signature of SSC chairperson	10/14/09 Date

6.283

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: $13,151	EIA-LEP
	Total: $0	Title I Part A
	Total: $0	Title III

6.2.84

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Sheridan Elementary School

For the 2009-2010 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:

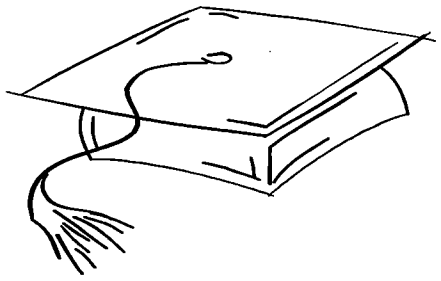
Contact Person : Kris Knutson

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

6.2.85

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.

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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 90 students. The ethnic makeup is as follows: Caucasian 62%, Hispanic 35%, Asian 1%, American Indian 1 % and Pacific Islander 1%. 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: D.A.R.E., 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 50 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.

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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 first/second; a 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 10 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), RSP, parent volunteers, counseling services (on site four days per week with groups established to address such issues as building good peer relationships and transitioning to middle school), visual and performing arts programs (with an instrumental music program), full inclusion (of special education students into the regular education program), and a technology program.

School Accountability Report Card

School Leadership

The school principal is Kris Knutson who has six years of administrative experience. He holds a current California Administrative Credential. The Site Based Leadership Team consists of four community members and four 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 Fall 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. Ninety percent of our Kindergarten through fifth grade students participate in the program.

6.2.87

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 (90%) 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 3 days per week. The Lighthouse Community Resource Center also has an office in Lincoln. Children in Western Placer Unified School District receive individual and family counseling on a walk-in and school referral basis free of charge.
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 "show a chicken" 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 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
*Accelerated Math Program
*Accelerated Reader Program
*ELD
*Reading Mastery
*Corrective Reading
*Cross-age tutoring
*Fast-Forward Math

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

Title I – reading

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.

Reading Lions (a district wide common assessment) 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 so as 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 on site four days a week)
*Grant funded after school Program
*Academic supports such as Title I program
*RSP program
*Speech
*Parent Education workshops
*Afterschool Program
*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)

6.2.91

10. Limitations of the current program to enable Underperforming students to meet standards:

*Economic issues
*Student Absences
*Student mobility
*Home environments
*Parental Involvement

6.2.92

2008-09 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met
2009 Growth
Academic Performance Index (API) Report

California Department of Education
Academic Accountability and Awards Division
9/14/2009

2009 Growth API Links:

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

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

Direct Funded Charter School: No

• State Accountability: Academic Performance Index (API)

Number of Students included in the 2009 Growth API	API				Met Growth Target		
	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
46	813*	761*	5	52	Yes	Yes	Yes

6.293

Subgroups

	Number of Students Included in 2009 API	Numerically Significant in Both Years	Subgroup API				
			2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Met Subgroup Growth Target
African American (not of Hispanic origin)	0	No					
American Indian or Alaska Native	0	No					
Asian	0	No					
Filipino	0	No					
Hispanic or Latino	14	No					
Pacific Islander	0	No					
White (not of Hispanic origin)	32	No					
Socioeconomically Disadvantaged	23	No					
English Learners	6	No					
Students with Disabilities	5	No					

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2009 Growth API is posted even if a school or LEA had no 2008 Base API or if a school had significant population changes from 2008 to 2009. 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 2008 or 2009. 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 2008.
"B" means the school did not have a valid 2008 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 2008 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 2009 Growth API of 650 or a one-point increase from 2008 Base API to 2009 Growth API for a school or LEA.

• Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 5 of 5 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 2009 AYP Criteria	Alternative Method	Mathematics Target 95% Met all participation rate criteria? Yes: Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2009 AYP Criteria	Alternative Method
Schoolwide	53	52	99	Yes	ER	53	52	99	Yes	ER
African American or Black (not of Hispanic origin)	2	2	100	--		2	2	100	--	
American Indian or Alaska Native	0	0	--	--		0	0	--	--	
Asian	0	0	--	--		0	0	--	--	
Filipino	0	0	--	--		0	0	--	--	
Hispanic or Latino	14	13	93	--		14	13	93	--	
Pacific Islander	0	0	--	--		0	0	--	--	
White (not of Hispanic origin)	37	37	100	--		37	37	100	--	
Socioeconomically Disadvantaged	26	25	97	--		26	26	100	--	
English Learners	6	5	84	--		6	5	84	--	
Students with Disabilities	5	4	80	--		5	4	80	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 46.0 % Met all percent proficient rate criteria? Yes: Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2009 AYP Criteria	Alternative Method	Mathematics Target 47.5 % Met all percent proficient rate criteria? Yes: Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2009 AYP Criteria	Alternative Method
Schoolwide	45	22	48.9	Yes	CI	45	29	64.4	Yes	CI
African American or Black (not of Hispanic origin)	0	--	--	--		0	--	--	--	
American Indian or Alaska Native	0	--	--	--		0	--	--	--	
Asian	0	--	--	--		0	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	13	6	46.2	--		13	10	76.9	--	
Pacific Islander	0	--	--	--		0	--	--	--	
White (not of Hispanic origin)	32	16	50.0	--		32	19	59.4	--	
Socioeconomically Disadvantaged	22	8	36.4	--		23	14	60.9	--	

6.2.95

English Learners	5	--	--	--	5	--	--	--
Students with Disabilities	4	--	--	--	4	--	--	--

Academic Performance Index (API) - Additional Indicator for AYP

2008 Base API	2009 Growth API	2008-09 Growth	Met 2009 API Criteria	Alternative Method
761	813	52	Yes	

6.296

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

6.2.97

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 48.9% - Target 56.8%
Hispanic/Latino – Current 46.2% - Target 56.8%)
White – Current 50% - Target 56.8%
SED – Current 36..4% - Target 56.8%
EL – Current N/A - 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 64.4% - Target 65.4%
Hispanic/Latino.....Current 76.9%--Target 77.9%
White....Current 59.4%----Target 60.4%
SED....Current 60.9%-----Target 61.9%
EL....Current N/A----------Target 58%
SWD.... Current N/A----------Target 58%

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 1 For Improving Student Achievement: By June, 2010, all significant student subgroups will meet AYP proficiency rates for STAR testing on ELA:
Schoolwide – Current 48.9% - Target 56.8%
Hispanic/Latino – Current 46.2% - Target 56.8%)
White – Current 50% - Target 56.8%
SED – Current 36..4% - Target 56.8%
EL – Current N/A - Target 56.8%
SWD – Current N/A - Target 56.8%
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.	2009-2010	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	2009-2010	Three Paraprofessionals	$8,320.00 $20,265.00	EIA Title 1
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	2009-2010	Requires substitutes @ $100.00 per day Requires fees for workshops Requires materials for workshops	$2,000	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.	2009-2010	$500.00 for assemblies	$500.00	PTC
Auxiliary services for students and parents: The Lighthouse Resource Center will be available on site four times a week for individual and group counseling and available for scheduled appointments for more intensive counseling, as well as, family counseling	2009-2010	N/A	N/A	Lighthouse Resource Center

Monitoring program implementation and results: The principal will monitor all programs and the collection of data.	2009-2010	N/A	n/a	n/a

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 64.4% - Target 65.4%
Hispanic/Latino…..Current 76.9%--Target 77.9%
White….Current 59.4%----Target 60.4%
SED….Current 60.9%-----Target 61.9%
EL….Current N/A----------Target 58%
SWD…. Current N/A----------Target 58%

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	2009-2010	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	2009-2010	Three Paraprofessionals	$8320 $20,265	EIA Title 1
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.	2009-2010	Assemblies	$500	PTC

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: $ 466.00**
Economic Impact Aid/ English Learner Program — **Amount: $ 4,164.00**
Carryover — **$ 5,198.00**
Purpose: Develop fluency in English and academic proficiency of English learners.

Arts and Music Block Grant — **Amount: $ 630.00**
Purpose: To improve art and music program for all students

Library Improvement Grant — **Amount: $ 3,695.00**
Purpose: Improve school response to educational, personal and career needs of all students.
Carryover — **Amount: $ 3,150.00**

Gate — **Amount: $ 500.00**
Carryover

Federal Programs

Elementary and Secondary Education Act:

Title I: Targeted Assistance Program — **Amount: $20,265.00**
Carryover — **$ 7,460.00**
Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Centralized Services:

EIA — **Amount:($1,042.00)**

Total amount of state and federal categorical funds allocated to this school: **$44,486.00**

10'20

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	
Collette Evans				x	

6.2.02

Numbers of members of each category	1	2	0	3	

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan

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

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the Site Based Leadership Team on Monday, October 14, 2009

Attested:

10-23-09

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

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

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

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

6. This school plan was adopted by the Site Based Leadership Team on Monday, October 19, 2009

Attested:

Kris Knutson
Typed name of school principal

Signature of school principal — Date: 10/19/09

Lori Houck
Typed name of SSC chairperson

Signature of SSC chairperson — Date: 10/19/09

10-20-09

SINGLE PLAN FOR STUDENT ACHIEVEMENT
2009-2010

TWELVE BRIDGES ELEMENTARY SCHOOL

31-66951-0106443

Revised October, 2009

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 _____.

6.2.10S

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 will 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 and was designed with a strong emphasis on outdoor learning. 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. The School Based Leadership Team (SBLT) meets monthly to review school goals and monitor the school improvement program. In addition, staff meets in grade level teams each month 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. All of our teachers hold multiple subject credentials and regularly receive training to continually develop as professional educators.

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.

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.

School Programs and Practices that Promote a Positive Learning Environment

To provide enrichment opportunities, our school hosts many after-school events, including before and after school clubs such as band, choir, science, bird studies, Art, Astronomy, and Yoga. In addition, monthly Family Reading Nights are held in our library.

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: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

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, purchasing supplies/materials/equipment, festivals as well as various fundraisers.

6-2.106

The Following Statements Characterize Educational Practice 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 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 CAT 6, STAR reading, Houghton Mifflin reading and writing assessments, and HSP 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 for one hour each day 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 student needs
   - Special education funds assist with RSP, Speech, Psychologist personnel
   - Before and after-school tutoring has been available to assist students after school when funds were available
   - SBLT 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

6.2.107

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:
   - Classes are balances so that 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 6:30 a.m. -6:30 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 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)
   - Parent volunteers in classrooms
   - Instructional assistants for academics in RSP
   - 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, and 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 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

6-2.108

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 2009 Percent Tested	No. Included in the 2009 API	2008 API (Base)	2009 Similar Schools Rank	2009 Growth Target	2009 API Target
100%	475	854	N/A	Achieved	Achieved

Student Groups	No. of Pupils Included in 2009 API	Numerically Significant	2009 Subgroup API Base	2009 Growth Target	2009 API Target
African American, not Hispanic	9	No			
American Indian or Alaska Native	2	No			
Asian	31	No			
Filipino	26	No			
Hispanic or Latino	43	No			
Pacific Islander	2	No			
White not Hispanic	324	Yes	879	Achieved	Achieved
Socio-economically Disadvantaged	41	No			
English Learners	29	No			
Students with disabilities	65	No			

School Demographic Characteristics

Ethnic/Racial		Parent Education Level	
African American not Hispanic	3%	Not high school graduate	0%
American Indian or Alaska Native	1%	High school graduate	5%
Asian	7%	Some college	26%
Filipino	5%	College graduate	29%
Hispanic or Latino	9%	Graduate school	40%
Pacific Islander	0%	Average Parent Education Level	College Grad
White not Hispanic	70%	Average Class Size (Primary)	21
Participants in Free or Reduced Price Lunch	9%	Average Class Size (Upper)	32
English Language Learners (STAR)	6%	Enrollment in grades 2-11 on first day of testing	475
Multi-track year-round school?	No	Number of Students Excused from Testing	0
School Mobility (STAR)	96%	Number of Students Tested	475

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

Monthly School-Wide Attendance (Percentage of students present)

Month	2005-2006	2006-2007	2007-2008	2008-2009
August	97.5	98.2	97.8	97.8
September	97.3	97.4	97.2	97.1
October	96.3	96.7	97.2	96.7
November	95.5	95.9	96.7	96.7
December	95.5	95.4	95.0	96.2
January	95.9	94.1	95.1	96.5
February	96.2	93.7	95.0	93.8
March	95.6	95.9	95.2	96.4
April	95.3	95.6	95.1	95.8
May	95.7	96.8	96.2	95.7

6.2.109

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		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
2nd	3	2	5	8	10	9	23	26	20	46	38	38	21	23	28
3rd	2	0	3	11	13	9	29	27	26	42	52	37	16	8	25
4th	1	1	0	6	3	2	31	18	17	29	24	31	33	55	50
5th	2	2	3	4	5	3	27	34	19	44	38	33	23	21	42

Combined Proficient & Advanced in Language Arts

Grade	2007	2008	2009
2nd	67	61	66
3rd	58	60	62
4th	62	69	81
5th	67	59	75

Mathematics

Grade	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
2nd	3	2	2	9	10	13	19	22	21	45	31	37	24	35	27
3rd	1	0	3	9	7	3	19	12	21	38	45	28	32	35	44
4th	1	0	0	1	2	2	23	12	16	36	30	26	39	56	56
5th	3	2	0	6	10	6	14	15	13	42	42	33	35	31	48

Combined Proficient & Advanced in Math

Grade	2007	2008	2009
2nd	69	66	64
3rd	70	80	72
4th	75	86	82
5th	77	73	81

Combined Proficient & Advanced in Science

Grade	2007	2008	2009
5th	40	49	64

Conclusions from Student Performance Data

- In 2nd and 3rd grades, about 40% 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 dropped in every grade level except for 4th grade. More remediation is needed to help students succeed in this area.
- Approximately 36% of our 2nd grade students are still scoring below proficient in the area of math.
- Approximately 28% of our 3rd grade students are still scoring below proficient in the area of math.
- After November, attendance rates began to drop and never recovered to their original level.

