WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 SIXTH STREET, FOURTH FLOOR,
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,
James McLeod - 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	10/01/08	11/03/08
Sheridan School (K-5)	80	76
First Street School (K-5)	421	425
Carlin C. Coppin Elementary (K-5)	430	430
Creekside Oaks Elementary (K-5)	621	627
Twelve Bridges Elementary (K-5)	714	716
Foskett Ranch Elementary (K-5)	507	509
Glen Edwards Middle (6-8)	638	639
Twelve Bridges Middle School (6-8)	841	843
Lincoln High School (9-12)	1,473	1458
Phoenix High School (10-12)	88	79
Lincoln Crossing Elementary	581	580
PCOE Home School	0	0
TOTAL:	**6,395**	**6,382**

Preschool/Head Start

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

Pre-K Special Ed

Foskett	22
FSS PPPIP	38

Adult Education 233

First-5 Program

Sheridan	14
First Street	30

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 18, 2008, 7:00 P.M.
Foskett Ranch Elementary School – Multi Purpose Room
1561 Joiner Parkway, Lincoln, CA

AGENDA

2008-2009 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

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

6:00 P.M. START

1. **CALL TO ORDER/PLEDGE OF ALLEGIANCE** – Foskett Ranch Elementary School

6:15 P.M.

2. **CLOSED SESSION** – Foskett Ranch Elementary School – Office Conference Room

2.1 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918

a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #08/09 I.

b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #08/09 J.

2.2 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

6:45 P.M.

3. **SCHOOL TOUR – Foskett Ranch**

7:00 P.M.

4. **ADJOURN TO OPEN SESSION** – Foskett Ranch Elementary School Multi
DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY

4.1 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918

a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #08/09 I.
Roll Call Vote:

b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #08/09 J.
Roll Call Vote:

4.2 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

5. SPECIAL ORDER OF BUSINESS

5.2 Featured School – Foskett Ranch Elementary School

6. 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.

6.1 Approve Classified Personnel Report.
6.2 Approval of the Carl D. Perkins Career & Technical Education Application.
6.3 Approve the Horizon Charter School as a new California Charter Schools Association Certified Charter School.
6.4 Student Discipline/Expulsion R-Entry Student #07-08 J.
6.5 Student discipline/Stipulated Expulsion Student #08-09 H.

Roll Call Vote:

7. 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.

8. REPORTS & COMMUNICATION

8.1 Lincoln High School, Student Advisory – Jerisha Loya
8.2 Western Placer Teacher's Association – Mike Agrippino
8.3 Western Placer Classified Employee Association – Chris Hawley
8.4 Superintendent - Scott Leaman

9. ♦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.

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

•Each school annually reviews its most recent student achievement data, identifies areas for improvement, and writes goals to match those needs through the Single Plan for Student Achievement (SPDA). This process is conducted through the efforts of the school administration, the faculty, and the School Based Leadership Team (SBLT). Categorical funds are tied to the site goals through the SPSA. The SPSA's for schools in Program Improvement cover a two-year period.

9.2 (I/D) **LINCOLN HIGH SCHOOL/PHOENIX HIGH SCHOOL DRAFT MASTER PLAN – Allen** *(08-09 G & O Component IV-V)*

•The District has contracted with the firm of LPA, Inc. to assist in preparation of the Lincoln High School/Phoenix High School Master Plan. The process started in February

of this year and consisted of several meetings with the core committee, survey forms to the high school students, one public information meeting and several follow up meetings with the core committee and department chairs and staff of the two schools.

Enclosed is the document derived from the above process. Staff plans to use this document to shape the future of Lincoln High and Phoenix High Schools as we plan for enrollment growth throughout the District.

10. BOARD OF TRUSTEES

10.1 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

10.2 BOARD MEMBER REPORTS/COMMENTS

11. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
  - **December 2, 2008**, 7:00 P.M., Lincoln High School Performing Arts Center
  - **December 16, 2008**, 7:00 P.M., Lincoln High School Performing Arts Center

12. ADJOURNMENT

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

DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **Foskett Ranch Elementary School – Office Conference Room**
Date: **November 18, 2008**
Time: **6:15 P.M.**

1. LICENSE/PERMIT DETERMINATION

2. SECURITY MATTERS

3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

4. CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION

5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

6. LIABILITY CLAIMS

7. THREAT TO PUBLIC SERVICES OR FACILITIES

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

9. CONFERENCE WITH LABOR NEGOTIATOR

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

1. **LICENSE/PERMIT DETERMINATION**
   a. Specify the number of license or permit applications.
2. **SECURITY MATTERS**
   a. Specify law enforcement agency
   b. Title of Officer,
3. **CONFERENCE WITH REAL PROPERTY NEGOTIATOR**
   a. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.
   b. Negotiating parties: specify the name of the negotiating party, not the agent who directly or through an agent will negotiate with the agency's agent.

c. Under negotiations: specify whether the instructions to the negotiator will concern price, terms of payment or both.

4. **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
   a. Name of case: specify by reference to claimant's name, names or parties, case or claim number.
   b. Case name unspecified: specify whether disclosure would jeopardize service of process or existing settlement negotiations.

5. **CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION**
   a. Significant exposure to litigation pursuant to subdivision (b) of Government Code section 54956.9 (if the agency expects to be sued) and also specify the number of potential cases.
   b. Initiation of litigation pursuant to subdivision (c) of Government Code Section 54956.9 (if the agency intends to initiate a suit) and specify the number of potential cases.

6. **LIABILITY CLAIMS**
   a. Claimant: specify each claimants name and claim number (if any). If the claimant is filing a claim alleging district liability based on tortuous sexual conduct or child abuse, the claimant's name need not be given unless the identity has already been publicly disclosed.
   b. Agency claims against.

7. **THREATS TO PUBLIC SERVICES OR FACILITIES**
   a. Consultation with: specify name of law enforcement agency and title of officer.

8. **PERSONNEL:**
   A. **PUBLIC EMPLOYEE APPOINTMENT**
      a. Identify title or position to be filled.
   B. **PUBLIC EMPLOYEE EMPLOYMENT**
      a. Identify title or position to be filled.
   C. **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
      a. Identify position of any employee under review.
   D. **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**
      a. It is not necessary to give any additional information on the agenda.
   E. **COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE, UNLESS EMPLOYEE REQUESTS OPEN SESSION**
      a. No information needed

9. **CONFERENCE WITH LABOR NEGOTIATOR**
   a. Name any employee organization with whom negotiations to be discussed are being conducted.
   b. Identify the titles of unrepresented individuals with whom negotiations are being conducted.
   c. Identify by name the agency's negotiator

10. **STUDENTS:**
    A. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
    B. **STUDENT PRIVATE PLACEMENT**
       ●Pursuant to Board Policy 6159.2
    C. **INTERDISTRICT ATTENDANCE APPEAL**
       a. Education Code 35146 and 48918
    D. **STUDENT ASSESSMENT INSTRUMENTS**
       a. Reviewing instrument approved or adopted for statewide testing program.
    E. **STUDENT RETENTION/ APPEAL**
       a. Pursuant to Board Policy 5123

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Student Discipline/
Expulsion
Student #08-09 I

AGENDA ITEM AREA:
Action

REQUESTED BY:

ENCLOSURES:

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

MEETING DATE:

November 18, 2008

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #08-09 I

RECOMMENDATION:

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

wp/rk/factform

4.1a

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
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4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Student Discipline/Expulsion
Student #08-09 J

AGENDA ITEM AREA:
Action

REQUESTED BY:
John Wyatt
District Hearing Officer

ENCLOSURES:
N/A

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 18, 2008

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #08/09 J.

RECOMMENDATION:

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

wp/rk/factform

4.1b

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Public Employee Discipline/
Dismissal/Release

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Categorical

MEETING DATE:
November 18, 2008

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

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

4.2

SPECIAL

ORDER

OF

BUSINESS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Featured School:
Foskett Ranch Elementary School

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 18, 2008

ROLL CALL VOTE:
No

BACKGROUND:

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

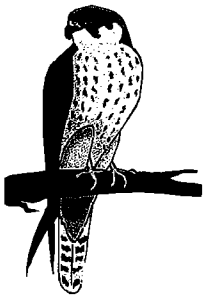
- Parents
- Programs
- Pupils

RECOMMENDATION:

Administration recommends the Board of Trustees enjoy the presentation.

wp/rk/factform

5.2



WESTERN PLACER UNIFIED SCHOOL DISTRICT

Home of the "FALCONS"

FOSKETT RANCH ELEMENTARY
1561 JOINER PARKWAY
LINCOLN, CA 95648

Phone: 916.434.5255
Fax: 916.434.5240

WPUSD School Board Meeting Agenda
November 18, 2008

Pupils:

Students will be honored by the School Board for having perfect attendance since the opening of Foskett Ranch in August of 2005. These students have been present at school for all three years in addition to this year.

Parents:

Nikki Harris, Board Member of the Parent Teacher Organization (PTO) will discuss the Drama Club that is one of our afterschool programs.

Programs:

Kelly Castillo will discuss our school's Differentiation Plan for Reading/LA.

5.2.1

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.
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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 18, 2008

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.