Conclusions from Parent and Teacher Input:

- More intervention opportunities are needed for students needing remediation. A research-based, systematic intervention program is essential to help all students make progress.
- A wider variety of books are needed in the school library, especially for boys to provide a greater selection for students of all abilities to choose from. Also, a wider selection at various reading ability levels is needed.
- The Accelerated Reader program has proven to greatly motivate our students and simple rewards are extremely effective in helping students to push themselves. Continuing this program is highly recommended.
- Daily intervention is crucial in helping struggling students improve.
- Parents want to be more closely involved in their children's education and simply need the guidance and tools to know how to best support them.
- With an average size of 21 students, class size does not seem to be a negative factor in student performance in the primary grades. However, class sizes of 32 in the upper grades may indicate a need for further outside intervention and support to help those struggling students in both reading and math.

6.2.10

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

SMART GOAL #1 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, 2010.
- First Grade - 85% of first grade students will score 85% or above on chapter/unit tests on numbers sense standards by June, 2010.
- Second Grade - 77% of second grade students will score proficient in Measurement and Geometry on the CST in June, 2010.
- Third Grade - 80% of third grade students will score proficient on the CST Math test in June, 2010.
- Fourth Grade - 80% of fourth grade students will score 80% on all unit and quarterly tests in 2009-2010 school year.
- Fifth Grade - 85% of fifth grade students will score proficient in Measurement and Geometry on the CST in June, 2010.

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	 Transparencies 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 at-risk of retention • After-school band and choir programs to enhance student learning and brain development	 Teachers Teachers	 Teacher pay at $27/hr. for two hours each week Teacher hourly pay	 $1,500 $900	 PRBG Art/Music
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	N/A			
Total Expenditures for Goal #1	$3,500 (SLIG)	$1,500 (State Intervention)	$5,200 (Art/Music)	

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE: Improve Student achievement in the area of Language Arts to 70% on CST.

- Kindergarten - 70% of kindergarten students will score 70% accuracy on SIPPS lesson 13 test B by June, 2010.
- First Grade - 85% of first grade students will read 60+ words per minute with 95% accuracy on a grade level passage by June, 2010.
- Second Grade - 73% of second grade students will score proficient in Written Conventions on the CST in Spring, 2010.
- Third Grade - 75% of third grade students will independently write a cohesive three-paragraph essay consisting of a topic sentence and three main facts with supporting details by May, 2010.
- 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, 2010.
- 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, 2010.

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	$7,000	SLIG
• Language Arts Supplemental Materials	Teachers	Books, games, 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.				
Monitoring program implementation and results:				
• Use of OARS and ESGI as assessment tools	Principal	N/A	$0	N/A
• Use of Collaboration Time for teachers to share data and plan	Teachers			
Total Expenditures for Goal #2	$29,100 (SLIG)	$27,500 (State Intervention)	$2,350 (GATE)	$27,540 (PRBG)

CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost	Funding Source
N/A	Total: $0	School Based Coordinated Plan
• Serve as a liaison between District and Schools. • Prepare and submit various reports (CalWORKS, Title I Data, R-30 Language Census, etc.). • Advise and assist school with program requirements. • Coordinate staff development. • 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: $1,433	EIA
N/A	Total: $0	Title I Part A
N/A	Total: $0	Title III

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL 2008-2009

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: $6,837**
Purpose: Help educationally disadvantaged students succeed in the regular program.

School Library Improvement G **Amount: $33,784**
Purpose: Improve school response to educational, personal and career needs of all students.

Arts/Music, Grant **Amount: $5,228**
Purpose: Increase academic support in the areas of Art & Music

English Language Acquisition Program **Amount: $1,311**
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: $5,995**
Purpose: Increase academic support students designated as Gifted and Talented

Total amount of state and federal categorical funds allocated to this school: Amount: $79,805

6.2.13

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			
Amy Williams		X		
Heather Graves		X		
Wendi Foote		X		
Kelley Stauffer			X	
Tonya Hamlin				X
Sheryl Reagan				X
Lauren Santoro				X
Kathleen Cummings				X
Numbers of members of each category	1	3	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: _____.

Attested:

Jeremy Lyche Typed name of school principal	_____ Signature of school principal	10/22/09 Date
Kelley Stauffer Typed name of SBLT chairperson	_____ Signature of SBLT chairperson	10/22/09 Date

6.2.114

SCHOOL SITE COUNCIL MEMBERSHIP

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Amy Williams		X		
Heather Graves		X		
Wendi Foote		X		
Kelley Stauffer			X	
Tonya Hamlin				X
Sheryl Reagan				X
Lauren Santoro				X
Kathleen Cummings				X
Numbers of members of each category	1	3	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).

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6. This school plan was adopted by the school site council on: 10/22/09.

Attested:

Jeremy Lyche
Typed name of school principal

Signature of school principal — 10/22/09 Date

Kelley Stauffer
Typed name of SBLT chairperson

Signature of SBLT chairperson — 10/22/09 Date

6.2.115

SINGLE PLAN FOR STUDENT ACHIEVEMENT

6098610
(CDS Code)

Creekside Oaks Elementary School



School Years
2009-2010
Date of this revision: 10/27/08

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

6.2.16

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 33% Hispanic, 54% Caucasian, and 6% 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 after-school tutoring 1st-5th grade, 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.

6.2.17

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:

Nineteen 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.

C. 2.11 8

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.

6.2.19

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 14 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 34 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 12 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 as well as the Newcomer Program.. 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, 2nd and 3rd. 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.

6.2120

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) meetings are held weekly to discuss ideas/actions for student progress
- Parent volunteers assisting students in class

6-2-12

- 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:

- Fast Forward Math materials are now being used for fourth and fifth grade intervention
- 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
- After-school Tutor Program has been available to provide additional support and intervention for students in grades 1^{st}- 5^{th}
- 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
- The Newcomer Program assists 2^{nd}-5^{th} grade English Language Learners, 2 ½ hours a day, for transition into the regular classroom

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

6.2.122

- 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
- 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
- After-school Tutor Program, 1st – 5th grades
- 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

6.2.123

- 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
- 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

6.2.124

Student Performance Data Summary

2008-09
Academic Performance Index (API) School Report

Star 2009 Percent Tested	Number Included in the 2008 API	2008 API (Base)	2008 Statewide Rank	2008 Similar Schools Rank	2008-09 Growth Target	2009 API Growth
100	359	780	6	1	5	775

Student Groups	Number of Pupils Included in 2009 API	Numerically Significant	2008 Subgroup API Base	2008-09 Growth Target	2009 API Growth
African American, not Hispanic	5	No			
American Indian or Alaska Native	5	No			
Asian	10	No			
Filipino	5	No			
Hispanic or Latino	109	Yes	753	5	709
Pacific Islander	6	No			
White not Hispanic	196	Yes	799	1	813
Economically Disadvantaged	174	Yes	724	5	723
English Learners	66	No			
Students With Disabilities	58	No			

2008-009
Student Testing And Reporting (STAR)

Scores are stated as a percent of students scoring at proficient	**English Language Arts** Target	**English Language Arts** Proficient	**Math** Target	**Math** Proficient
All Students	46.0%	44.5%	47.5%	56.1%
Hispanic/Latino	46.0%	31.2%	47.5%	42.2%
English Learners	46.0%	21.2%	47.5%	33.3%
White not Hispanic	46.0%	49.6%	47.5%	62.8%
Socioeconomically Disadvantaged	46.0%	34.5%	47.5%	45.4%
Students With Disabilities	46.0%	46.6%	47.5%	46.6%

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)
Coaching/Professional Development in Lang. Arts and Math
Categorical support in math interventions
Monitoring of math on OARS

62.125

STUDENT PERFORMANCE DATA SUMMARY *(continued)*
2008-09

School Demographic Characteristics

Ethnic/Racial (STAR) African American not Hispanic: 1% American Indian or Alaska Native: 1% Asian: 3% Filipino: 2% Hispanic or Latino: 31% Pacific Islander: 2% White not Hispanic: 57% Participants in Free or Reduced Price Lunch: 49% English Language Learners (STAR): 17% Multi-track year-round school? (CBEDS) – No School Mobility (STAR): 100%	Parent Education Level (STAR) Not high school graduate: 6% High school graduate: 14% Some college: 19% College graduate: 11% Graduate school: 49% Average Parent Education Level (STAR): 3.83 Average Class Size (CBEDS) K-3: 21 4-6: 29 Enrollment in grades 2-11 on first day of testing - 404 Number of Students Excused from Testing – 0 Number of Students Tested – 397

Student Groups Performing Below Standards or Expectations

Percentage of Students Scoring Below Proficient on STAR Test

Comparison of 2007-08 to 2008-09

	Reading			Mathematics		
	Far Below Basic	Below Basic	Basic	Far Below Basic	Below Basic	Basic
Second Grade	**5% to 3%**	**15% to 6%**	**31% to 41%**	**7% to 0%**	**14% to 10%**	**28% to 31%**
Third Grade	**16% to 6%**	**20% to 26%**	**37% to 35%**	**5% to 4%**	**23% to 25%**	**22% to 24%**
Fourth Grade	**4% to 5%**	**10% to 5%**	**34% to 35%**	**0% to 2%**	**16% to 13%**	**24%to 27%**
Fifth Grade	**5% to 16%**	**5% to 14%**	**38% to 32%**	**0% to 4%**	**4% to 20%**	**26% to 20%**

Conclusions from Student Performance Data:

☒ **Third grade were successful on far below basic to below basic but did have success getting from below basic to basic. Fourth and fifth grade had a lower movement rate of students towards proficiency. Additional interventions in reading and math (Fast Forward Math) have been added and data analysis for target students will help students move to proficiency.**

☐ **Students are in multiple intervention programs which include Title I, one-on-one services and after-school tutoring. New intervention materials, (SIPPS) and an additional Intervention Services Provider position have been added this year.**

Conclusions from Parent, Teacher and Student Input:

Creekside Oaks staff implemented a response to intervention plan so students who have scored "basic" and below are motivated, encouraged and supported in making the amount of progress to be proficient. Rigorous intervention programs and techniques (Title I in reading and math, after school tutoring, Newcomer Program, data analysis) continue to assist students in becoming proficient. All subgroups will be targeted for additional interventions and support. (Latino, White, English Language Learners, Socioeconomic Disadvantaged, and Students with Disabilities)

6.2.126

California Physical Fitness Test
2007-08

			Within or above the Healthy Fitness Zone™		Need Improvement	
	Students	Grade	Count	Percent	Count	Percent
One Mile Run	85	5	52	61.2	33	38.8
Body Mass Index	80	5	63	78.8	17	21.3
Curl-ups	85	5	76	89.4	9	10.6
Trunk Lift	85	5	80	94.1	5	5.9
Push Ups	83	5	72	86.7	11	13.3
Shoulder Stretch	84	5	60	71.4	24	28.6

Conclusions:

Fifth grade students have improved in Body Mass Index, Curl-ups, Trunk Lift, Push Ups, and Shoulder Stretch. Students still need to work on the One Mile Run. Students run, as a class, each morning before class begins. We hope to see improvement in the One Mile Run.

School Goals for Improving Student Achievement

Goal #1: By June 2010, all significant student subgroups will meet AYP proficiency rates for STAR testing in English Language Arts.

Goal #2: By June 2010, 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

6.2.127

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE:
By June, 2010, all significant student subgroups will meet AYP proficiency rates for STAR testing on English Language Arts.

	Current	Safe Harbor Target
Schoolwide	**44.5%**	**50.5%**
Hispanic/Latino	**31.2%**	**38.2%**
White	**49.5%**	**55.5%**
SED	**34.5%**	**41.5%**
EL	**21.2%**	**29.2%**
SWD	**46.6%**	**52.6%**

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:				
• Purchase annual fee for Accelerated Reader	All Teachers September 2009	• Subscription fee, paper, ink cartridges, rewards	$ 3,000	Title I
• STAR Assessment Incentives		• Materials	$ 1,838	EIA
• Newcomer Program/Specialist		• Salary	$ 4,313	EIA
• English Language Development Intervention		• Two Bi-lingual Instructional Aides (Salaries)	$ 10,832	EIA
• English Language Intervention Support				EIA
• Intervention Support (SIPPS, Reading Master, Read Naturally etc.)		• Copies	$ 1,000	EIA
				EIA
• Intervention Support Provider		• Salary	$ 18,061	Title I
• Title I Reading Specialist (1st-3rd)		• Salary	$ 85,889	Title I
		• Materials	$ 40,398	Title I
		• Copies	$ 2,000	Title I
• Title I Instructional Aide		• Salary	$ 11,200	Title I
• Increase library book selection		• Library books	$ 1,000	SLIG
• Purchase high level selections of library books for research and novels		• Reference books and novels	$ 5,534	GATE
• Reading support for the classroom		• Reading lab	$ 2,000	SLIG
Extended Learning Time:	Faculty September 2009			
• After school tutoring		• Tutoring targeted students	$ 2,000	Title I
• Computer Lab		• Technology Aide Salary	$ 6,404	SLIG
Staff Development:	Faculty All year			
• Workshops/in-services in target areas such as OARS, HSP math, PLC etc.		• Workshop substitutes	$ 2,500	Title I
		• Paper, ink, postage	$ 1,500	SLIG
		• Materials	$ 4,108	Title I

• [illegible]e Level Collaboration • Workshops	 Title I staff	• Substitutes • Substitutes	$ 1,000 $ 5,000	Title I Title I
Involvement of Parents/Community: • Meetings, communication, conferences • Parent Institute for a Quality Education parenting classes (PIQE), PTO activities, Open House, Back to School, ELAC • Communication with community: Bi-lingual Aide	Parents Title I Staff Teachers Aide All year	• Materials • Materials • Salary	$ 1,000 $ 1,769 $ 5,398	Title I ELAP EIA
Monitoring Program Implementation: • PLC Meetings • Utilize OARS to monitor student achievement	Faculty All year	N/A	N/A	N/A

6.2.29

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE:
By June, 2010, all significant student subgroups will meet AYP proficiency rates for STAR testing in Math.

	Current	Safe Harbor Target
Schoolwide	**56.1%**	**58.0% (Not Safe Harbor)**
Hispanic/Latino	**42.2%**	**48.2%**
White	**62.8%**	**63.8% (Not Safe Harbor)**
SED	**45.4%**	**51.4%**
EL	**33.3%**	**40.3%**
SWD	**46.6%**	**52.6%**

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: • Intervention Support (Fast Forward Math) 4th/5th • Newcomer Program/Specialist • Classroom support	Teachers September 2009	• Books, paper, manipulatives, laminate • Materials • Salary • Two Bi-lingual Instructional Aides (Salaries)	$ 2,998 $ 10,000 $ 4,000 $ 10,832	Title I Title I EIA EIA
Extended Learning Time: • After school tutoring • Computer Lab	Faculty September 2009	• Tutoring targeted students • Technology Aide Salary • Software • New computers/printers	$ 2,000 $ 6,404 $ 500 $ 3,000	Title I SLIG Title I Title I
Staff Development: • Workshops/in-services in target areas such as OARS, HSP math, Professional Learning Communities, GATE etc. • Grade Level Collaboration	Faculty All year	• Workshop substitutes • Substitutes	$ 1,500 $ 1,000	Title I Title I
Involvement of Parents/Community: • Meetings, communication, conferences • Parent Institute for a Quality Education (PIQE) parenting classes, PTO activities, Open House, Back to School, ELAC • Communication with community: Bi-lingual Aide	Parents Title I Staff Teachers Aides All year	• Materials • Materials • Salary	$ 1,000 $ 1,769 $ 5,398	Title I ELAP EIA

Monitor Program Implementation: • PLC Meetings • Utilize OARS to monitor student achievement	Faculty All year	N/A	N/A	N/A

6.2.13.1

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:				
▪ Bi-monthly newsletter sent home from the principal highlighting school events and student/teacher accomplishments	Principal	• Paper costs, ink	$ 250	SLIG
▪ Monthly newsletter for parent education	Principal	• Paper costs, ink	$ 100	SLIG
▪ Attendance telephone line	Principal	• Sticker costs	$ 300	Title I
▪ Duplication of materials for communication	Teacher	• Copies	$ 4,620	SLIG
▪ Bilingual parent communication	Teacher	• Translation costs	$ 1,000	EIA
▪ Art Docent Program	Parents	• PCOE fee and supplies	$ 1,000	SLIG
▪ Title I parent meeting	Parents	• Books, materials, hand-outs	$ 1,401	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.	Principal/ Teachers August	• paper costs, postage	$ 100	SLIG
▪ Annual rewards for students with 100%	Attendance	• Certificates and prize	$ 50	SLIG

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: ▪ Building Effective Schools Together	Vice Prinicipal Two Teachers One Classified One Parent	• Substitutes	$ 2,000	Title I
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	$ 5,000 $ 4,641	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	$ 663	SLIG

6-2-13 3:30

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 Teacher to offer additional ELD services to newcomer students • ELD Program Specialist to provide direct services to students and to teachers through coaching and staff development.	$ 8,313	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: $33,216**
Carry Over $16,395

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

School and Library Improvement Grant — **Amount: $29,199**

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

Other State or Local funds (list and describe) — **Amount: $ 13,613**

		Allocation
*ELAP	Code 6286	$ 3,438
*Arts and Music Block	Code 0760	$ 4,641
*GATE	Code 0140	$ 2,000
	Carry Over	$ 3,534

Federal Programs

Elementary and Secondary Education Act:

Title I: Targeted Assistance Program — **Amount: $146,533**

Purpose: Help educationally disadvantaged students achieve grade level proficiency.
Carry Over $ 47,165
Carry Over C.C.C. $ 4.049

Other Federal Funds (list and describe): — **Amount: $0.**

Total amount of state and federal categorical funds allocated to this school: **$290,170**

6.2.134

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	
Melinda Billings				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	

6.2.135

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

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

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

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

6. This school plan was adopted by the school site council on: _October 27, 2009_

Attested:

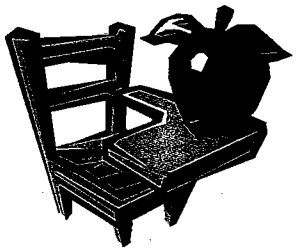
Linda Pezanoski Typed name of School Principal	Linda Pezanoski Signature of School Principal	10-27-09 Date
Cathy Hutchings Typed name of SBLT Chairperson	Cathy Hutchings Signature of SBLT Chairperson	10-27-09 Date

6.2.136

SINGLE PLAN FOR STUDENT ACHIEVEMENT

at

Carlin C. Coppin Elementary School
#31-66951-6085252
July 2009 – June 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:

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 _____

6.2.137

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 449, with two to four classes at each grade level. The ethnic makeup is as follows: 68% Caucasian, 26% 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 received 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."

6.2.138

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 Director of Education, a full-time psychologist, a full-time nurse, and eight 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, full-time speech and language therapists as well as several district behavioral specialists. 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, STAR and the Headstart/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.

SAFE SCHOOL PLAN

6.2.139

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 Inservices, 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. 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.

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, 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 CAT 6, 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

6. Use of state and local assessments to modify instruction and improve student achievement: 6.2.141

- Assistant 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:
   - STAR After School Program from 11:00 a.m. – 6:30 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 Option 2 with two 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)
   - Parent volunteers in classrooms
   - Instructional assistants for academics in RSP
   - 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 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

6.2.142

2008-09 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met
2009 Growth
Academic Performance Index (API) Report

California Department of Education
Academic Accountability and Awards Division
9/14/2009

2009 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

- 2008-09 APR
- 2008-09 State API
- 2009 Federal AYP and PI

- Summary
- Glossary
- 2008 Base
- Guide

- Growth

- AYP
- PI
- Guide

6.2.143

Number of Students included in the 2009 Growth API	API				Met Growth Target		
	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
252	816	806	A	10	Yes	No	No

Similar Schools

Median API	
2009 Growth	2008 Base
845	836

Click on the median value heading to link to the list of 2008 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2008 Base API Report.

Subgroups

	Number of Students Included in 2009 API	Numerically Significant in Both Years	Subgroup API				
			2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Met Subgroup Growth Target
African American (not of Hispanic origin)	1	No					
American Indian or Alaska Native	2	No					
Asian	3	No					
Filipino	2	No					
Hispanic or Latino	63	Yes	757	772	5	-15	No
Pacific Islander	2	No					
White (not of Hispanic origin)	171	Yes	849	820	A	29	Yes
Socioeconomically Disadvantaged	100	Yes	777	721	5	56	Yes
English Learners	26	No					
Students with Disabilities	59	No	674				

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2009 Growth API is posted even if a school or LEA had no 2008 Base API or if a school had significant population changes from 2008 to 2009. 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 2008 or 2009. 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 2008.
"B" means the school did not have a valid 2008 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 2008 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 2009 Growth API of 650 or a one-point increase from 2008 Base API to 2009 Growth API for a school or LEA.

6.2.144

California Standardized Testing and Reporting (STAR)

Coppin (Carlin C.) Elementary School

All Students

Total Enrollment on First Day of Testing: 268
Total Number Tested: 268
Total Number Tested in Selected Subgroup: 268

County Name: Placer County
District Name: Western Placer Unified District
School Name: Coppin (Carlin C.) Elementary School
CDS Code: 31-66951-6085252

California Standards Test Scores - 2009

	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	66	70	80	52							
CST English-Language Arts											
Students Tested	66	62	69	43							
% of Enrollment	100.0 %	88.6 %	86.3 %	82.7 %							
Students with Scores	66	62	69	43							
Mean Scale Score	369.7	356.8	371.8	356.0							
% Advanced	30 %	29 %	33 %	23 %							
% Proficient	39 %	23 %	39 %	28 %							
% Basic	17 %	27 %	22 %	35 %							
% Below Basic	8 %	15 %	4 %	9 %							
% Far Below Basic	6 %	6 %	1 %	5 %							
CST Mathematics											
Students Tested	66	64	71	44							
% of Enrollment	100.0 %	91.4 %	88.8 %	84.6 %							
Students with Scores	66	64	71	44							
Mean Scale Score	365.2	394.3	379.7	348.5							
% Advanced	24 %	36 %	34 %	14 %							
% Proficient	41 %	34 %	44 %	34 %							
% Basic	23 %	20 %	15 %	32 %							
% Below Basic	8 %	9 %	6 %	14 %							
% Far Below Basic	5 %	0 %	1 %	7 %							
CST Science - Grade 5, Grade 8, and Grade 10 Life Science											
Students Tested				42							
% of Enrollment				80.8 %							
Students with Scores				42							
Mean Scale Score				358.0							
% Advanced				17 %							
% Proficient				33 %							
% Basic				36 %							
% Below Basic				7 %							
% Far Below Basic				7 %							

6.2.145

California Standardized Testing and Reporting (STAR)

Coppin (Carlin C.) Elementary School

White

Total Enrollment on First Day of Testing: 268
Total Number Tested: 268
Total Number Tested in Selected Subgroup: 180

County Name: Placer County
District Name: Western Placer Unified District
School Name: Coppin (Carlin C.) Elementary School
CDS Code: 31-66951-6085252

California Standards Test Scores - 2009

	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	66	70	80	52							
CST English-Language Arts											
Students Tested	49	33	52	30							
% of Enrollment	74.2 %	47.1 %	65.0 %	57.7 %							
Students with Scores	49	33	52	30							
Mean Scale Score	379.1	377.0	376.2	361.7							
% Proficient and Above	73 %	67 %	77 %	57 %							
CST Mathematics											
Students Tested	49	35	53	31							
% of Enrollment	74.2 %	50.0 %	66.3 %	59.6 %							
Students with Scores	49	35	53	31							
Mean Scale Score	368.6	412.7	379.5	353.2							
% Proficient and Above	69 %	86 %	79 %	48 %							
CST Science - Grade 5, Grade 8, and Grade 10 Life Science											
Students Tested				30							
% of Enrollment				57.7 %							
Students with Scores				30							
Mean Scale Score				365.1							
% Proficient and Above				53 %							