6.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

November 18, 2008

CLASSIFIED/MANAGEMENT

NEW HIRES

1. **Name:** Christine Sanguinetti
   Position: Department Secretary, Maint.
   Salary: CSEA, Range 24, Step B
   Hours: 8 Hours/Day
   Days: 12 Months/Year
   Effective: 11/17/08
   Site: District
   Funding: Facilities

ADDITIONAL HOURS

2. **Name:** Tina Biles
   Position: Campus/Cafeteria Supervisor
   Site: Carlin C Coppin
   Hours: From 1.34 Hours to 2 Hours
   Effective: 11/17/08

3. **Name:** Heather Willoughby
   Position: Food Service Lead
   Site: Sheridan
   Hours: From 4.5 Hours to 4.75 Hours
   Effective: 11/3/08

ADDITIONAL POSITION

4. **Name:** Laree Quinn
   Position: Campus/Cafeteria Supervisor
   Site: Creekside Oaks
   Hours: .5 Hour
   Effective: 11/3/08

5. **Name:** Donna Salsberry
   Position: Campus/Cafeteria Supervisor
   Site: Creekside Oaks
   Hours: .34 Hour
   Effective: 11/3/08

DECREASE HOURS

6. **Name:** Mike Mahacek
   Position: Campus/Cafeteria Supervisor
   Site: Carlin C Coppin
   Hours: From 2 Hours to 1.34 Hours
   Effective: 11/17/08

6.1.1

TRANSFER

7. **Name:** **Angie Seay**
   Position: **Instructional Aide**
   Site: **Creekside Oaks**
   Hours: **From 5.6 hours to 2 hours**
   Effective: **11/17/08**

6.1.2

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

SUBJECT:
Approval of the Carl D. Perkins

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Lincoln High School
Barrett Hess, Instructor

ENCLOSURES:
Yes

DEPARTMENT:
Vocational & Technical

FINANCIAL INPUT/SOURCE:

MEETING DATE:
November 18, 2008

ROLL CALL REQUIRED:
No

BACKGROUND:

Requesting approval of the 2008-2012 Career Technical Education Local Plan. The Carl D. Perkins Career & Technical Education Improvement Act of 2006.

RECOMMENDATION:

Administration recommends the Board of Trustees approve the 2008-2012 Local Plan of the Career Technical Education.

6.2

wp/rk/factform

8/08

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Postsecondary, and Adult Leadership Division

DUE DATE: October 31, 2008

Carl D. Perkins Career & Technical Education Improvement Act of 2006
2008-2012 LOCAL PLAN for CAREER TECHNICAL EDUCATION

LOCAL EDUCATIONAL AGENCY (LEA) NAME: Western Placer Unified School District	
LEA COUNTY-DISTRICT (CD) CODE:	
LEA ADDRESS: 790 J Street Lincoln, CA 95648	
NAME OF LEA SUPERINTENDENT OR CHIEF ADMINISTRATOR: Scott Leaman	
CHECK TYPE OF PLAN: __X__Secondary ____Adult ____State Institution	LOCAL BOARD APPROVAL DATE: November 18, 2008
NAME OF PERSON COORDINATING THE LOCAL PLAN DEVELOPMENT: Barret Hess TITLE: Agriculture Instructor	Telephone Number:916-645-6364 Ext: FAX Number:916-645-6349 Email Address:bearitbilt@hotmail.com

CERTIFICATION: I hereby certify that this Local Plan for Career Technical Education meets the requirements of Perkins IV, Section 134 and the 2008-2012 California State Plan for Career Technical Education. This plan presents the agency's commitment to provide a career technical education program that is of sufficient size, scope, and quality to effectively address the career preparation needs of our students. This LEA will use Perkins IV funds associated with this plan to supplement state and local career technical education funds and to improve, enhance, or expand our career technical education programs through 2012. To the best of my knowledge, the information contained in this plan reflects input from all stakeholders as identified in Perkins IV, Section 134(b)(5).

SIGNATURE OF SUPERINTENDENT OR CHIEF ADMINISTRATOR	DATE: 10/31/08

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY	
REVIEWED AND RECOMMENDING APPROVAL:	DATE:
CDE APPROVAL:	DATE:

10-21

2008-2012 Local Plan
for
Career Technical Education

In fulfillment of State Plan requirements and the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270

Western Placer Unified School District
Agency Name

Person at, or representing, the eligible recipient responsible for answering questions on this plan:

Signature: _____

Name: Barret Hess

Title: Agriculture Instructor

Telephone: 916-645-6364

E-mail: bearitbilt@hotmail.com

Date: 8/25/08

6.2.2

CONTENTS

Introduction 3

Chapter 1: Career Technical Education in the Local Education Agency 4

Chapter 2: Building High-Quality Career Technical Education Programs 6

Chapter 3: Responses to Satisfy the Requirements of Perkins IV and the State Plan 8

Section 1: Alignment of the Career Technical Education program 8

Section 2: Support and Services for Special Populations 14

Section 3: Guidance and Counseling 16

Section 4: Comprehensive Professional Development Provided to Teachers, Counselors, and Administrators 17

Section 5: Accountability and Evaluation of Career Technical Education (CTE) Programs .. 20

Section 6: Use of Funds 22

Program of Study Worksheet 23

Identification of the CTE Sequence of Courses 24

6.23

Introduction

1. **Provide a clear and specific introductory statement of the plan, what it is about, and the importance of this plan for your agency.**

Response:

The purpose of this plan is to develop operating guidelines for the development and implementation of Career Technical Education within the parameters of the 2006 Carl D. Perkins improvement act, and to provide all interested parties with the particulars of the operation, vision, mission and state of CTE in Western Placer Unified School District. To the benefit of the students, our district has required extensive restructuring to become compliant with the specifics of the Carl Perkins grant. The development of this plan has lead to the identification of several goals within our district.

6.2.4

Chapter One

Career Technical Education in the Local Education Agency

1. **Describe the current status of the career technical education (CTE) delivery system, in the local and regional area.**

Response:

CTE has a long history in the Western Placer Unified School District (WPUSD). We have a comprehensive Agriculture program, Wood Technologies and Automotive departments. CTE courses begin with exploratory classes in middle school. Upon entering high school students are able to enroll directly to the Agriculture program, or shop orientation. From shop orientation or Introduction to Ag science students may choose their desired career path and continue their education through another 280 sequential hours of instruction. The agriculture department employs four full time teachers, with auto and wood one teacher each. There is currently only one high school.

Students are managed with district counselors, and program completers and follow-ups by department teachers. Our current career pathways are Agriculture (Natural Resources, Production, Mechanics) Transportation (vehicle Maintenance, service and repair), Building and Construction Trades (Cabinet making and wood products). Students are enrolled according to their interest, on first-come-first-served basis.

All students receive work ethic, career awareness, resume and interview training.

ROP conducts business courses but lacks sufficient course sequencing, and therefore Regional ROP and ROCP are not funded with Perkins monies.

2. **Provide information regarding the participation of students in CTE programs as compared to total district enrollment. Information should include enrollment, demographics, and achievement data.**

Response:

Our programs having been recently restructured, we have very little relevant achievement and completion data. If students remain in a particular pathway it will take them two years to become completers, provided their schedule accommodates sufficient time for placement.

Population demographics			
Primary Ethnicity	**Code**	**District Total**	**CTE Total**
American Indian or Alaskan Native	100	69	13
Chinese	201	3	
Japanese	202	1	
Vietnamese	204	6	
Asian Indian	205	43	
Other Asian	299	173	25

6.2.5

Native Hawaiian	301	3	
Samoan	303	1	
Other Pacific Islander	399	47	8
Filipino	400	178	22
Hispanic	500	1585	278
African American, or Black	600	121	14
White	700	3940	687
Decline to state	999	228	23

6.2.6

Chapter Two

Building High-Quality Career Technical Education Programs

1. **Provide your agency's vision and mission for the delivery of career technical education (CTE) in the future.**

Response:

The future is now at Lincoln High School. We have recently completely restructured our CTE program. All courses are now sequenced in a comprehensive selection of classes featuring new and updated curriculum. All teachers have now been CLAD or CTEL certified to help educate our changing demographic.

During the next two years we are progressively adding an iDesign (CNC) manufacturing program. This program is currently in its infancy, but is fully stocked with machinery and student demand is very high.

CTE classes are being aligned with academic standards, and hopefully the school will be offering math credits for course completers in Wood and Metal Shop within the next year.

Construction technologies would also like to offer a construction class beginning next year in coordination with construction pathway (to be determined).

The CTE department at Lincoln High School would like to establish formal articulation agreements with our local community college within the next two years.

2. **List the goals and expected outcomes for CTE as defined by all stakeholders.**

Response:

CTE course completers will leave the CTE program with understanding of basic work skills necessary to begin a career in their chosen pathway. These skills will include: work ethics, resume, interview skills, specific trade tool use, business aspects, health and safety training as related to their job field, environmental impact awareness, academic skills relevant to their career choice, material identification and vocabulary and skills as related to their career field.

It is the goal of the CTE department to increase participation from individuals in non-traditional fields, specifically over the next two years. The new design of the program allows students to fit introductory courses very easily into their schedules, increasing opportunity to explore and participate in CTE.

3. **Provide information regarding the participation of students, parents, business/ industry representatives, and community leaders in the development of this plan.**

Response:

This plan has been reviewed this year, and will be reviewed each year at one of our CTE

6.2.7

advisory committee meetings. After review any changes the group deems necessary will be considered. A copy will be retained for review in the CTE folder kept in the Ag Metals shop.