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6.2.146

California Standardized Testing and Reporting (STAR)

Coppin (Carlin C.) Elementary School

English Learner

Total Enrollment on First Day of Testing: 268
Total Number Tested: 268
Total Number Tested in Selected Subgroup: 28

County Name: Placer County
District Name: Western Placer Unified District
School Name: Coppin (Carlin C.) Elementary School
CDS Code: 31-66951-6085252

California Standards Test Scores - 2009

	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	66	70	80	52							
CST English-Language Arts											
Students Tested	7	11	3	5							
% of Enrollment	10.6 %	15.7 %	3.8 %	9.6 %							
Students with Scores	7	11	3	5							
Mean Scale Score	*	326.2	*	*							
% Proficient and Above	*	27 %	*	*							
CST Mathematics											
Students Tested	7	11	3	5							
% of Enrollment	10.6 %	15.7 %	3.8 %	9.6 %							
Students with Scores	7	11	3	5							
Mean Scale Score	*	366.1	*	*							
% Proficient and Above	*	55 %	*	*							
CST Science - Grade 5, Grade 8, and Grade 10 Life Science											
Students Tested				5							
% of Enrollment				9.6 %							
Students with Scores				5							
Mean Scale Score				*							
% Proficient and Above				*							

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California Standardized Testing and Reporting (STAR)

Coppin (Carlin C.) Elementary School

Economically Disadvantaged

Total Enrollment on First Day of Testing: 268
Total Number Tested: 268
Total Number Tested in Selected Subgroup: 103

County Name: Placer County
District Name: Western Placer Unified District
School Name: Coppin (Carlin C.) Elementary School
CDS Code: 31-66951-6085252

California Standards Test Scores - 2009

	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	66	70	80	52							
CST English-Language Arts											
Students Tested	28	22	23	16							
% of Enrollment	42.4 %	31.4 %	28.8 %	30.8 %							
Students with Scores	28	22	23	16							
Mean Scale Score	355.4	339.6	355.7	347.1							
% Proficient and Above	64 %	45 %	61 %	44 %							
CST Mathematics											
Students Tested	28	23	23	17							
% of Enrollment	42.4 %	32.9 %	28.8 %	32.7 %							
Students with Scores	28	23	23	17							
Mean Scale Score	359.0	372.8	365.6	351.2							
% Proficient and Above	57 %	65 %	61 %	59 %							
CST Science - Grade 5, Grade 8, and Grade 10 Life Science											
Students Tested				16							
% of Enrollment				30.8 %							
Students with Scores				16							
Mean Scale Score				365.1							
% Proficient and Above				50 %							

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California Standardized Testing and Reporting (STAR)

Coppin (Carlin C.) Elementary School

Students with Disability

Total Enrollment on First Day of Testing: 268
Total Number Tested: 268
Total Number Tested in Selected Subgroup: 55

County Name: Placer County
District Name: Western Placer Unified District
School Name: Coppin (Carlin C.) Elementary School
CDS Code: 31-66951-6085252

California Standards Test Scores - 2009

	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	66	70	80	52							
CST English-Language Arts											
Students Tested	11	7	7	6							
% of Enrollment	16.7 %	10.0 %	8.8 %	11.5 %							
Students with Scores	11	7	7	6							
Mean Scale Score	344.4	*	*	*							
% Proficient and Above	27 %	*	*	*							
CST Mathematics											
Students Tested	11	9	9	7							
% of Enrollment	16.7 %	12.9 %	11.3 %	13.5 %							
Students with Scores	11	9	9	7							
Mean Scale Score	318.5	*	*	*							
% Proficient and Above	36 %	*	*	*							
CST Science - Grade 5, Grade 8, and Grade 10 Life Science											
Students Tested				6							
% of Enrollment				11.5 %							
Students with Scores				6							
Mean Scale Score				*							
% Proficient and Above				*							

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Conclusions from Student Performance Data

1. Approximately 31% of 2nd graders, 48% of 3rd graders and 27% of 4th graders are scoring below proficient in area of Language Art. More intervention is needed to help students succeed in this area.
2. Approximately 36% of 2nd graders, 29% of 3rd graders and 22% of 4th graders are scoring below proficient in area of Math. More intervention is needed to help students succeed in this area.
3. After January, attendance rates began to drop and never recovered to their original level.

School wide Conclusions

1. Hands-on activities are needed to help students more fully grasp math concepts across all grade levels.
2. The Accelerated Reader program has proven to greatly motivate our students and simple rewards are extremely effective in helping students to push themselves. Continuing this program is highly recommended.
3. Daily intervention is crucial in helping struggling students improve.
4. Parents want to be closely involved in their children's education.

6.2.149

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: 25% Pacific Islander: 0% White not Hispanic: 69% Participants in Free or Reduced Price Lunch: 32% English Language Learners 17% 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 22% Some college 28% College graduate 21% Graduate school 24% Average Parent Education Level (STAR) Some college Average Class Size (CBEDS) K-3 = 18/4-5=25 Enrollment in grades 2-11 on first day of testing - (STAR) 269 Number of Students Excused from Testing – 1 Number of Students Tested – (STAR) 268

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
English Learners	$2^{nd} – 5^{th}$	In English/Language Arts, 26.9% of our EL students scored proficient or above on the CST. In mathematics 46.2% scored proficient or above.
Economically Disadvantaged	$2^{nd} – 5^{th}$	In English/Language Arts, 56% of our economically disadvantaged students scored proficient or above on the CST. In mathematics, the numbers were 58.6% for economically disadvantaged.
Students with Disabilities	$2^{nd} – 5^{th}$	46.4% of our special education students are at proficient or above on the CST Eng./LA and 44.1% in mathematics.
All Students	$2^{nd} – 5^{th}$	62.9% of all students scored proficient or above in English/Language Arts and 65.3% scored at the same level in math.

6.2.150

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Language Arts

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

- Schoolwide – Current 62.9% - Target 63.9%
- Hispanic/Latino-Current 47.6%- Target 53% (Safe Harbor)
- White-Current 70.2%- Target 71.2 %
- SED- Current 56%- Target 56.8%
- EL- Current 26.9%-Target 35% (Safe Harbor)
- SWD- Current 46.6% - Target 52% (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.	All staff 2009/2010 School Year	• Materials for intervention/enrichment • Additional Intervention Support Personnel to implement programs • Instructional aide to assist English learners and their families • Printing Costs	**$18,360** **$18,718** **$10,000**	**Pupil Retention Block Grant** **EIA** **SLIG**
Improvement of Instructional Strategies/Materials: * Staff will attend various workshops and staff development activities * Ongoing purchases of library materials * Supplemental materials will be purchased to support and enrich core curriculum on an as needed basis	All staff 2009/2010 School Year	• Conference, sub fees • Library materials • Renaissance Learning • Supplementary materials as needed	**$4000** **$5000** **$2700** **$5000**	**SLIG**

ISI'09

Extended Learning Time: • Students participate in intervention or enrichment programs	All staff 2009/2010 School Year	• Additional support personnel • Supplementary materials as needed	**$5,300** **$2,000**	**EIA** **GATE**
Staff Development: • Staff will participate in monthly professional development meetings • Staff will attend workshops and professional development opportunities as available	All staff 2009/2010 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 2009/2010 School Year	• Synre Voice • Funds allotted for special events • Printing costs	**$11,00** **$250** **$1,000**	**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 2009/2010 School Year	• additional hours for support personnel	**$2,245**	**SLIG**

SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Math

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

- Schoolwide – Current 65.3% - Target 68.5%
- Hispanic/Latino-Current 53.2%- Target 58%
- White-Current 71.3%- Target 74%
- SED- Current-58.6%- Target 63%
- EL- Current 46.2%- Target 51% (Safe Harbor)
- SWD- Current 44.1 - Target 50% (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.	All staff 2009/2010 School Year	• Materials for intervention/enrichment • Additional personnel to implement programs • Instructional aide to assist English learners and their families • Printing Costs	**See above (LA)** **See above (LA)** **See above**	**Pupil Retention Block Grant** **EIA** **SLIG**
Improvement of Instructional Strategies/Materials: * Staff will attend various math workshops and staff development activities * Ongoing purchases of library materials, as applicable * Supplemental materials will be purchased to support and enrich mathematics program on an as needed basis	All staff 2009/2010 School Year	• Conference, sub fees • Library materials • Supplementary materials as needed	**See above (LA)**	**SLIG**

ESI.2.9

Extended Learning Time: • Students participate in intervention or enrichment programs, as applicable	All staff 2009/2010 School Year	• Additional support personnel • Supplementary materials as needed	**See above (LA)** **See above (LA)**	**EIA** **GATE**
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 2009/2010 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 2009/2010 School Year	• Synre Voice • Funds allotted for special events • Printing costs	**See above**	**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 2009/2010 School Year	• additional hours for support personnel	**See above (LA)**	**SLIG**

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 through in-class support and staff development.** • **Newcomer teacher to provide direct services to Newcomer students**	**Total $4,298**	**EIA-LEP**
	Total $4,298	

6.2.155

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: $17,174**
Purpose: Develop fluency in English and academic proficiency of English learners
* EIA carryover — **$18,699**

English Language Acquisition Program (ELAP) — **Amount: $1,573**

Gifted and Talented Education (GATE) (Res 0140) — **Amount: $2,000**
Purpose: To enhance the education of GATE identified Students
* GATE carryover — **$3,544**

School Library Improvement Grant (Res 0395) — **Amount: $20,187**
Purpose: Improve school response to educational, personal and career needs of all students.
* SLIG carryover — **$16,542**

Art & Music Grant (Res 0760) — **Amount: $3,208**
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: **$101,287**

6.2.156

SCHOOL SITE COUNCIL MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Terri Dorow	X				
Virginia Cosh				X	
Jane Isola				X	
Debbie Ewing				X	
Denise Anderson				X	
Jill Nash				X	
Erin Hermle		X			
Rene McGrath		X			
Julie Shackelford		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).

6.2.15?

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

_x_ English Learner Advisory Committee

_0_ Community Advisory Committee for Special Education Programs

_0_ Gifted and Talented Education Program Advisory Committee

_0_ Other *(list)*

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

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

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

ttested:

Terri Dorow
Typed name of school principal

Terri Dorow
Signature of school principal

Date 11-4-09

Jane Isola
Typed name of SSC chairperson

Jane Isola
Signature of SSC chairperson

Date 11-4-09

6.2.158

SINGLE PLAN FOR STUDENT ACHIEVEMENT

FOSKETT RANCH ELEMENTARY SCHOOL

Revised October 2009

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
castilke@wpusd.k12.ca.us

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on 11/16/2009.

6.2.159

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 545 students in Kindergarten through fifth grade. Three special education preschool classes serve students on the campus. 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, Five Special Day Classes (two K-2 and three 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), our Art Docent program, 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 dispersed 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 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.

6-2.160

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 free of charge. 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 from our college intern program and 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 28 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 fire drills and evacuations are in place.

SCHOOL LEADERSHIP

The Principal, Kelly Castillo, has served in education for twenty-four years, fifteen 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 group 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.