4. **Provide a list of the CTE industry sector(s) and career pathway(s) to be assisted with the Perkins IV funds and designed to be consistent with the overall CTE vision and meet or exceed the state adjusted levels of performance. (This response could be a table.)**

Response:

Our current career pathways are Agriculture (Natural Resources, Production, Mechanics), Transportation (Vehicle Maintenance, Service and Repair), Building and Construction Trades (Cabinet Making and Wood Products). These industry sectors and pathways are correctly sequenced and of sufficient duration for funding with Perkins dollars. Other CTE courses and pathways at our LEA do not meet these requirements.

5. **Describe the process and rationale for determining the CTE program(s) to be assisted with Perkins IV funds.**

Response:

Perkins dollars are divided by number of sections taught in each pathway. The Perkins allocation is divided by the total number of classes eligible for funding. The Industry Sector is then provided with its share of the dollars for the total number of sections in its pathways. At the end of each year at our CTE advisory committee meeting, we will discuss major projects for the next funding cycle. Areas of weakness in the state adjusted levels of performance will be addressed first, and preferred as projects for additional funding, with the remainder of the funds being distributed by the aforementioned method (per section).

6. **Describe how labor market information is used to determine the CTE programs offered by the Local Educational Agency. (State Plan)**

Response:

Our CTE advisory committee is comprised of many members from each industry sector represented at our LEA. Teachers at our LEA attended professional development training in their respective industry sector. Many of these teachers attend professional workshops several times per year. Connectedness with our industries is paramount to quality career training. Most of our teachers are formerly or currently engaged or employed in the pathways they are teaching.

6.2.8

Chapter Three
Responses to Satisfy the Requirements of Perkins IV and the State Plan

Section 1: Alignment of the Career Technical Education program

1. **All interested individuals are informed about the State Plan and Perkins IV requirements.**

   A. **Describe how parents, students, academic, and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved and participate in the ongoing development, implementation, and evaluation of local CTE programs. (Perkins IV Section 134[b][5], State Plan)**

   Response:

   Interested individuals are invited to attend any of our CTE advisory meetings. It is there they are informed of our current CTE offerings, and in turn have the opportunity to voice concerns and opinions. In addition to interested parties, we have a standard framework of members for this committee including a school board member, parents of CTE students, district superintendent, counselor, CTE instructors, representatives from local business in each CTE pathway, and a community college representative. Meetings are held twice a year, but may be called at any time necessary for attention to matters concerning the CTE department. Standard meeting agendas include department reports, areas of concern, Perkins update, market trend reports, counselors report, and addresses by the principal and superintendent. Meetings are held at the high school site.

   B. **Describe how such individuals and entities are effectively informed about, and assisted in understanding the requirements of the State Plan and the Perkins Act, including the requirement for CTE programs of study. (Perkins IV Section 134[b][5], State Plan)**

   Response:

   During CTE committee meetings our Perkins report covers Perkins' requirements, the state of any Perkins funded development projects, student retention and completion, and follow-up information. Classes are now sequenced to meet Perkins requirements assisting in the ease of students' information tracking, putting information at the reach of any interested individual. The agriculture department also participates in a yearly Incentive Grant review, which covers many requirements.

2. **Describe how the appropriate courses of not less than one CTE program of study will be offered. A program of study as described in Perkins IV Section 122(1)(A) and the State Plan;**

6.29

- **Incorporates secondary education and postsecondary education elements**

- **Includes coherent and rigorous content aligned with challenging academic standards and relevant CTE content aligned with the California CTE Standards and Framework in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education**

- **May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits and**

- **Leads to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree (California *Education Code [EC]* 51224, Perkins IV Section 135[b][2])**

NOTE: A Program of Study Worksheet (page 17) must be completed for at least one program of study.

Response:

Many of our Agriculture classes are already aligned with state standards which can be found in the Agriculture Core Curriculum. These standards have been, and are constantly updated and aligned with rigorous academic standards. All courses are sequential in nature to allow students the ability to build on prior knowledge and experience. When combined with a rigorous academic schedule, students reinforce knowledge with hands-on opportunities at our school farm and mechanics facilities. Many courses offered in our department are recognized as college prep electives, and meet graduation requirements (Ag Bio, Ag Chem, Ag Science, and soon Ag Metal Fabrication as well as the new iDesign courses and Construction Classes). Agriculture Metal Fabrication offers Welding Certification to qualified individuals.

3. **Describe how students will be provided with strong experience in, and understanding of, all aspects of the industry in which they are studying. (Perkins IV Section 134[b][3][c], Section 135[b][3], State Plan)**

NOTE: All aspects of the industry include; planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry. See the *Instructions and Guidelines* document (pages 22-24) for further explanation of all aspects of industry.

Response:

We have an intense hands-on learning environment for all CTE students at Lincoln High School. We have three state-of-the-art shop facilities, and a 400+ acre school farm for students to practice their skills. Students are taught resume and interview skills, equipment operation. Students develop Supervised Agricultural Experience Programs which include record book keeping and budgeting skills. Students also participate in

6.2.10

environmental awareness programs such as outdoor education field trips, wildland restoration projects, and community service events. Students involved with FFA participate in leadership development events across the country, ranging from public speaking to equipment operation.

4. **Describe how students participating in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students. (Perkins IV Section 134[b][3][D], State Plan)**

Response:

Many of our CTE courses already meet college entrance and high school graduation requirements. Students often comment our classes are more rigorous than regular academic courses, but enjoy the hands on nature more.

5. **Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965). Include the implementation and alignment of the CTE Content Standards and Framework. (Perkins IV Section 134[b][3][E], State Plan)**

Response:

Our district uses a trimester system. This system allows a student to enroll in 30% more classes than students in a typical semester system. Because of this extra time, a student can not only take a full sequence of CTE courses, but also accomplish A-G requirements. Our Agriculture students have the opportunity to enroll in agriculture biology, chemistry, physics and other college prep electives classes that have an agriculture component.

6. **Describe in detail the CTE curriculum and instructional strategies used to deliver the CTE courses that foster "essential employability skills" such as; the ability to work in a team, critical thinking, problem solving, and leadership skills, referenced in the eleven "foundation standards" in the California CTE Model Curriculum Standards. (State Plan)**

Response:

Students have the opportunity to develop resumes and practice job interviews several times throughout the completion of our program. They also learn essential employability skills through leadership development opportunities such as FFA leadership and judging contests. Students are required to use their skills in hands-on working environments at one of our three state-of-the-art shop facilities, and 400 acre working school farm.

7. **Summarize progress to date in achieving academic and CTE integration and describe planned activities to continuously improve progress in this area over the next five years. Response should address activities such as staff development, curriculum development, collaborative program planning and implementation, and team teaching. (Perkins IV Section 135[b][1])**

Response:

6.2.11

Agriculture teachers participate in professional development activities at least twice a year. These activities are the regional Roadshow, and state CATA conference in San Louis Obispo. The topic of academic integration has been the target of several classes at these activities. Three years ago we received the initial alignment information from Karen Dalton Whemp. Since that time our department has been aligning our curriculum with academic standards. Soon we will be offering Math credits in our Mechanics classes, and already have achieved alignment in the physical and biological sciences. These classes meet high school graduation, and college entrance requirements.

8. **Describe how students are being encouraged through counseling and guidance to pursue the coherent sequence of courses in the CTE program areas of their interest. (Perkins IV Section 134[b][11], *EC* 51228, State Plan)**

Response:

Students have the opportunity many times in their schedule to take introductory classes. In these introductory classes we explore career opportunities and expose students to the career preparation options available through the CTE department. Counselors participate in activities with CTE to help attract new students to the program, and help encourage students to enroll in CTE. Student retention is fostered by increasing the difficulty of classes as course sequencing continues. Students enjoy CTE classes, and the rewards that come with skill attainment. Teachers review lists of students enrolled in sequential courses to help make sure students are accurately placed.

9. **For each CTE program that will be assisted with Perkins IV funds, complete and include a Career Technical Education (CTE) Sequence of Courses worksheet that appears as the last page of the template. (Perkins IV Section 135 [b][2])**

NOTE: The State Plan describes a coherent sequence of courses as a minimum of two or more CTE courses offered in a single CTE program area totaling at least 300 hours of instruction or a single multi-hour course consisting of a minimum of 300 hours of instruction. Program sequences must include a capstone course. Secondary CTE programs may include a Regional Occupation Center/Program (ROCP) course as the "capstone" course.

Response:

Include, at the end of this plan, a Career Technical Education (CTE) Sequence of Courses worksheet for each CTE program offered

10. **Linkages between secondary and postsecondary educational institutions include; California Community Colleges, State Universities, UC's, private postsecondary agencies, and apprenticeship programs.**

Summarize progress made in developing formal written articulation agreements with CTE programs in grades 11-14 and with local workforce preparation systems, i.e., (WIA Boards). Include copies of any formal articulation agreements along with a current list of articulated courses making up the program of study. (Perkins IV

6.2.12

Section 135[b][2], State Plan)

Response:

WPUSD CTE currently holds no formal articulation agreements. When we began aligning courses with academic standards, many of our courses no longer fit the framework of our 2+2+2 agreements, nor the course descriptions. Now that we have good course sequencing and most of our curriculum development is up to date, it is the goal of our department to establish articulation agreements with our community college.

11. **Describe methods to be used to coordinate CTE services with relevant programs conducted under the WIA, ROCP, and other state or local initiatives, including cooperative arrangements established with local workforce investment boards, and community-based organizations, in order to avoid duplication and to expand the range of and accessibility to CTE services. (State Plan)**

Response:

WPUSD has a very small ROCP program, consisting of Business and Computers. Agriculture students work with these students and classes to develop resumes, and practice interview skills. This partnership has existed for the last three years, and works very well. Students which participate in both programs often seek job placement through ROCP work experience. There is very little duplication in curriculum, just training and practical application.

12. **Indicate plans to offer additional programs of study.**

Response:

Over the next two years WPUSD plans to include an iDesign (CNC) manufacturing program. This program is currently in its infancy, but is fully stocked with machinery and student demand is very high. Also a construction pathway (we are exploring options as to which) is in development this year, hopefully to come on line next year.

13. **Describe the activities related to the use of technology. Such activities may include:**

- **Training of career technical teachers, faculty, and administrators to use technology, which may include distance learning**
- **Providing CTE students with the academic and career technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields**
- **Encouraging schools to work with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students (Perkins IV Section 135 [b][4])**

Response:

CTE teachers take many opportunities throughout the year to participate in technology training. Agriculture teachers participate in training activities at least twice a year, and

6.2.13

most CTE instructors attend trade shows yearly to remain current with new technology. Through entitlement and competitive grants, our shops have become industry standard, and offer students the opportunity to view and use the latest technology, including CNC equipment. MaterCAM, Solidworks, Selway Training Clinics, the AWS nationwide trade show, SEMA and local development opportunities are just a few attended in the last year. Teachers frequently attend training outside of their expertise in order to help coordinate classes for cross curricular activities.

6-2.14

Section 2: Support and Services for Special Populations

NOTE: The term "Special Populations" means: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women, displaced homemakers, and individuals with limited English proficiency.

1. **Describe the extent to which CTE programs provide full and equitable participation of individuals who are members of special populations. (Perkins IV Section 135[b][9])**

   Response:

   Any student has the opportunity to enroll in CTE classes at Lincoln High School. Student interest and space in their schedule are the only requirements. All teachers are CLAD or CTEL certified. Students interested in non-traditional career fields are on the rise at Lincoln High School. I personally have more female students in my welding and Farm power classes than I have had in the last four years of teaching combined. We are attracting a large percentage of special population students as can be seen in Chapter 1 Response 2 of this plan.

2. **Describe the strategies adopted to overcome the barriers that result in lowering rates of access to or lowering success in the assisted programs for special populations. (Perkins IV Section 134[b][8][A])**

   Response:

   Our school sponsors "elective day" to give students the opportunity to examine what classes may interest them. This gives us the opportunity to sell our programs to the entire students population. Our ROP also sponsors a career day for students to talk with members of the workforce and consider possible career opportunities. Once again, all teachers are CLAD or CTEL certified.

3. **Describe in detail how CTE programs that are designed to enable special population students meet the local adjusted levels of performance will be provided. (Perkins IV Section 134[b][8][B])**

   Response:

   We have do not have numbers from the E1 and E2 reports yet, as we have completely restructured the program. Data will be available next year for students this year.

4. **Describe the planned activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. (Perkins IV Section 134[b][8][C])**

   Response:

   Our school sponsors "elective day" to give students the opportunity to examine what

6.2.15

classes may interest them. This gives us the opportunity to sell our programs to the entire students population. Our ROP also sponsors a career day for students to talk with members of the workforce and consider possible career opportunities. Once again, all teachers are CLAD or CTEL certified. Students also have a great deal of hands on work experience in our program. This sets them apart from the rest of completers entering the workforce. Our students are taught soft skills, such as resume and interviewing skills. This gives our students an advantage for employment.

5. **Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations. (Perkins IV Section 134[b][9])**

Response:

Our teachers are all trained in SDAIE, CLAD or CTEL certified, and we love kids; all kids. When students enter our program, we are exited to pass our skills onto them, and share the passion we have for our career fields. All students are welcome in our programs and many find our CTE program to be a place of safety where they can be respected for their skill and work ethic, nothing more.

6. **Describe strategies to identify, recruit, retain, and place male and female students who desire training for nontraditional fields. (Perkins IV Section 134[b][10])**

NOTE: Nontraditional fields are those in which one gender comprises less than 25 percent of the total number of employees. Examples: cosmetology is a nontraditional occupation for males; construction is a nontraditional occupation for females. CTE programs for these occupations are classified as nontraditional programs.

Response:

TYPE HERE

6.2.16

Section 3: Guidance and Counseling

1. **Describe how ongoing career guidance and academic counseling will be provided to students regarding CTE, including linkages to future education and training opportunities. (Perkins IV Section 134[b][11], *EC* Sections 51224 and 51228, State Plan)**

Response:

Counselors typically discuss course options with students for the formation of their schedules. Schedules are formulated by computer using a scantron sheet. Sometimes this method of counseling leaves holes in a students schedule, or prevents them from enrolling in classes they desire. To offset this problem, teachers take an individual approach to counseling students. Many hours are spent one-on-one with students who require scheduling and career development assistance. The counseling department has undergone many changes, including the addition of a new counselor. We are currently discussing the possibility of designating a particular counselor for CTE students and guidance.

2. **Describe how local career guidance and academic counseling efforts are aligned with other state efforts, i.e., Senate Bill 70, 10th Grade Counseling, other counseling and guidance funds. (State Plan)**

Response:

TYPE HERE

6.2.17

Section 4: Comprehensive Professional Development Provided to Teachers, Counselors, and Administrators

1. **Describe professional development activities for CTE teachers that go beyond those activities offered to all teachers through the use of district funds. (State Plan)**

Response:

Teachers participate in a wide range of development. Agriculture teachers participate in training activities at least twice a year, and most CTE instructors attend trade shows yearly to remain current with new technology. Through entitlement and competitive grants, our shops have become industry standard, and offer students the opportunity to view and use the latest technology, including CNC equipment. MaterCAM, Solidworks, Selway Training Clinics, the AWS nationwide trade show, SEMA and local development opportunities are just a few attended in the last year. Teachers frequently attend training outside of their expertise in order to help coordinate classes for cross curricular activitiesTYPE HERE

2. **Describe the professional development activities implemented or planned for the implementation that focus on the California CTE Model Curriculum Standards and Framework. (State Plan)**

Response:

Teachers will be discussing the CTE framework on early release days. This is a normal training option at CATA roadshow for Ag teachers. Pullout or buyback days may be an option over summer. The three shop programs typically have lunch meetings during summer vacation to discuss curriculum and plan for the upcoming year. We are also in the middle of WASK accreditation which has brought up many of these same issues.

3. **Describe the ongoing professional development initiative(s) made to effectively integrate and use challenging academic and CTE standards that is provided jointly with academic teachers. Include any professional development activities conducted in conjunction with secondary and postsecondary agencies. (Perkins IV Section 135[b][5][A][i])**

Response:

Once again we are in the process of obtaining math credits for three of our pathways, and several of our courses meet high school exit and college entrance requirements. We will be collaborating with academic teachers on early release days.

4. **Describe the pre-service and in-service training provided to staff in effective teaching skills based on research that includes promising practices. (Perkins IV Section 135[b][5][A][ii])**

Response:

In-service training is done at least once per year on a district level. The agenda changes yearly to reflect new advancements in teaching techniques. The Agriculture department is looking into the Delta Conference as a possible future professional development activity. All young teachers have participated in the BTSA program. All of our teachers have

6.2.18

recently been CLAD or CTEL certified and spent a great deal of time looking at research and education techniques that benefit not only ESL students but all students.

5. **Describe the in-service and pre-service training provided to staff in effective practices to improve parental and community involvement. (Perkins IV Section 135[b][5][A][iii])**

Response:

We have added an Edline system to our school website. Students and parents can access this to check grades, find out about upcoming events, and contact teachers. FFA is very involved with the community, and attends Sectional, Regional, and State meetings to discuss involvement.

6. **Describe the in-service and pre-service training provided to staff in the effective use of scientifically based research and data to improve instruction. (Perkins IV Section 135[b][5][A][iv])**

Response:

New and interesting data is generally discussed at staff meetings and department meetings. The district offers buyback hours for development in these areas if teachers attend district sponsored in-service training.

7. **Describe the professional development programs for teachers of CTE and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry. (Perkins IV Section 135[b][5][B])**

Response:

Teachers involve themselves in professional organizations and visit trade-shows (SEMA, AWS, NIMS, WesTEC, CACT, and CATA) We also tour local businesses and have a number of professionals on our CTE advisory board.

8. **Describe the internship programs that provide relevant business experience to teachers. (Perkins IV Section 135[b][5][C])**

Response:

TYPE HERE

9. **Describe the programs designed to train teachers specifically in the effective use and application of technology to improve instruction. (Perkins IV Section 135[b][5][D])**

Response:

Teachers visit a variety of technical training workshops dependent upon their area of expertise. Ag teachers participate in the regional road show which has units designed for

6.2.19

each instructional area. There is generally technology training in each. Recently we reviewed tracking software for livestock, smartboard technology, laptop libraries and interactive quiz devices. Other trainings for CTE instructors include Selway training clinics for CNC equipment, MasterCAM, Solidworks, Hobart Institute, UTI training courses and clinics at trade shows. Most of these are offered by our professional organizations.