6.2.161

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 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 has annual resolution confirming instructional materials available to students

3. Alignment of staff development to standards, assessed student performance and professional needs:
   - CELDT training in-services held by the WPUSD
   - 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
   - PCOE standards-aligned 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 CST, STAR reading, Houghton Mifflin reading assessments, Math quarterly assessments

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

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
   - PCOE courses available
   - WPUSD in-services available
   - 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 paid by the district in addition to two teachers in each class
   - 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
   - Library time scheduled for all students weekly
   - Intervention Support Providers for reading/language arts

6.2.163

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)

10. Limitations of the current program to enable under-performing students to meet standards:
   - Not enough interventions/support/staff for academic and behavior concerns
   - Additional support materials are needed to meet the needs of under-performing students
   - Additional training in differentiated instruction, universal access, ELD and RtI 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

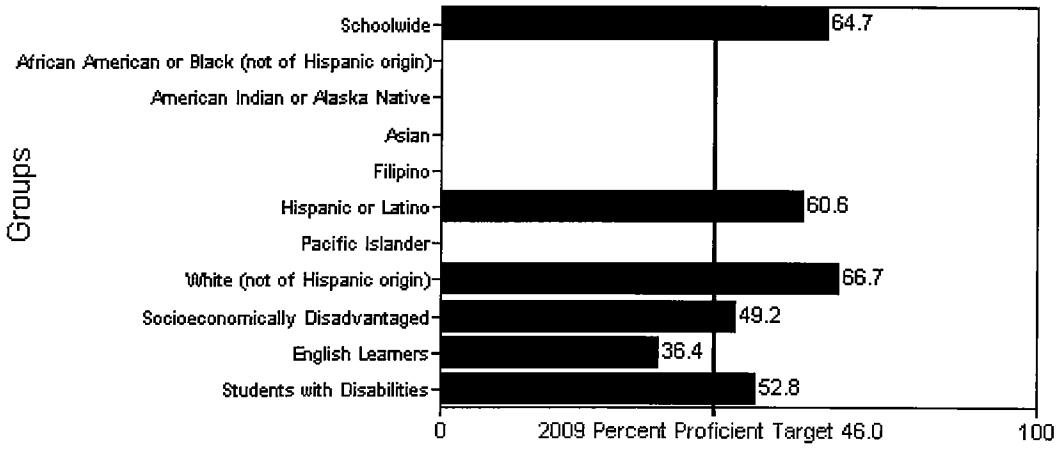
6.2.164

STUDENT PERFORMANCE DATA SUMMARY

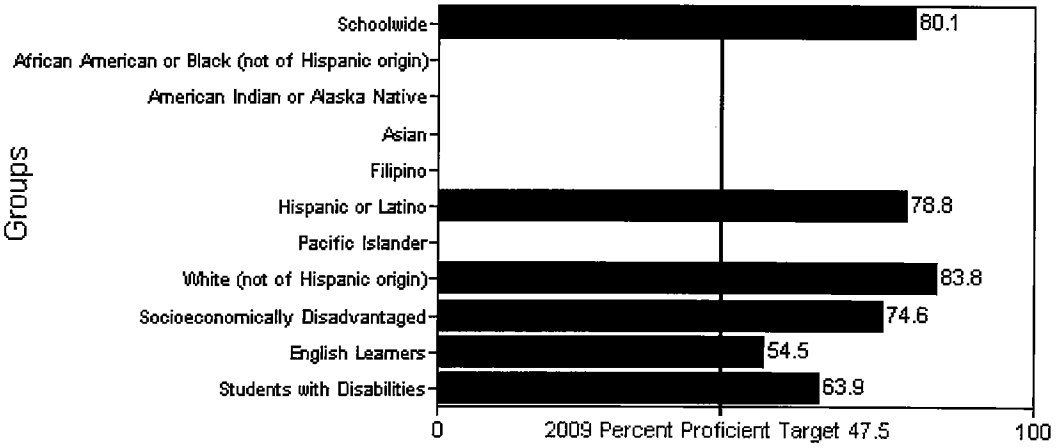
State Testing and Accountability Reporting (STAR)

2008 – 2009 Federal Accountability: Adequate Yearly Progress

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



State Accountability: Academic Performance Index (API)

2008 API	2009 API	Growth in API from 2008 - 2009
835	864	29

6.2.165

Percentage of Students Scoring Below the 50 %ile on Accelerated Reader STAR Assessment 2008-2009

	Subject: Language Arts Type of assessment: Accelerated Reader		
	Fall	Winter	Spring
First Grade	52	42	49
Second Grade	32	39	43
Third Grade	50	62	43
Fourth Grade	35	41	43
Fifth Grade	30	35	42

2008 – 2009 Discipline Distribution Report

	Total	Kinder	1st	2nd	3rd	4th	5th
Cause/Attempt Injury	5		2	1			2
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	5		1	1			3
Received Stolen Property							
Imitation Fire Arm							
Sexual Assault/Battery							
Harass/Threaten/Intimidate							
Brandish a Knife							
Sexual Harrassment							
Hate Violence							
Create Hostile Environment							
Non Suspendable	54		1	11	6	12	24
Totals	65	1	5	13	6	12	29

6.2.166

School Demographic Characteristics

Data listed below are from the October CBEDS data collection, Stanford 9 test and the STAR Apportionment Information Report.

Ethnic/Racial		Parent Education Level	
African American not Hispanic	1	Not high school graduate	
American Indian or Alaska Native		High school graduate	
Asian	7	Some college	89
Filipino		College graduate	68
Hispanic or Latino	12	Graduate school	
Pacific Islander		Average Parent Education Level	
White not Hispanic	80	Average Class Size (CBEDS)	
Percentage of Free or Reduced Price Lunch Participants	17	Enrollment in grades 2-5 on first day of testing	308
Number of English Language Learners	18	Number of Students Excused from Testing	0
Multi-track year-round school? (CBEDS)	No	Number of Students Tested	308
School Mobility	N/A		

Conclusions from Student Performance Data:

- **Reading** - According to the STAR (Renaissance Learning) reading assessment, from 42 - 49% of students, depending on the grade level, are scoring below the 50%ile. State tests show relative gaps with the following sub groups as compared to the school-wide scores: English Learners in the area of reading/language arts. The English Learners did not meet the No Child Left Behind federal target. A discrepancy exists between the school-wide score and the students with disabilities, but the gap narrowed last year.
- **Math** – State tests show relative gaps with the following sub groups: Students with Disabilities and English Language Learners.
- There are too few English Language Learners to get information regarding their progress in English Language Development from the CELDT Test.
- On statewide tests, gaps exist between the school-wide performance and the following significant subgroup populations: English Language Learners and Students with Disabilities. The English Learner sub group did not meet No Child Left Behind federal targets.
- Our school scored better in Math than in English Language Arts on the state assessment, and English Language Arts is weighted more than math.
- Student performance in math is strong, and a concern exists with the new math program and its affect on student performance.

Conclusions from Parent, Teacher and Student Input:

- 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 2008-2009.

6.2.167

School Goals for Improving Student Achievement:

Goal #1: By June 2010, 69% 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, 82% 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 65 to 58 as measured by documented referrals to the office.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # 1 for Improving Student Achievement: By June 2010, 69% 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 CST: Hispanic/Latino – from 60 to 65%, White – from 66 to 71%, Socioeconomic Disadvantaged – 49 to 54% (safe harbor), English Learners – 37 to 42.8% (safe harbor), Students with Disabilities – 53 to 58%.
Means of evaluating progress toward this goal: CA State Assessments, Renaissance (AR) Assessment, Reading Lions Assessments, Grade level assessments
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 establish Essential Standards, pace the standards to set target dates for student mastery in the area of English/Language Arts.	Staff/Admin – Fall '09	Paper, copy costs	$200	SLIG
B. Grade levels and individuals align their yearly SMART goals to contribute to the overall school SMART goals.	Staff/Admin – September '09	None		
C. Walkthrough observations monitor instruction aligned to content standards and strategies to address needs of subgroup populations.	Admin – 09/10 ongoing	Cost to copy feedback forms	$100	SLIG
D. Science lab lessons include targeted opportunities to enhance reading/writing across the curriculum and to address the needs of sub groups.	Staff – 09/10 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 09/10 ongoing	Cost of instructional materials.	$800	Art/Music Grant
F. Teachers/students set reading goals each trimester and regularly monitor progress towards those goals.	2nd/3rd Trimester 09/10			

G. Individual Education Plans (IEP's) for special education students are aligned with content standards in English Language Arts and are created using a county online resource.	IEP Team 09/10 ongoing	Paper/Copy Costs	$200	SLIG
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.	Staff/Admin 09/10 ongoing	Paper/Copy Costs	$50	EIA
I. Individual Learning plans are developed for GATE identified students to meet their needs.	Staff/Admin 09/10 ongoing	Paper/Copy Costs Materials and supplies	$100 $1650	GATE GATE
Improvement of instructional strategies and materials: J. Professional Learning Communities analyze student assessment data to monitor progress and develop action plans to meet students' needs.	Staff/Admin – 09/10 ongoing	Early Release Days – Cost of paper, snacks	$200	SLIG
K. Child Success Team (CST) and grade levels meet regularly to develop action plans to address students' needs.	Admin – 09/10 ongoing	None		
L. Accelerated Reader allows students daily independent reading practice and allows staff to conference with students to monitor progress.	Staff/Admin - 09/10 ongoing	Accelerated Reader subscription	$2400	SLIG
M. Library resources address various needs by allowing students to select materials at their reading levels.	School library tech/staff – 09/10 ongoing	Cost to increase library circulation, incentives, supplies	$3,500 $214	SLIG Title V
N. Supplemental materials assist staff to meet the needs of the students.	Staff – 09/10 ongoing	$500 per grade level for supplemental materials aligned to grade level goals, paper, copy costs.	$8,000 (3,000 mat/ 2,000 ink/ 3,000 copy)	SLIG

02'28

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.	 $4570 $3000	 SLIG PTO
Extended Learning Time:				
P. Homework club allows identified students the opportunity to receive additional assistance in the content areas.	Staff – Oct 09 – March 10	Hourly rate of certificated staff	$35/hour x 41 hours = $1,435	SLIG
Q. After school tutoring allows targeted students the opportunity to participate in additional, direct instruction in language arts.	Staff – Nov 09 through May 10	Hourly rate of certificated staff Materials, copy costs	$35/hour x 76 hours = $1,330 $1,330 524	 SLIG EIA ELAP
R. Students in grades K – 5 that are not meeting standards can participate in a remedial district summer school program.	District Staff – summer 10	Hourly rate of certificated, classified staff		District
S. 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	$2660	GATE
Increased educational opportunity:				
T. Small group language arts instruction addresses the needs of students at-risk of retention.	Staff 09/10 ongoing	Hourly rate of 2 classified staff to help with targeted intervention.	$18,360	Pupil/Ret Block Grant
U. Accelerated Reader provides daily reading practice at students' ZPD (Zone of Proximal Development).	Grade levels – 09/10 ongoing	Accelerated Reader subscription fees, ink, paper (see pg 12, 1. L)		
V. The computer lab supports instruction in the content areas.	Staff – 09/10 ongoing	Cost for site license fees, software, hardware	$1800	SLIG

12-2-09

W. Identified special education students receive support (based on their IEP goals) from their classroom teacher and the Resource Specialist Program (RSP) teacher.	Special Education & General Education Staff	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 per sub NTE 2 days = $200	SLIG
X. Students below grade level in reading utilize the Fluent Reader program to increase word recognition, automaticity, prosody and fluency.	Staff 09/10 ongoing	Cost of yearly subscription	$165	SLIG
Y. English Language Development, SDAIE and other specific strategies addresses the needs of the English Learners.	Staff 09/10 ongoing	Materials and supplies	$2034	EIA
Z. Adopted Language Arts curriculum includes components to address needs of sub group populations.	Staff 09/10 ongoing	No additional costs		
Staff Development and Professional Collaboration:				
AA. Staff members participate in district workshops.	Staff – 09/10 ongoing	Buy-back hours to staff		District
BB. Professional Learning Communities collaborate to further develop strategies to differentiate instruction and to understand targeted populations.	Staff – 09/10 ongoing		None	None
CC. Staff members attend professional workshops and inservices to increase knowledge of English/Language Arts strategies, Professional Learning Communities, standards-based grading, assessments, etc.	Staff/Admin – 09/10 ongoing	Workshop/inservice fees and substitute costs.	$2000 $2000	EIA SLIG

Involvement of Staff, Parents and Community:				
DD. Site goals/mission, student achievement data are presented at Back to School Night.	Staff/Admin – Sept 09		None	
EE. Principal reports at PTO meetings focus on school activities and student achievement.	Admin – ongoing	None		
FF. Standards and grading format are presented to parents.	Staff/Admin - Nov 09	(See pg 13, 1. V)		
GG. Site-Based Leadership Team (SBLT) reviews school achievement data to monitor school program success.	SBLT – Sept 09/ Mar-Apr 10/May 10	Copy costs, paper, ink	$150	SLIG
HH. 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 09	Copy costs, paper, ink, cost of subscripton for online parent conference scheduler	$450	SLIG
II. Parents receive reports associated with Accelerated Reader that update them regarding student progress.	Staff/Admin – 09/10 ongoing	Copy costs, ink, paper (see pg 12, 1. G)		
JJ. Child Success Team meetings include the parents' input in development of individual learning plans.	Staff/Admin – 09/10 ongoing			
KK. Staff meet with parents of English Language Learners to develop individual learning plans to address their English Language Development skills.	Staff/Admin - 09/10 ongoing			
LL. Staff meet with parents of GATE students to develop learning plans to ensure academic needs are addressed.	Staff/Admin 09/10 ongoing			
MM. SBLT's data review includes analyzing progress of sub group populations to monitor school program success.	Staff/Admin 09/10 ongoing			

Auxiliary services for students and parents: NN. Kindergarten orientation is held prior to the beginning of a new school year.	Kindergarten staff – Aug 09	Hourly rate for teachers for 2 hours (2 for student orientation)	$32 per hour x 4 teachers = $280	SLIG
Monitoring program implementation and results: OO. Teachers meet during staff and grade level meetings to review student assessment data to determine program effectiveness. PP. SBLT reviews student progress to monitor program effectiveness. QQ. Staff and students utilize the STAR Released Questions to understand the state test, to practice test-taking strategies. RR. Supplemental Assessment materials (Reading Lions) are used to consistently assess reading/Language Arts skills across the grade levels to monitor student progress and adjust instruction.	Staff/Admin – 09/10 ongoing SBLT – Sept 09/ Mar-Apr 10/May 10 2nd – 5th grade 09/10 ongoing Staff ongoing 09/10	Substitute costs (see pg 13, 1. R) Cost to copy the STAR Released Questions at PCOE Cost to print scantrons, scan tests and run reports.	$1000 $300	SLIG SLIG
		Total Expenditures for Goal #1	**$ 58,802**	

GOAL # 2 for Improving Student Achievement: By June 2010, 82% 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 78 to 80%, White – from 83 to 85%, Socioeconomic Disadvantaged – from 74 to 76%, English Learners – from 54 to 56% (safe harbor), Students with Disabilities – from 63 to 65%.
Means of evaluating progress toward this goal: CA State Assessments, HSP math grade level assessments, teacher assessments.
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 establish Essential Standards, pace standards to set target mastery dates in the area of math.	Staff/Admin – 09/10 ongoing	Substitutes for grade level meetings (see pg 11)		
B. 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 – 09/10 ongoing	Copy Costs, paper	See 1.G	
C. Individual Learning plans are developed for GATE identified students to meet their needs in the area of math.	Teachers/Admin – Fall 09	Copy Costs, paper	See 1.I	
Improvement of Instructional Strategies and Materials:				
D. Professional Learning Communities meet to analyze student progress towards standards, modify strategies and intervention to support student learning for sub group populations.	Staff/Admin 09/10 ongoing	Materials/Supplies for students		
E. Supplemental materials and supplies help to differentiate math instruction to meet the needs of the sub group populations.	Staff/Admin 09/10 ongoing	Supplemental materials and supplies for students.	$500	SLIG

SLIG 2.17

Extended Learning Time: F. After-school intervention programs provide additional academic support. G. 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)	 $1114	District SLIG GATE
Increased Educational Opportunity: H. 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: I. Staff participate in district workshops J. Professional Learning Communities collaborate to further develop strategies to differentiate instruction to address the needs of targeted populations.	Staff/Admin – 09/10 ongoing Staff/Admin – 1, ½ day per year in addition to early release days.	Buy-back funds Substitute (see pg 13)	 $60 x 21 teachers = $1,260	District SLIG
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. N. Parents provide input during Child Success Team (CST) meetings.	Staff – Nov 09/ Feb 10/May 10 SBLT – Sept 08/ Mar 09/May/09 IEP Team – 08/09 ongoing Child Success Team – 09/10 ongoing	Costs for translators Copy costs (see pg 14, 2. Y)	$500	EIA

Auxiliary services for students and parents: O. Transition meetings are held for special education students entering Kindergarten.	Special & Regular Education Staff – May/June 10	Substitutes to release teachers to attend IEP meetings.	$200	SLIG
Monitoring program implementation and results: P. SBLT monitors program effectiveness as it relates to sub group populations. Q. Administration works with staff to monitor students identified under the district's Promotion/Retention policy. R. Administration works with the English Learner Site Assessment Coordinator to monitor student progress according to th e English Language Individual Learning Plans.	SBLT – Oct 09/ Mar 10/ May 10 Staff/Admin – 09/10 ongoing Site Assessment Coord/Admin – 09/10 ongoing	None None Cost of assessment coordinator	None to site	
		Total Expenditures for Goal #2	**$ 3,574**	

GOAL # 3 By June 2010, there will be a 10% decrease in discipline referrals to the office from 65 to 58 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, CAT 6, 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 09/10 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 09/10 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	$400	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 09/10 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. Families have the opportunity to connect with the school community through family nights.	Staff/Admin 09/10	Materials/Supplies	$500	PTO

Increased educational opportunity: G. After school and co-curricular programs in music and drama to enhance the learning environment.	Staff/Admin		$3125	Art/Music Grant
Staff development and professional collaboration: H. Staff participate in district workshops relating to Positive Action and behavior intervention. I. 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	 $800	District SLIG
Involvement of staff, parents and community: J. Weekly newsletter sent home from the principal highlighting school events as well as student and teacher accomplishments K. Parent/teacher/student conferences during first trimester of school to review assessment results and develop plans to address students' academic and social needs. L. Staff send reports to parents to keep them abreast of students' progress. M. 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 09/10 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 SLIG
Auxiliary services for students and parents: N. Parent information at Back to School Night to share assessment data, school goals, vision, etc.	Principal/Teachers	None		

O. Kindergarten Orientation Day to be held prior to the beginning of school to help orient kindergarteners as well as their parents with our program	Teachers	Hourly rate for teachers (see pg 14, 1. CC)		
Monitoring program implementation and results:				
S. Administration monitors attendance and notifies parents of students considered truant.	Admin	None		
T. Administration monitors citations and works with staff and parents to develop plans to address behavior concerns.	Admin	None		
U. Staff/administration monitors effectiveness of school behavior plan and Positive Action program to modify as necessary.	Admin/Staff	None		
		Total Expenditures for Goal #3	**$ 7,550**	

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.	$684	EIA-LEP

6.2.181

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL 2009-2010

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

State Programs

School & Library Improvement Block Grant — **Amount:** $ 24,693
Purpose: Improve school response to educational, personal and career needs of all students. — **Carryover**: $ 10,772

Title V
Purpose: Innovative programs to enhance student performance and school libraries — **Amount:** 214

ELAP
Purpose: For grades 4 & 5 to increase achievement of English Language Learners — **Amount: $** 524

EIA
Purpose: To increase achievement of English Language Learners and struggling students — **Amount: $** 2,735
Carryover: $ 3,179

Art and Music Grant
Purpose: To enhance the Art and Music Program — **Amount: $** 3,925

GATE
Purpose: To increase the achievement of students in the Gifted and Talented program — **Amount: $** 2,000
Carryover: $ 3,524

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: $ 69,926**

6.2.182

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 Shannon		X			
Barbara Springborn		X			
Katrina Moddelmog			X		
Misty Meachim				X	
Becky Smich				X	
Anysia Drumheller				X	
Sandy McFarlin				X	
Amy Evans				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: 10/26/09.

Attested:

Kelly Castillo		
Typed name of school principal	Signature of school principal	Date
Kate Shannon		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

6.2.184

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT PHOENIX HIGH SCHOOL

2009-2010

CDS Code: 31-66951-3130036

Date of this revision: 10-19-09

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 _____

6.2.185

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.

6.2.186

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 a 2/5-time RSP teacher who works with identified students 2 periods per day. The RSP teacher works 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.

6.2.187

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.

6.2.188

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	API	Grad. Rate
552*	478	-74	Yes	Yes	Yes	No *	Yes
2008	2009	Growth	All Comp.	ELA	Math	API	Grad. Rate
478	535	+57	Yes	Yes	Yes	Yes	Yes

*** Phoenix High School did not make its API growth target in 2008 and was in 1st year of Program Improvement (PI – 1).**
Phoenix High School did make its API target growth rate in 2009 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	
% Tested	100%		100%	
Grade Level	10th	11th	10th	11th
Advanced	0%	0%	0%	3%
Proficient	13%	0%	0%	20%
Basic	22%	25%	15%	26%
Below Basic	26%	25%	25%	29%
Far Below Basic	39%	50%	60%	23%

6.2.189

STUDENT PERFORMANCE DATA SUMMARY (continued)

School Demographic Characteristics (2008-2009)

Group	Grade Level	Performance Levels				
		Adv.	Prof.	Basic	Below Basic	Far Below Basic
All Students	9	0%	50%	0%	0%	50%
	10	0%	0%	15%	25%	60%
	11	3%	20%	26%	29%	23%
Economically Disadvantaged	9		100%	0%	0%	0%
	10		0%	14%	21%	64%
	11		17%	22%	44%	17%
Students with Disabilities	9			0%	0%	0%
	10			17%	33%	50%
	11				50%	50%
English Learners	9				0%	0%
	10				0%	100%
	11				75%	25%

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

6.2.190

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL # 1 FOR IMPROVING STUDENT PERFORMANCE: 55.6% of 10th and 11th grade students will score proficient on 2010 STAR English/Language Arts testing; or 10% of our 10th grade students will score proficient, and 28% of our 11th grade students will score proficient to meet "Safe Harbor" classification. (Based on past year's scores: 0% of 10th grade scored proficient, and 3% of11th grade scoring proficient).

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	October 2009 August 2009	Instructional Materials Edge curriculum/reading	$20,800.00 $6,00.00	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	$4,000.00	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			

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL # 2 FOR IMPROVING STUDENT PERFORMANCE: 30% of students tested on the Renaissance Place Math test will score at or above grade level equivalency (up from approximately 20%). The Renaissance Place Math tests students on their math grade level.				
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.	Ongoing	Renaissance Place & Ace Math Renewal materials.	$4,500.00	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	$4,500.00	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	$500.69	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			

6.2.12

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 20% 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.	October 2009 August 2009	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			

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL # 4 FOR IMPROVING STUDENT PERFORMANCE: 50% of our English Learners will score Basic or above on 2010 STAR English/Language Arts testing. (Past results have shown 75% of our EL students have scored Below Basic, 0% scoring Basic)				
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. •	October 2009 August 2009	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, 2010. (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.	Ongoing	Computers/video cards and sound. Simulation programs	$18,507.00	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			

SPSA 12.09

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% of expenditures from Consolidated Application programs must be spent for direct services to students at school sites. *(List here proposed expenditures for administration, assessment, training, instruction, or support activities to be managed by district staff from funds allocated to the school through the Consolidated Application).*

Proposed Expenditures	Estimated Cost	Funding Source
• Newcomer teacher to provide direct services to Newcomer students. • EL coordinator/coach to provide direct service to students and teachers.	$1,515	EIA-LEP

6.2.196

School Name: Phoenix High School
School Code: 31669513130036
Grade Levels: 10-12

SCHOOL ALLOCATIONS 2009-2010

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)			**$13,968.00 $6,054.00 (carryover)**	-
3. Title I Part A (Helping Disadvantaged Youth)			**$22,863.00 $19,806.00 - (carryover)**	
4. Title 1 Parent Involvement			**$2,286.30 (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			**$62,691.00**	-

6.2.197

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			
Robert Woodward		X			
Jeanine Troxel			X		
Barbara Kurmas				X	
Roberta Hudson				X	
Sarah Litzinger					X
Donald Husdon					X
Numbers of members of each category	1	2	1	2	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.

6.2.198

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).*

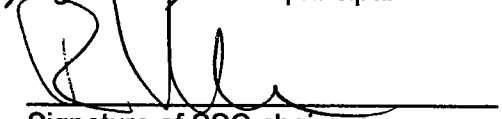
   - ____ English Learner Advisory Committee
   - ____ Community Advisory Committee for Special Education Programs
   - ____ Gifted and Talented Education Program Advisory Committee
   - ____ Other *(list)*

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 Typed name of school principal	 Signature of school principal	10-20-09 Date
Roberta Hudson Typed name of SSC chairperson	 Signature of SSC chairperson	10-20-09 Date

6.2.199

SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT LINCOLN HIGH SCHOOL

3 66951 3134657

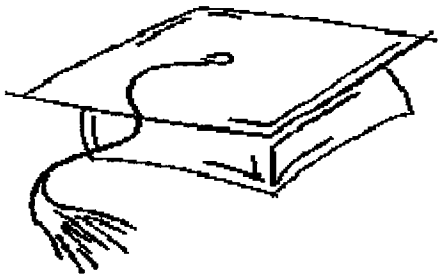
CDS Code

Date of this revision October, 2009

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

Contact Person:	David Butler
Position:	Principal
Telephone Number:	(916) 645-6360
Address:	790 J Street
E-mail address:	dbutler@wpusd.k12.ca.us

2009 -2010



Western Placer Unified School District

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

6.2.109



Home Of The Fighting Zebras

Expected School-Wide Learning Results
ESLRs

- **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

6.2.10 12

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 1472. School enrollment consisted of 404 ninth grade students, 393 tenth grade students, 352 eleventh grade students and 323 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 and one liaison. 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.

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 six are science labs. Three classrooms are located at the 280 acre school farm. At the present time, two more science labs are being built and should be ready for occupation this spring.

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 and a student. The SBLT meets on a regular basis for updates about the school and to discuss issues of concern.

This past year Lincoln High has appointed 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.