6.2.20

Section 5: Accountability and Evaluation of Career Technical Education (CTE) Programs

1. **Describe the process that will be used assess the academic and career technical performance of students participating in CTE programs. (Perkins IV Section 134[b][7], State Plan)**

Response:

Classes are now sequenced to meet Perkins requirements assisting in the ease of students' information tracking, putting information at the reach of any interested individual. Teachers collaborate on early release days to discuss information related to the performance of students. Students in the FFA compete in judging competitions at field days, and their success is a good indication of performance. Course completion and student retention are also tracked using Grantlink software. Students are assessed in programs through traditional object, and authentic examination practices. Most teachers incorporate student ability to produce industry quality work into their grading criteria.

2. **Describe the process that will be used to evaluate and continuously improve the quality of CTE programs offered to students. What provisions are or will be in place to set priorities for local CTE program improvement and ensure alignment with the CTE Model Curriculum Standards and Framework. (Perkins IV Section 134[b][7], Section 135[b][6], State Plan)**

Response:

During CTE committee meetings our Perkins report covers Perkins' requirements, the state of any Perkins funded development projects, student retention and completion, and follow-up information. . The agriculture department also participates in a yearly Incentive Grant review, which covers many requirements. Interested individuals are invited to attend any of our CTE advisory meetings. Meetings are held twice a year, but may be called at any time necessary for attention to matters concerning the CTE department. Standard meeting agendas include department reports, areas of concern, Perkins update, market trend reports, counselors report, and addresses by the principal and superintendent. Meetings are held at the high school in addition to any other department meetings. Teachers also collaborate on many of these subjects, especially alignment and standards during these meetings, which are typically held once per month on early release days.

3. **Describe plans to increase the active participation of representatives from the workforce and economic development agencies including members of business, industry, and labor in planning, implementing, and evaluating funded programs. (State Plan)**

Response:

Our CTE advisory committee is comprised of many members from each industry sector represented at our LEA. Teachers at our LEA attended professional development training in their respective industry sector. Many of these teachers attend professional workshops several times per year. Connectedness with our industries is paramount to quality career training. Most of our teachers are formerly or currently engaged or

6.2.21

employed in the pathways they are teaching. CTE instructors attend trade shows yearly to remain current with new technology. MasterCAM, Solidworks, Selway Training Clinics, the AWS nationwide trade show, SEMA and local development opportunities are just a few attended in the last year. Many excellent contacts are creating at these venues to help develop our program, purchase equipment, and offer opinions and advice on program structure that are consistent with trends in the labor market and current technology.

4. **Describe the actions being taken and/or planned by the agency to ensure participation in California Longitudinal Pupil Achievement Data System (CALPADS) and California Partnership for Achieving Student Success (Cal-PASS) data systems process. (State Plan)**

Note: It is expected that CALPADS will be fully implemented beginning July 2009.

Response:

We are not yet familiar with the auspices of the CALPADS or Cal-PASS system as it relates to Perkins. If any workshops become available, we will send a representative to be trained.

Section 6: Use of Funds

Section 135(a) of Perkins IV states, "Each eligible recipient (LEA) of the Section 131 and 132 funds shall use these funds to improve CTE programs." Federal grant funds must supplement, or augment, and not supplant state or local funds. Federal funds may not result in a decrease of state or local funding that would have been available to conduct the activity had federal funds not been received. LEAs must be able to demonstrate that federal funds are added to the amount of state and local funds that would be made available for uses specified in this local plan.

While the regulations do not provide a definition of "program improvement," it is clear that the funds may not be used to simply maintain an ongoing program. The CDE has interpreted this requirement to mean that the funds may only be used to support activities intended to enhance the effectiveness of existing programs, modify or update existing programs, and to develop and implement new programs.

1. **Describe how the Perkins IV funds supplement general funds and funds from other resources, such as School Improvement, Title I, Senate Bill 70, Proposition 1D, tenth grade counseling, other guidance and counseling and others to improve the academic and technical skills of students participating in CTE programs. (State Plan)**

   Response:

Perkins funds are used only for program improvement. Perkins dollars are divided by number of sections taught in each pathway. The Perkins allocation is divided by the total number of classes eligible for funding. The Industry Sector is then provided with its share of the dollars for the total number of sections in its pathways. At the end of each year at our CTE advisory committee meeting, we will discuss major projects for the next funding cycle. Areas of weakness in the state adjusted levels of performance will be addressed first, and preferred as projects for additional funding, with the remainder of the funds being distributed by the aforementioned method (per section). Perkins dollars are reliable, meaning we can plan on them each year. Grants such as the Equipment and Facilities grant of 07-08 are fantastic, but sometimes years apart. The Perkins grant comes yearly and allows us to plan ahead for the best use of funds for the benefit of our students.

6.2.23

Program of Study Worksheet

This Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

Industry Sector: Agriculture Science
Career Pathway: Natural Resourses/ Production
Program of Study: Agriculture

Signature of Secondary Administrator: [signature]
Signature of Postsecondary Administrator:
Date: 10/30/08

This Program of Study is a formalized Tech Prep articulated pathway ☐Yes ☐No

LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies	Career Technical Education Courses	Other Required Courses or Recommended Electives	SAMPLE Occupations Relating to this Pathway
SECONDARY	9	9A 9B	Integrated Math 1A Integrated Math 1B	Ag Science 1A Ag Science 1B	World Cultures 1A World Cultures 1B		Computer Literacy PE PE	**Occupations Requiring Less Than a Baccalaureate Degree** ▶ Ranch Hand ▶ Equipment Operation ▶ Farriei ▶ Laborer ▶ Research Assistant
	10	10A 10B	Algebra 1A Algebra 1B	Ag Biology 1A Ag Biology 1B		Ag Science 2A Ag Science 2B	PE PE Art or Music	
	11	11A 11B	Geometry 1A Geometry 1B	Ag Chem or Physics Ag Chem or Physics	US History US History	Natural History Natural History	Art or Music Spanish 1 A Spanish 1 B	**Occupations Requiring a Baccalaureate Degree** ▶ Ranch Manager ▶ Ranch Supervisor ▶ Veterinarian ▶ Nutritionist ▶ Ag Teacher
	12	12A 12B	Alg 2A Alg 2B		Ag Economics Ag Government	Farm Power Special Projects Special Projects	Spanish 2A Spanish 2B	
		Articulated Dual Credit courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
POSTSECONDARY	Year 13							**Industry recognized certifications, licenses, or Credentials related to this pathway** ▶ A/I Technician ▶ Vet Tech ▶ Salesman ▶ ▶
	Year 14							
	Year 15							
	Year 16							

Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- **Identify the Industry Sector title and the Career Pathway title for each sequence.**
- **List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.**
- **Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.**
- **Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.**

Industry Sector: Agriculture **Career Pathway:** Production

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses	Course Level			Primary Funding Source		Perkins Funded	Total Duration
Name of Course	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Ag Science 1A	☒	☐	☐	☒	☐	yes	70
Ag Science 1B	☒	☐	☐	☒	☐	Yes	70
Ag Biology 1A	☐	☒	☐	☒	☐	no	70
Ag Biology 2A	☐	☒	☐	☒	☐	no	70
Natural History 1A	☐	☐	☒	☒	☐	Yes	70
Natural History 1B	☐	☐	☒	☒	☐	yes	70
	☐	☐	☐	☐	☐		
	☐	☐	☐	☐	☐		
	☐	☐	☐	☐	☐		
	☐	☐	☐	☐	☐		

Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- **Identify the Industry Sector title and the Career Pathway title for each sequence.**
- **List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.**
- **Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.**
- **Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.**

Industry Sector: Agriculture **Career Pathway:** Natural Resources

District funded course provided in this sector if not included in this sequence: Special Projects

Sequence of Courses	Course Level			Primary Funding Source		Perkins Funded	Total Duration
Name of Course	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Ag Science 1A	☒	☐	☐	☒	☐	Yes	70
Ag Science 1B	☒	☐	☐	☒	☐	Yes	70
Ag Science 2A	☐	☒	☐	☒	☐	Yes	70
Ag Science 2B	☐	☒	☐	☒	☐	Yes	70
Ranch Management	☐	☐	☒	☒	☐	Yes	70
Ranch Management	☐	☐	☒	☒	☐	Yes	70
	☐	☐	☐	☐	☐		
	☐	☐	☐	☐	☐		
	☐	☐	☐	☐	☐		
	☐	☐	☐	☐	☐		

6.2.09

6.2.26

Program of Study Worksheet

This Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

Industry Sector: Ag Mechanics
Career Pathway: Mechanics
Program of Study: Agriculture

Signature of Secondary Administrator: Dan Bth
Signature of Postsecondary Administrator:
Date: 10/30/08