6.2.102

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, and Calculus. Honors courses are offered in English, Science, History, American Literature and Anatomy. The school is exploring a middle college concept on the site. Hopefully, we can partner with Sierra College for the benefit of our students.*

Our students can also take advantage of many ***ROP*** *programs on campus. The Regional Occupational Program (ROP) provides students an opportunity to explore the world of work while mastering the necessary skills needed for college, advanced training, business and industry. The ROP programs offered on campus include Business Technology, Computer Applications, Sports Medicine, Accounting, Business Entrepreneurship, Financial Services, Video Productions, Art & Animation, and Graphic & Commercial Arts.*

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.*

Lincoln High School has a comprehensive ***Agriculture*** *program that takes advantage of its 280 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.*

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.*

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 762. As a result of the analysis done on the various sub groups taking the test, specialized classes and remedial tutoring has been established to ensure that all students get an opportunity for success.

6.2.103

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 makes teachers, parents, students and visitors feel welcome.

Administrators and teachers have a good working relationship. Ideas are encouraged and implemented whenever possible.

In general, the student population is friendly and respectful.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

Lincoln High School affords all of its students a comprehensive curriculum that is intended to teach the State Standards and is aligned to the State Frameworks as reflected in Lincoln High School's expected school-wide learning results. Pacing guides have been completed for the core curriculum.

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

Lincoln High School teachers have worked to reach general inter-departmental agreements regarding texts, requirements, and classroom procedures that meet the standards. Our site administrators take active roles in implementing curriculum, procedures, policies, and materials to enhance student opportunities.

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

6.2.104

Teachers have been provided the education, training, hardware, software and technical support to both use the technology and to teach the use of technology. All teachers have the state standards for their areas of expertise. Questions are being embedded in the tests to insure that students grasp the standards. Instructors have been given early release and late start days to work on pacing guides, standards, and intervention strategies. They have attended conferences such as: the Asilomar Mathematics conference, PLC workshop, and the Dufour conference.

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 for them when they enter the 9th grade. These plans are reviewed on a regular basis wit the counselors. IEP and 504 meetings are help when required or necessary.

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 time of the school year and provides insight for high school success. English enrichment and CAHSEE classes for math and English are also 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.

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.

***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 are improving in English, science, social science, and math. This year the scores improved considerably from the year before. Integrated Math I and Integrated Math 2 are offered and the effectiveness of these classes is being evaluated. This will give students an alternative pathway for math. All math teachers have been involved in revamping the curriculum of the department and are making the necessary changes to increase the success of the students in the area of mathematics.

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

Jane Schaffer writing program

6.2.10 S

Link Crew

CAHSEE classes

Outside reading requirement

New textbooks

School and District website

New technology

Aeries Gradebook

Tutoring before and after school

Lighthouse

Schools Connect phone system

Expository writing program

9. School, district and community barriers to improvements in student achievement:

   Numerous "second language" households (community). All students must take a minimum of algebra I in the 9th grade.

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 freshmen-juniors. Students with low STAR tests are placed in CAHSEE math and English classes. Low performing math students have the option of enrolling in an integrated math 1 and 2 programs as part of an intervention program.

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 2009 Percent Tested	Number Included in the 2009 API	2009 API (Base)	2010 Statewide Rank	2010 Similar Schools Rank	2010 Growth Target	2010 API Target
100%	*1080*	*762*	*NA*	*NA*	*5*	*767*

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	19	N			
American Indian or Alaska Native	12	N			
Asian	29	N			
Filipino	22	N			
Hispanic or Latino	242	Y	690	6	696
Pacific Islander	7	N			
White not Hispanic	695	Y	781	5	786
Economically Disadvantaged	353	Y	709	5	714
EL	138	N			
Stu Disability	87	N			

6.2.107

Student Testing and Reporting (STAR)

(Percent Basic, Proficient, or Advanced)

MATH 2009 **LANGUAGE ARTS 2009**

	Basic	Proficient	Advanced		Basic	Proficient	Advanced
All	54	18	3		81	52	20
White	64	30	4		85	60	29
Hispanic/Latino	47	14	1		78	40	15
SED	47	15	1		81	44	13
SWD	19	0	0		20	6	3
EL	33	0	0		50	10	0

STUDENT PERFORMANCE DATA SUMMARY *(continued)*

School Demographic Characteristics

Data listed below are from the CAT 6 test and the STAR Apportionment Information Report

Multi-track year-round school?	NO	Parent Education Level (Stanford 9)	
School Mobility (STAR)	96	Not high school graduate	8%
English learners	152	High School graduate	28%
		Some college	23%
		College graduate	28%
		Graduate School	14%
		Average Parent Education Level (STAR)	3.12
		Average Class Size (CBEDS)	25
		Number of Students Excused from Testing	1
		Number of Students Tested	1080

6.2.08

Conclusions from Student Performance Data:

There are obvious areas of strength, such as, language arts, science and social science. Math is an area that is improving. 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:

The high school scores are steadily improving. We have had many discussions on how to improve the math scores. Math has revamped algebra to be three trimesters instead of two. The program will meet the needs of the student based on their performance level.

School Goals for Improving Student Achievement:

Goal #1: *To improve Language Art on Star Test scores for <u>all</u> students by 5% each year for each class*

Goal #2: *To improve math scores on Star Test for <u>all</u> students by 5% each year for each class*

Goal #3: *To improve World History and U.S History scores by 5% for <u>all</u> sophomore and junior classes.*

Goal #4 To improve scores in each area for science for <u>all</u> students by 5% each on each test.

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.

6.2.109

SCHOOLWIDE GOAL
SMART GOAL #1 FOR IMPROVING STUDENT PERFORMANCE: Increase the number of students, including subgroups, achieving proficient or advanced by 5% in math, social science, science, and language arts (see addendum).

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 will have lesson plans and pacing guides that address state standards.** **All four curricular areas will identify essential standards, based on the STAR test results, and develop common assessments.**	**Jan. 1, 2010**	**Teacher time and substitutes.**	**$10,000.00**	**EIA**
Improvement of Instructional Strategies/Materials: **Paper & print ink.** **Develop AVID program.** **AVID tutors.** **Library books.**	**Jan. 1, 2010**	**Materials i.e.computers and staff development**	**$10,000.00** **$5,000.00** **$10,000.00** **$13,000.00**	**EIA** **EIA** **EIA** **CAHSEE**
Extended Learning Time: **CAHSEE classes. Before and after school tutoring. Increased class time for areas that need improvement i.e. Algebra I.**	**Ongoing**	**Study guides, books, workbooks, and tutoring.** **Shakespeare**	**$15,000.00** **$7,131.00**	**CAHSEE** **GATE**

6.2.10

Enrichment trips.		**tutoring trip Science Fair A.P. Testing**		
Staff Development: **English writing labs (before and after school). Exploring peer tutoring .** **Tutoring from schools program.** **Staff has attended several PLC conferences.** **Early release and late start are designed for staff development, analyzing data, and sharing successful teaching techniques.** **Staff and administrator attended week long AVID conference.** **Teacher initiated workshops and conferences. OARS training.**	**Ongoing** **Ongoing**	**Teachers** **Training for AVID, OARS, etc.**	**$10,000.00** **$4,000.00**	**CAHSEE** **EIA**
Involvement of Parents/Community: **SBLT** **Schools Program** **Aeries online grading system.** **Parent phone calls and e-mails.** **Paper, ink, postage, & copies**	**Ongoing**	**Supplies**	**$5,000.00**	**CAHSEE**
Monitoring Program Implementation: **STAR Test Results** **Exit Exam Results** **Staff meetings to review common assessments** **OARS**	**Ongoing**	**Assessment Analysis**	**N/A**	**N/A**

6.2.111

Safe Learning Environment	**Annual**	**Aides, Monitors**	**$47,028.00**	**Safety Grant**

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ENGLISH GOALS
SMART GOAL #1A FOR IMPROVING STUDENT PERFORMANCE: Students in English 9 will have 60% 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 2010 Grades 11-12: 2011**	**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**		
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept: In Place**	**Hourly wages for tutors**	**$10,000.00**	**CAHSEE**
Staff Development: **Essay norming, training, PD workshops, OARS training**	**Full Dept: In place and ongoing**	**In-Service**	**$10,000.00**	**EIA**
Involvement of Parents/Community: **AERIES grades access; newspaper communications, e-mail,**	**Full Dept: In place/ongoing**	**N/A**		

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and telephone				
Monitoring Program Implementation: **ERD meetings/ Late Start Meetings**	**Full Dept. In place/on going**	**N/A**		

SMART GOAL #1B FOR IMPROVING STUDENT PERFORMANCE: Students in English 9 will raise their mean percent correct on the writing strategies content of the CST to 60%, and improvement of 5% over last year's score.

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**		
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**		
Extended Learning Time: **Tutoring before and after school, particularly through writing lab.**	**Full Dept: In Place**	**See page 14**		
Staff Development: **Essay norming, training, PD**	**Full Dept: In place and**			

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workshops, OARS training	**ongoing**	**See page 14**		
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**		
Monitoring Program Implementation: **ERD meetings/ Late Start Meetings**	**Full Dept. In place/on going**	**N/A**		

SMART GOAL #1C FOR IMPROVING STUDENT PERFORMANCE: Students in English 10 will have 60% 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 2010** **Grades 11-12: 2011**	**N/A**		
Improvement of Instructional Strategies/Materials:	**Full Dept** **Essay Norming: already in place**	**N/A**		

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Common Assessments through OARS activities and essay norming.	**OARS activities: November 2009**			
Extended Learning Time: **Tutoring before and after school, particularly through writing lab**	**Full Dept: In Place**	**See page 14**		
Staff Development: **Essay norming, training, PD workshops, OARS training**	**Full Dept: In place and ongoing**	**See page 14**		
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**		
Monitoring Program Implementation: **ERD meetings/ Late Start Meetings**	**Full Dept. In place/on going**	**N/A**		

SMART GOAL #1D FOR IMPROVING STUDENT PERFORMANCE: Students in English 10 will raise their mean percent correct on the writing strategies content of the CST to 60%, and improvement of 5% over this same group's scores from last year.

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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**		
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**		
Extended Learning Time: **Tutoring before and after school, particularly through writing lab**	**Full Dept:** **In Place**	**See page 14**		
Staff Development: **Essay norming, training, PD workshops, OARS training**	**Full Dept: In place and ongoing**	**See page 14**		
Involvement of Parents/Community: **AERIES grades access; newspaper communications**	**Full Dept: In place/ongoing**	**N/A**		
Monitoring Program Implementation: **ERD meetings/ Late Start**	**Full Dept. In pace/on going**	**N/A**		

6.2.117

Meetings				

SMART GOAL #1E FOR IMPROVING STUDENT PERFORMANCE: Students in English 11 will have 60% of their population perform at the proficient or better level on the CST exam, an improvement of 5% over last year for the same group of students, and an improvement of 10% over last year's students at this grade level.

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**		
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**		
Extended Learning Time: **Tutoring before and after school, particularly through writing lab**	**Full Dept: In Place**	**See page14**		
Staff Development: **Essay norming, training, PD workshops, OARS**	**Full Dept: In place and ongoing**	**See page14**		

6.2.118

training				
Involvement of Parents/Community: **AERIES grades access; newspaper communications, e-mail, and telephone**	**Full Dept: In place/ongoing**	**N/A**		
Monitoring Program Implementation: **ERD meetings/ Late Start Meetings**	**Full Dept. In pace/on going**	**N/A**		

SMART GOAL #1F FOR IMPROVING STUDENT PERFORMANCE: Students in English 11 will raise their mean percent correct on the writing strategies content of the CST to 70%, and improvement of 3% over this same group's scores from last year, and an improvement of 7% over the scores from last year at this grade level.