This Program of Study is a formalized Tech Prep articulated pathway ☐ Yes ☒ No

LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies	Career Technical Education Courses	Other Required Courses or Recommended Electives	SAMPLE Occupations Relating to this Pathway
								Occupations Requiring Less Than a Baccalaureate Degree
SECONDARY	9	9A 9B	Integrated Math 1A Integrated Math 1B	Shop Orientation Auto, Wood, or Metal 1A Auto, Wood, or Metal 1B	World Cultures 1A World Cultures 1B		Computer Literacy PE PE	▶ Sales Tech
	10	10A 10B	Algebra 1A Algebra 1B	Ag Biology 1A Ag Biology 1B		Auto, Wood or Metal 2A Auto, Wood, or Metal 2B	PE PE Art or Music	▶ Equipment Operation ▶ Laborer ▶ Welder
	11	11A 11B	Geometry 1A Geometry 1B	Ag Chem or Physics Ag Chem or Physics	US History US History	Natural History Natural History	Art or Music Spanish 1 A Spanish 1 B	▶ Steel Yard Employee
	12	12A 12B	Alg 2A Alg 2B		Ag Economics Ag Government	Farm Power Special Projects Special Projects	Spanish 2A Spanish 2B	**Occupations Requiring a Baccalaureate Degree** ▶ Shop Foreman ▶ Teacher ▶ Engineer ▶ ▶
		Articulated Dual Credit courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
POSTSECONDARY	Year 13							**Industry recognized certifications, licenses, or Credentials related to this pathway** ▶ Welder ▶ Equipment Operation ▶ Equipment Service and Repair ▶ Inspector ▶
	Year 14							
	Year 15							
	Year 16							

Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- **Identify the Industry Sector title and the Career Pathway title for each sequence.**
- **List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.**
- **Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.**
- **Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.**

Industry Sector: Agriculture **Career Pathway:** Ag Mechanics

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses	Course Level			Primary Funding Source		Perkins Funded	Total Duration
Name of Course	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Shop Orientation	☒	☐	☐	☒	☐	no	70
Metals 1A Welding	☐	☒	☐	☒	☐	Yes	70
Metals 1B Fabrication Techniques	☐	☒	☐	☒	☐	Yes	70
Metals 2A Advanced Metals	☐	☒	☐	☒	☐	Yes	70
Metals 2B Projects	☐	☐	☒	☒	☐	Yes	70
Internship	☐	☐	☒	☒	☐	no	70
	☐	☐	☐	☐	☐		
	☐	☐	☐	☐	☐		
	☐	☐	☐	☐	☐		
	☐	☐	☐	☐	☐		

6.2.28

Program of Study Worksheet

This Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

Industry Sector: Construction Technologies
Career Pathway: Cabinet Making and Wood Products
Program of Study: Building Trades

Signature of Secondary Administrator: Dan Bth
Signature of Postsecondary Administrator:
Date: 10/30/08

This Program of Study is a formalized Tech Prep articulated pathway ☐Yes ☒No

LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies	Career Technical Education Courses	Other Required Courses or Recommended Electives
SECONDARY	9	9A 9B	Integrated Math 1A Integrated Math 1B	Shop Orientation Auto, Wood, or Metal 1A Auto, Wood, or Metal 1B	World Cultures 1A World Cultures 1B		Computer Literacy PE PE
	10	10A 10B	Algebra 1A Algebra 1B	Ag Biology 1A Ag Biology 1B		Auto, Wood or Metal 2A Auto, Wood, or Metal 2B	PE PE Art or Music
	11	11A 11B	Geometry 1A Geometry 1B	Ag Chem or Physics Ag Chem or Physics	US History US History	Natural History Natural History	Art or Music Spanish 1 A Spanish 1 B
	12	12A 12B	Alg 2A Alg 2B		Ag Economics Ag Government	Farm Power Special Projects Special Projects	Spanish 2A Spanish 2B
		Articulated Dual Credit courses may be taken/moved to the secondary level for articulation/dual credit purposes.					
POSTSECONDARY	Year 13						
	Year 14						
	Year 15						
	Year 16				23		

SAMPLE Occupations Relating to this Pathway

Occupations Requiring Less Than a Baccalaureate Degree

- ▶ Framer
- ▶ Installers
- ▶ Sales Associate
- ▶ Material Handler
- ▶ Lumber Yard Employee

Occupations Requiring a Baccalaureate Degree

- ▶ Shop Foreman
- ▶ Teacher
- ▶ Engineer
- ▶ CNC Programmer
- ▶ Architect

Industry recognized certifications, licenses, or Credentials related to this pathway

- ▶ Inspector
- ▶ Equipment Operation
- ▶ Equipment Service and Repair
- ▶ Sales
- ▶

12.2.09

Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- **Identify the Industry Sector title and the Career Pathway title for each sequence.**
- **List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.**
- **Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.**
- **Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.**

Industry Sector: Construction Technologies **Career Pathway:** Cabinet Making and Wood Products

District funded course provided in this sector if not included in this sequence: Internship

Sequence of Courses	Course Level			Primary Funding Source		Perkins Funded	Total Duration
Name of Course	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Shop Orientation	☒	☐	☐	☒	☐	no	70
Wood 1A	☐	☒	☐	☒	☐	Yes	70
Wood 1B	☐	☒	☐	☒	☐	Yes	70
Wood 2A	☐	☒	☐	☒	☐	Yes	70
Wood 2B	☐	☐	☒	☒	☐	Yes	70
Internship	☐	☐	☒	☒	☐	no	70
	☐	☐	☐	☐	☐		
	☐	☐	☐	☐	☐		
	☐	☐	☐	☐	☐		
	☐	☐	☐	☐	☐		

6.2.30

Program of Study Worksheet

This Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

Industry Sector: Transportation Technologies
Career Pathway: Automotive Tech
Program of Study: Vehicle Maintenance Service and Repair

Signature of Secondary Administrator: Dan Bell
Signature of Postsecondary Administrator:
Date: 10/30/08

This Program of Study is a formalized Tech Prep articulated pathway ☐ Yes ☒ No

LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies	Career Technical Education Courses	Other Required Courses or Recommended Electives	SAMPLE Occupations Relating to this Pathway
								Occupations Requiring Less Than a Baccalaureate Degree
SECONDARY	9	9A 9B	Integrated Math 1A Integrated Math 1B	Shop Orientation Auto, Wood, or Metal 1A Auto, Wood, or Metal 1B	World Cultures 1A World Cultures 1B		Computer Literacy PE PE	▶ Oil and lube tech
	10	10A 10B	Algebra 1A Algebra 1B	Ag Biology 1A Ag Biology 1B		Auto, Wood or Metal 2A Auto, Wood, or Metal 2B	PE PE Art or Music	▶ Shop Assistant ▶ Sales Associate ▶ Material Handler ▶ Rental Yard Employee
	11	11A 11B	Geometry 1A Geometry 1B	Ag Chem or Physics Ag Chem or Physics	US History US History	Natural History Natural History	Art or Music Spanish 1 A Spanish 1 B	**Occupations Requiring a Baccalaureate Degree**
	12	12A 12B	Alg 2A Alg 2B		Ag Economics Ag Government	Farm Power Special Projects Special Projects	Spanish 2A Spanish 2B	▶ Shop Foreman ▶ Teacher ▶ Engineer ▶ ▶
		Articulated Dual Credit courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
POSTSECONDARY	Year 13							**Industry recognized certifications, licenses, or Credentials related to this pathway**
	Year 14							▶ Inspector ▶ Equipment Operation ▶ Equipment Service and Repair ▶ Sales ▶ Technician
	Year 15							
	Year 16				23			

13.2.9

Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- **Identify the Industry Sector title and the Career Pathway title for each sequence.**
- **List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.**
- **Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.**
- **Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.**

Industry Sector: Transportation Technology **Career Pathway:** Automotive

District funded course provided in this sector if not included in this sequence: Internship

Sequence of Courses	Course Level			Primary Funding Source		Perkins Funded	Total Duration
Name of Course	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Shop Orientation	☒	☐	☐	☒	☐	no	70
Auto 1A	☐	☒	☐	☒	☐	Yes	70
Auto 1B	☐	☒	☐	☒	☐	Yes	70
Auto 2A	☐	☒	☐	☒	☐	Yes	70
Auto 2B	☐	☐	☒	☒	☐	Yes	70
Internship	☐	☐	☒	☒	☐	no	70
	☐	☐	☐	☐	☐		
	☐	☐	☐	☐	☐		
	☐	☐	☐	☐	☐		
	☐	☐	☐	☐	☐		

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:
Horizon Charter Schools

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
November 18, 2008

ROLL CALL REQUIRED:
No

BACKGROUND:

The district received a letter notifying the district the Horizon Charter School is now a California Charter Schools Association Certified Charter School. Through an intensive self-study process and a rigorous external review, the school demonstrated its success in the following five critical areas of charter operation:

- Student Achievement First
- Ethical Leadership
- Continuous Focus on Increasing Quality
- Responsible Governance
- Fiscal Accountability

RECOMMENDATION:

Administration recommends the Board of Trustees approve Horizon Charter School as a Certified Charter School.

wp/rk/factform

HORIZON CHARTER SCHOOL

Quality Education through Personalized Learning

WPUSD
Received
OCT - 9 2008
DISTRICT OFFICE

October 7, 2008

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

Dear Scott Leaman,

We are proud to announce that **Horizon Charter School** is now a California Charter Schools Association *Certified Charter School*. We became a Certified Charter School by meeting or exceeding the *Quality Standards for Charter School Operations*. Through an intensive self-study process and a rigorous external review, the school demonstrated its success in the following five critical areas of charter operation:

- Student Achievement First
- Ethical Leadership
- Continuous Focus on Increasing Quality
- Responsible Governance
- Fiscal Accountability

Created by hundreds of charter school leaders, these *Quality Standards* provide an authentic measurement of quality identifying schools, like ours, making significant progress towards meeting their mission and goals, improving student academic achievement, and focusing on continuous improvement of their program.

As a Certified Charter School, our school has benefited from the expert advice and objective critique of an external review team. The review team's assessment resulted in an action plan Horizon Charter School uses to implement specific strategies for continuous improvement.