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**		
Improvement of Instructional	**Full Dept Essay Norming: already**			

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Strategies/Materials: **Common Assessments through OARS activities and essay norming.**	**in place OARS activities: November 2009**	**N/A**		
Extended Learning Time: **Tutoring before and after school, particularly through writing lab**	**Full Dept: In Place**	**See page 14**		
Staff Development: **Essay norming, training, PD workshops, OARS training**	**Full Dept: In place and ongoing**	**See page 14**		
Involvement of Parents/Community: **AERIES grades access; newspaper communications, e-mail, and telephone**	**Full Dept: In place/ongoing**	**N/A**		
Monitoring Program Implementation: **ERD meetings/ Late Start Meetings**	**Full Dept. In pace/on going**	**N/A**		

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MATH GOALS
SMART GOAL #2 FOR IMPROVING STUDENT PERFORMANCE: Increase by five percent the number of students in the STAR test result categories Proficient and Advanced. 9th Algebra I from 305-310(STAR) 10th Math from 63%-64%(CAHSEE) Geometry from 324-329(STAR) Algebra II from 311-316(STAR)

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 guide to comply with state standards and to better prepare the students for STAR testing.** **Determine pacing guide for each math subject.** **Identify essential standards Dec.09** **Determine basic math skills expected of continuing math students.**	**Garcia/Lomelli Require most of 2009-2010 school yr.** **All math teachers/June 2010** **All math teachers/Dec. 2009**	**N/A**		
Improvement of Instructional Strategies/Materials: **Math teachers to share most effective lesson plans.** **Math teachers to share methods of teaching selected math subjects.**	**All math teachers.2009-2010 on going discussion.** **A common test given to all students of all classes to assess student performance.**	**N/A**		

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OARS testing results across the classes. **STAR test results.** **Basic math skills re-taught and re-tested as needed.** **STAR test questions during lectures.**	**STAR test results studied each year to determine areas of or instructional student weakness.**			
Extended Learning Time: **Algebra I converted from two trimesters to three. (Algebra 1A, 1B, & 1C)** **Tutoring offered before school Mon-Fri.** **Tutoring offered after school Tues.-Thurs.** **CMT's help students learn the material** **CAHSEE classes**	**Halbert, Garcia, Allen (ongoing observations and improvement is in process)** **Garcia** **Byron** **As appropriate (ongoing)** **1 or 2 classes each year. Ongoing.**	**Tutoring**	**$5,000.00**	**CAHSEE**
Staff Development: **Math teachers to share favorite lesson plans.** **Math teachers to share methods of teaching selected math subjects.**	**All math teachers. 2009-2010 ongoing topic for discussion**	**N/A**		
Involvement of Parents/Community: **Aeries online grading**	**All math teachers use Aeries as of 9/21/09. Type of communication**	**N/A**		

system is available to parents. **Parent phone calls and email.** **Lincoln Hills SCHOOLS program.** **Lincoln Library.**	**done as appropriate and needed. Some classroom reports are sent weekly via email to interested parents. Volunteer tutors ongoing.**			
Monitoring Program Implementation: **OARS testing results across the classes.** **STAR test results.**	**All math teachers.** **A common test given to all students of all classes to assess student performance.** **STAR test results studied each year to determine areas of or instructional student weakness.**	**Classroom supplies**	**N/A**	**N/A**

6.2.123

SOCIAL SCIENCE GOALS
SMART GOAL #3A FOR IMPROVING STUDENT PERFORMANCE: Social Science Department will raise API score 5 points. U.S. History from 360-365. World History from 355-360.

Description of Specific Action to Improve Student Performance	**Implementers/Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: **Pacing guides are being continually adjusted to focus on estimated STAR material.**	**Ongoing**	**N/A**		
Improvement of Instructional Strategies/Materials: **Identifying from state standards "10" essential standards.**	**Just completed for all levels in department.**	**N/A**		
Extended Learning Time: **Tutoring before school, after school, and at lunch**	**Ongoing**	**N/A**		
Staff Development: **Late Start Days, Early Release Days, and Department Days.**	**Ongoing**	**Possible Dept. Day with subs for 6 teachers in dept.**	**$1,000.00**	**EIA**
Involvement of Parents/Community: **Guest speakers and parent conferences**	**Ongoing**	**N/A**		
Monitoring Program Implementation: **Creating common assessments. Evaluation of assessment results through OARS.**	**Ongoing**	**N/A**		

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SOCIAL SCIENCE GOALS
SMART GOAL #3B FOR IMPROVING STUDENT PERFORMANCE: U.S. History students will achieve a 70% score on all tested clusters. World History students will achieve a 68% score on all tested clusters.

Description of Specific Action to Improve Student Performance	**Implementers/Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: **Instruction will focus on clusters and standards that are emphasized A++ on STAR Test.**	**All** **Ongoing** **10 essential standards**	**N/A**		
Improvement of Instructional Strategies/Materials: **Department will share lesson plans that focus on emphasized areas. Communication.**	**All** **Ongoing** **Early Release and Late**	**N/A**		
Extended Learning Time: **Tutoring before school, after school, and at lunch**	**All** **Ongoing**	**N/A**		
Staff Development: **Communication and collaboration within grade levels and departments**	**All** **Ongoing**	**N/A**		
Involvement of Parents/Community: **Communication of STAR results and parent conferences**	**All** **Ongoing**	**N/A**		
Monitoring Program Implementation:	**All** **Ongoing**			

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Evaluation of STAR results in all cluster areas.		**N/A**		

6.2.126

SCIENCE GOALS
SMART GOAL #4 FOR IMPROVING STUDENT PERFORMANCE: **Science Department will increase their combined percentage of proficient and advanced scores by 3% (see attached addendum).**

Description of Specific Action to Improve Student Performance	**Implementers/Timelines**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of Instruction with Content Standards: **We have pacing guides for all subjects that have been aligned to the state content standards.**	**ALL**	**N/A**		
Improvement of Instructional Strategies/Materials: **We are developing common assessments and use our pacing guides to develop curriculum.**	**ALL** **2009-2010**	**N/A**		
Extended Learning Time: **We have organized reviews for academic days, student tutors, and open tutoring from teachers. Department is currently working on an evening tutoring with student tutors.**	**ALL**	**Tutors**	**$10,000.00**	**EIA**
Staff Development: **Our teachers attend various conferences related to their subject area and as a**	**ALL** **2009-2010**	**Conference cost.**	**$5,000.00**	**EIA or District In-Service.**

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department we plan on attending the California Science Teachers Conference (2010) in Sacramento. **Some teachers are involved in ISIMS institute.**				
Involvement of Parents/Community: **We have many programs that involve community and parents. Our Ag Science classes work with many outside agencies and community business. The annual Science Expo involve many parents and community members and buisiness.**	**ALL** **2009-2010**	**N/A**	**N/A**	**N/A**
Monitoring Program Implementation: **Department wide cross communication of proper placement.**	**All** **2009-2010**	**N/A**	**N/A**	**N/A**

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Science Department SMART Goals 2009-2010 Addendum

Biology-
All biology students will increase the "mean % correct" in the Cell Biology section by 5%.

Life Science-
Life Science students will improve from FBB & BB as a whole by 5%.

Earth Science-
Earth Science students will increase as a whole from FBB & BB by 5%.
(There is a need to establish a new baseline for performance levels due to an increased number of students taking this test in 2010.)

Chemistry-
All chemistry students will reduce the % of BB & FBB to 10% or less.

Physics-
Physics students will improve the % of Basic students as a whole by 5%.

Subgroups (Hispanics, White, Disadvantaged)-
Overall in Science all 3 subgroups will increase the number of Proficient/Advanced by 2%.

6.2.129

SAFE SCHOOL PLANNING
2008 – 2009

The Lincoln High School Safe School Plan was updated and approved by the Site Council, October 2009. The comprehensive plan includes the required:

- The Western Placer Unified School District Crisis Response Support Team Plan
- Child Abuse Reporting Procedure
- Disaster Procedures
- Suspension/Expulsion Procedures
- Procedures to Notify Teachers of Dangerous Students
- Policy on Sexual Harassment
- School-wide Dress Code Provisions
- Procedures to Ensure a Safe and Orderly Environment
- Rules and Procedures on School Discipline

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: $20,000**

Purpose: To enable students to pass and be proficient or advanced in English and Math.

Carryover **Amount: $39,000**

Economic Impact Aid

Purpose: Develop fluency in English and academic proficiency of English learners. **Amount: $109,816**

Carryover **Amount: $$44,987**

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

GATE **Amount: $ 4955**

Purpose: For use in A.P. and honors classes.

Carryover **Amount: $2176**

Art/Music Block Grant **Amount: $10,549**

Other Federal Funds (list and describe): **Amount: $18,842. 00**

Agricultural Incentive Grant

Purpose: For materials needed at the school farm.

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

AMOUNT: **$250,325.00**

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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
• Prepare the Consolidated Application. • Provide assistance in categorical program planning and implementation; budgeting; plan writing; revisions; and monitoring and evaluations. • Obtain and disseminate information necessary for the operation of programs. • Advise and assist school with program requirements. • Coordinate staff development.	- 0 -	School Based Coordinated Plan
• Newcomer Teacher	$27,484.00	EIA-LEP

6.2.132

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	
Tracy Randall				X	
Joanne Dietz				X	
Thomas Acedo					X
Jim Spratling			X		
Lori Harris		X			
Barbara Green			X		
Rick Foster				X	
Numbers of members of each category	1	1	2	4	1

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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

- 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 10/08/09

Attested:

David Butler		10/21/09
Typed name of school principal	Signature of school principal	Date
Lucinda Noreen	Lucinda Noreen	10/21/09
Typed name of SSC chairperson	Signature of SSC chairperson	Date

6.2.134

SITE PLAN ADDENDUM

A.P.I. SCORES

1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
609	624	663	641	689	701	727	713	725	741	762

YEARLY API

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
HISPANIC	508	530	567	528	590	611	634	635	657	672	690
WHITE	644	657	699	682	729	724	764	738	753	762	781
DISADVANTAGED	515	544	587	569	605	631	655	639	657	674	709

STAR TEST

PERCENTAGE ENGLISH PROFFICIENT FROM 2002-2009

	2002	2003	2004	2005	2006	2007	2008	2009
9^{TH}	33	48	42	45	54	55	57	54
10^{TH}	33	37	39	36	40	49	44	55
11^{TH}	32	41	34	47	38	36	41	47

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DROP OUT RATE

PECENTAGE OF DROP OUTS	TOTAL STUDENTS	
2009	1390	
2008	1471	.49
2007	1432	.48
2006	1302	.26
2005	1231	.1
2004	1105	.1
2003	1018	.1
2002	938	.05

PERCENT PASSING CAHSEE TEST 2002-2009

	2002	2003	2004	2005	2006	2007	2008	2009
ENGLISH	64	85	86	89	85	85	87	88
MATH	38	64	84	87	84	84	86	88

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STAR SCORES 2009 (2010 GOALS)

LANGUAGE ARTS	2009	GOAL
Grade 9	352.3	357.3
Grade 10	352.5	357.5
Grade11	343	348
ALGEBRA I	305	310
INTEGRATED MATH I	280	285
INTEGRATED MATH II	313	318
ALGEBRA II	311	316
SUMMATIVE MATH I	346	351
WORLD HISTORY	352	357
U.S. HISTORY	360	365
CST LIFE SCIENCE	358	361
BIOLOGY	358	361
CHEMISTRY	334	337
PHYSICS	366	369
EARTH SCIENCE	315	320

Overall API for all LHS Students Compared to State Average

	LHS	State	Avg.
Schoolwide	762	713	+49
Hispanic	690	651	+39
White	781	788	-8
Disadvantaged	709	648	+61

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SUBGROUPS (API)
Percentage increase to proficient or advanced

Hispanic/Grade 10-11

English	From 41%-46%
Social Science	From 34%-39%
Math	From 10%-15%
Science	From 42%-47%

White/Grade 10-11

English	From 58%-63%
Social Science	From 58%-63%
Math	From 16%-21%
Science	From 44%-49%

Economically Disadvantaged/Grade 10-11

English	From 40%-45%
Social Science	From 38%-43%
Math	From 10%-15%
Science	From 34%-39%

Hispanic

English Grade 10/Based on Exit Exam	From 45.9%-56%
Math Grade10/Based on Exit Exam	From 52%-56%
Science Grade 9-10	From 30%-35%

White/Grade 9-10

English /Based on Exit Exam	From 67%-69%
Math /Based on Exit Exam	From 65.7%-68%
Science	From 45%-50%

Disadvantaged

English Grade 10/Based on Exit Exam	From 55%-56%
Math Grade 9-10/Based on Exit Exam	From 54.9%-56%
Science Grade 9-10	18%-23%

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Hispanic/Grade 8-9

English	From 31%-36%
Math	From 14%-19%
Science	From 20%-25%

White/Grade 8-9

English	From 63%-64%
Math	From 28%-33%
Science	From 25%-30%

Disadvantaged/Grade 8-9

English	From 40%-45%
Math	From 16%-21%
Science	From 14%-19%

6.2.139

Goal for Graduation Rates

Goal: Increase the graduation rate at Lincoln High School to 98%.

Issue: Laws change that determine graduation rates.

Solution: Stay abreast of changes and follow up with where students go when they leave the high school.
If a student receives a certificate of completion instead of a diploma, Lincoln High School in conjunction with Phoenix High School must make sure the student enrolls in an adult education program.
Current published rate per CDE 95%.

Marquee Program Goal

Goal: Develop signature programs at Lincoln High School that are tailored to meet the academic needs of all students.

Issue: What program would attract students; how soon can it be implemented and what is the cost?

Possibilities: Develop Middle College or Community College classes on campus. Development of pathways for students.

Process:

- Convene D.O., LHS Admin, Sierra College rep meeting.
- Expand to include LHS Dept. Heads and parents.
- Research and school visits.
- Initial recommendations.

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