The Certified Charter Schools Program is unprecedented nationally as it represents the first time a state's charter school movement has implemented standards for high quality with accountability. Close to 70 percent of charter schools throughout California are currently engaged in the program. Schools that have completed the external review, like ours, are Certified Charter Schools. Schools that are in the process of completing their review and have pledged their commitment to the Quality Standards are Candidates for Certification.

Thank you for your efforts and support to ensure all children have access to a high-quality education. For more information on the Certified Charter Schools Program, please visit www.myschool.org/certified. For more information on our school, please do not hesitate to contact me at 916.408.5251 or ltboone@hcs.k12.ca.us.

Respectfully,

LuAnn Boone, Chief Executive Officer

CALIFORNIA CHARTER SCHOOLS ASSOCIATION

6.3.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Student Discipline/
Expulsion R-Entry
Student #07-08 J

AGENDA ITEM AREA:
Consent

REQUESTED BY:

ENCLOSURES:

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

MEETING DATE:

November 18, 2008

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion re-entry of Student #07-08 J

RECOMMENDATION:

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

wp/rk/factform

6.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Student Discipline/
Stipulated Expulsion
Student #08-09 H

AGENDA ITEM AREA:
Consent

REQUESTED BY:

ENCLOSURES:

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

MEETING DATE:

November 18, 2008

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the stipulated expulsion of Student #08-09 H

RECOMMENDATION:

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

wp/rk/factform

6.5

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:

Single Plans for Student Achievement

AGENDA ITEM AREA:

Information/Discussion/Action

REQUESTED BY:

Mary Boyle

ENCLOSURES:

Site Plans

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

None

MEETING DATE:

November 18, 2008

ROLL CALL REQUIRED:

None

BACKGROUND:

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

RECOMMENDATION:

Approve Single Plans for Student Achievement as submitted.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

6098610
(CDS Code)

Creekside Oaks Elementary School



School Years
2008-09
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

9.1.1

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, five 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, two Science teachers, 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 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 Site Based Leadership Team (SBLT), 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. GATE after school programs are KidzArt and Mad Scientist.

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.

9.1.2

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.

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 SBLT 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.

MINIMUM DAYS and EARLY RELEASE DAYS:

Ten minimum days were scheduled for K-5 by the WPUSD. All ten days were utilized for conferencing and report card preparation. Early Release Days are provided each month for teachers to meet with 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, three 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.

9.1.3

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 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.

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.

9.1.4

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 13 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 33 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 11 years. She holds a current Preliminary California Administrative Credential, CLAD, and a K-12 teaching credential.

The Site-Based Leadership Team (SBLT) has a membership that includes administration, teaching staff, classified staff, parents and community members. The main purpose of the SBLT 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, as are English Language Learners. 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 a few in 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.

9.1.5

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 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 produce worksheets are available
- Lower grade level materials can be used for students at below or well below basic levels
- Saxon Math has supplemental materials
- 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
- Saxon 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 does survey assessing 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, Saxon placement tests, S.D. Quick, Math Facts and state assessments CST, CAT-6, CMA and CAPA.
- Some staff in favor of using district-wide assessment packets at end of trimester
- 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 meetings held regularly to discuss ideas/actions for student progress
- Parent volunteers assisting students in class
- One to one remedial time with team teacher and district paid aide in kindergarten

9.1.6

- 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 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:

- Math Facts In A Flash program purchased and available to staff and students
- Accelerated Reader program (updated to a new personal goal format)
- Title I staff for reading
- 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}
- SBLT 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, two 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
- 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
- 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, 100%, have students that are low performing
- Lowest performing 1^{st} – 3^{rd} grade students in reading receive assistance with Title I teachers
- 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

9.1.7

- 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 6:00-6:00 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 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)
- 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, 1^{st} – 5^{th} 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
- Lack of funding to have enough professional personnel to deal with academic student needs and, particularly, serious behavioral, physical, emotional, and social problems needing additional professional attention (nurses aides, counselors, lower teacher/student ratio, psychologists, administrators . . .)
- 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
- 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

9.18

- 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

9.19

Student Performance Data Summary

Academic Performance Index (API) School Report

Star 2008 Percent Tested	Number Included in the 2008 API	2008 API (Base)	2008 Statewide Rank	2008 Similar Schools Rank	2008-09 Growth Target	2009 API Target
100	349	785	TBA	TBA	2	787

Student Groups	Number of Pupils Included in 2008 API	Numerically Significant	2008 Subgroup API Base	2008-09 Growth Target	2009 API Target
African American, not Hispanic	9	No			
American Indian or Alaska Native	2	No			
Asian	10	No			
Filipino	8	No			
Hispanic or Latino	97	Yes	746	6	752
Pacific Islander	4	No			
White not Hispanic	206	Yes	808	0	800+
Economically Disadvantaged	160	Yes	725	8	733

Student Testing And Reporting (STAR)

Scores are stated as a percent of students scoring above each given quartile. *CAT-6*	Subject: Reading School Year: 2008			Subject: Math School Year: 2008			Subject: School Year		
	25	50	75	25	50	75	25	50	75
All Students	65	35	13	80	50	21			
Title I/SCE Participants	*	*	*	*	*	*			
English Learners	74	40	16	84	57	24			
Special Education Participants	*	*	*	*	*	*			
Other Student Groups: Economically Disadvantaged Students	43	23	6	74	40	21			

9.1.10

STUDENT PERFORMANCE DATA SUMMARY *(continued)*

School Demographic Characteristics

Ethnic/Racial (STAR) African American not Hispanic: 3 American Indian or Alaska Native: 1 Asian: 3 Filipino: 3 Hispanic or Latino: 31 Pacific Islander: 1 White not Hispanic: 55 Participants in Free or Reduced Price Lunch: 45 English Language Learners (STAR): 17 Multi-track year-round school? (CBEDS) – No School Mobility (STAR): 89	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

	Reading			**Mathematics**		
	Far Below Basic	Below Basic	Basic	Far Below Basic	Below Basic	Basic
Second Grade	5%	15%	31%	7%	14%	28%
Third Grade	16%	20%	37%	5%	23%	22%
Fourth Grade	4%	10%	34%	0%	16%	24%
Fifth Grade	5%	5%	38%	0%	4%	26%

Conclusions from Student Performance Data:

☐ **Basic: highest percentage of students scoring below proficiency in both reading and mathematics. Additional interventions and monitoring will take place so all students (Latino students to be targeted) this close to proficient can meet the goal**

☐ **Below Basic: next highest percentage of students scoring below proficiency in both reading and mathematics. New intervention materials are being considered at this time.**

☐ **Far Below Basic: these students are in multiple intervention programs which include Title I, one-on-one attention and after-school tutoring. New intervention materials are being considered at this time.**

Conclusions from Parent, Teacher and Student Input:

Creekside Oaks staff implemented a response to intervention plan so students who have scored "basic" are motivated, encouraged and supported in making the amount of progress to be proficient. Rigorous intervention programs and techniques (Title I, after school tutoring, Newcomer Program, data analysis) continue to assist students in becoming proficient. Latino students will be targeted for additional interventions and support.

9.1.11

California Physical Fitness Test

			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: Lower performing students (Latino, Free/reduced, EL) will use content standards-based instruction to meet required AYP proficiency standards and API growth targets in language arts

Goal #2: Lower performing students (Latino, Free/reduced, EL) will use content standards-based instruction to meet required AYP proficiency standards and API growth targets in math and science

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

9.1.12

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL #1 for Improving Student Achievement: **Lower performing students (Latino, Free/reduced, EL) will continue to use content standards-based instruction to meet required AYP proficiency standards and API growth targets in language arts achievement**

Student groups participating in this goal: K-5th grades, all students, EL, Economically Disadvantaged, Latino
Performance gains expected for these students: Move students at least one category on standardized achievement tests
Means of evaluating progress toward this goal: Evaluation of scores on CAT-6 CMA, CST, and teacher coverage of material
Group data needed to measure academic gains: CAT-6, CST, STAR Reading, CMA, CRLP, etc.

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 a STAR Assessment Program and incentives ▪ Moving Into English ▪ Newcomer Program/Program Specialist ▪ Read Naturally and Reading Mastery ▪ English Language Development Intervention ▪ English Language Intervention Support ▪ Intervention support	All Teachers, Librarian/ fall Teachers/all year Teacher Teacher	▪ Subscription fee, paper, ink cartridges, rewards ▪ Materials ▪ Workshops and salary ▪ Reading materials ▪ Stipend ▪ Instructional Aide ▪ Instructional Aide	$2,500 $2,500 $ 600 $7,931 $6,000 $1,683 $3,805 $4,591	SLIG EIA EIA EIA District EIA EIA EIA
Extended learning time:				
Increased educational opportunity ▪ Title I reading – students must qualify using criteria, grades 1st – 3rd and some 4th ▪ After-school tutoring program to provide support for students at-risk of retention ▪ Computers for classrooms	Title I reading specialist/fall Teachers November Principal Fall	▪ Salary and benefits for .85 teacher ▪ Materials ▪ Teacher pay $30/hr. anywhere from 30-45 min. 2-3 days a week ▪ Computer systems with appropriate software licenses	$75,491 $27,760 $2,500 $3,000	

2.1.6

▪ Computers for low performing students, EL ▪ Computers for Title I identified students	Principal/Aug. Principal/Aug.	▪ Computers only ▪ Computers only	$ 10,000 $ 10,000	EIA Title I
Staff development and professional collaboration: ▪ Workshops and in-services regarding implementation and strategies for improvement of Accelerated Reading Program and Step Up To Writing ▪ Collaboration for grade level teachers ▪ PCOE workshops for new teachers ▪ Workshops and in-services regarding students with special needs	1st- 5th teachers All year 1st- 5th teachers New teachers Teachers and instructional aides	▪ Workshop registration/substitutes ▪ Substitutes ▪ Workshop registration/substitutes ▪ Workshop registration/substitutes	$ 1,000 $ 700 $ 300 $2,000	SLIG SLIG SLIG SLIG
Involvement of staff, parents and community: ▪ Meetings, communication, conferences	Title I teacher Teachers Three times a year	▪ Materials	$1,000	Title I
Monitoring program implementation and results:	N/A			

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 2 for Improving Student Achievement: **Lower performing students (Latino, Free/Reduced, EL) will continue to use content standards-based instruction to meet required AYP proficiency standards and API growth targets in math and science**

Student groups participating in this goal: K-5th grades, all students, EL Economically Disadvantaged, Latino
Performance gains expected for these students: Move students at least one category on standardized achievement tests
Means of evaluating progress toward this goal: Evaluation of scores on CAT-6, CMA, CST, and teacher coverage of material
Group data needed to measure academic gains: CAT-6, CST, STAR Math, CMA, CRLP and other multiple measures

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: ▪ Math supplemental materials to support core curriculum in all classes ▪ Bilingual support through the Newcomer Program and specialist	K-5th teachers Teachers	▪ Books, games, paper, manipulatives, laminate ▪ Materials	$500 $10,402	SLIG EIA
Increased educational opportunity: ▪ After-school tutoring program to provide support for students at-risk of retention	1st-5th teachers November on	▪ Teacher pay $30/hr. anywhere from 30-45 min. 3 days a week	$ 2,500	District Block Grant
▪ Computer Lab Technician	Principal	▪ Salary/benefits for lab. tech	$17,000	SLIG
▪ Computer Lab	Principal	▪ New computers ▪ New computers/lease	$ 9,593 $ 1,540	Tech Grant SLIG

Staff development and professional collaboration: ▪ Workshops and in-services regarding implementation and strategies for improvement in math ▪ Bilingual instructional support by Bilingual Program Specialist and Newcomer Program	K-5th teachers All year Specialist	▪ Workshop fees and substitutes ▪ Articulation	$1,000 $7,931	SLIG EIA
Auxiliary services for students and parents:	N/A			
Involvement of staff, parents and community:	N/A			
Monitoring program implementation and results:	N/A			

9.1.16

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, CAT 6, CMA results
Group data needed to measure academic gains: Parent, student, and staff survey results

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards:	N/A			
Improvement of instructional strategies and materials:	N/A			
Staff development and professional collaboration:	N/A			
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	SLIG
▪ Duplication of materials for communication	Teacher	▪ Copies	$8,620	SLIG
▪ Bilingual parent communication	Teacher	▪ Translation costs	$14,010	EIA
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	▪ Teacher pay $30/hr., paper costs, postage, snack items	$700	SLIG
Monitoring program implementation and results:				
▪ Annual rewards for students with 100% attendance.	Attendance Clerk/Principal	▪ Certificates and prize costs	$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
Alignment of instruction with content standards:	N/A			
Improvement of instructional strategies and materials:	N/A			
Extended learning time:	N/A			
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: ▪ Conflict Management Training ▪ Conflict Management Mentor	4th & 5th grade student reps. and teachers Teacher	▪ Substitutes ▪ Stipend	$700 $1,683	SLIG SLIG
Auxiliary services for students and parents: ▪ Counseling through Sacramento State Interns to help students with social skills and emotional development	Principal All year	▪ Hourly rate of $11/hr plus materials, paper costs, postage, snack items	$3,600	SLIG

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	$ 600	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
• 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.	$2,524	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 offer additional ELD services to newcomer students • ELD Program Specialist to provide direct services to students and to teachers through coaching and staff development.	$15,863 Bilingual Program Specialist Newcomer Program	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.	$5,096	Title I Part A
• 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.	$0	Title III

9.1.20

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: $0.00**
Purpose: Help educationally disadvantaged students succeed in the regular program.

Economic Impact Aid/ English Learner Program — **Amount: $79,316**
Purpose: Develop fluency in English and academic proficiency of English learners.

Professional Development — **Amount: $0.00**
Purpose: Promote school improvement by long-term professional development of school staff.

School Improvement Program — **Amount: $49,200**
Purpose: Improve school response to educational, personal and career needs of all students.

Other State or Local funds (list and describe) — **Amount: $49,649**

		Allocation	Balance
*Arts and Music Block	Code 6760	$ 17,186	$15,611
*Arts, Music, PE	Code 6761	$ 18,807	$ 7,384
*Libraries, Tech	Code 7398	$ 9,429	$ 3,557
*Site Block Grant	Code 7396	None	None
*District Block	Code 7397	$ 2,227	$ 2,227
*GATE	Code 7140	$ 2,000	$ 2,000

Federal Programs

Elementary and Secondary Education Act:

Title I: Schoolwide Program — **Amount: $0.00**
Purpose: Upgrade the entire educational program of the school.

Title I: Targeted Assistance Program — **Amount: $114,251**
Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Title V: Innovative Programs — **Amount: $ 550**
Purpose: Support educational improvement, library, media, and at-risk students.

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

Total amount of state and federal categorical funds allocated to this school: **$292,966**

9.1.21

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			
Julie Shackelford		X			
Karen Anderson			X		
Numbers of members of each category	1	3	1	5	

9.1.22

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:

- 0 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, 2008

Attested:

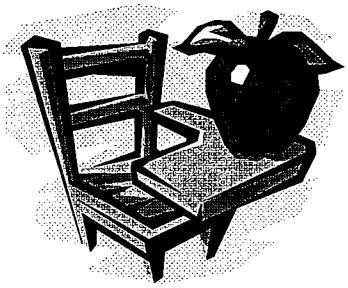
Linda Pezanoski Typed name of School Principal	Linda Pezanoski Signature of School Principal	10-27-08 Date
Julie Shackelford Typed name of SBLT Chairperson	Julie Shackelford Signature of SBLT Chairperson	10-27-08 Date

9.1.23

SINGLE PLAN FOR STUDENT ACHIEVEMENT

at

Carlin C. Coppin Elementary School
#31-66951-6085252
July 2007 – June 2009



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, 2007/2008 and 2008/2009. 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 9.1.24

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 400, with two to five classes at each grade level. The ethnic makeup is as follows: 77% Caucasian, 21% Hispanic and 2% 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, carnivals, student council 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 of twenty or less have been implemented in first, second, and third grades for the entire day. Kindergarten has a student to teacher ratio of less than twenty for half the instructional day.

9.1.25

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."

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 MINIMUM DAYS

Carlin C. Coppin Elementary School scheduled eight minimum 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, regular 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 eighteen special education teachers in our district and six full-time speech and language therapists. In addition, we receive support from a Placer County Office of Education's program specialist.

The Lighthouse Community Resource Center has opened in the former district office site at 630 6th Street. 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.

9.1.26

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Western Placer Unified is dedicated to providing the best education for our students. Each teacher is provided $500 in 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. A background check is a standard procedure for all volunteers who work directly with children in and outside the classroom. 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

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 and present a demonstration lesson. 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 seminars 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. Most administrators have, or are currently, enrolled in the California School Leadership Academy. Our high schools participate in SB 1882 inservices. 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.

9.1.27

TOPICS OF LOCAL INTEREST

Site standards are established using the current California State Standards and the District Student Expectations. Student progress is assessed through the use of student portfolios, 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.

9.1.28

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

    - They are becoming aligned. Each adoption we're becoming more aligned with the standards in all areas of curriculum. Teachers are also supplementing areas of weakness.

    - Saxon math is now aligned to standards with the incorporation of supplemental materials.

    - We need to be doing writing prompts and have a Standards based rubric.

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

    - Saxon Math is available to our K-5 student population.

    - Some curriculum for students needing extra support must be copied or is not available to <u>all</u> students needing them.

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

    - It would be of benefit to have more core-curriculum in-services ongoing <u>during</u> the year. Also district wide articulation opportunities would be helpful and are currently being implemented through our Early Release Mondays.

    - We have participated in a District wide writing workshop with Jane Scheaffer. We are continuing to implement this program in each classroom.

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

    - School Based Coordinated Program Title I, and EIA provide terrific services for our English Learner students who are below grade level and our "economically disadvantaged" student population. If expanded they would boost our at risk students.

9.1.29

Analysis of Current Educational Practice (continued)

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

    - Instructional Aides
    - We are somewhat lacking in this area. We are unable to meet the needs of a diverse population without more assistance. (e.g. if we had aides or services providing help we could challenge the average/high students more as well.)
    - CRLP assessment; Lexile; STAR reading/math; and CBM
    - We would love more instructional aides.

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

    - We use running records. CRLP, Lexile, Star reading/math and CBM. I feel this is an area of strength.
    - Test practice materials are provided; Study Island would be a great addition.

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

    - We all experience low student performance to varying degrees.

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

    - Lighthouse, while providing wonderful services, are simply being asked to handle too many students. More services are needed such as interns, caring about kids, etc.

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

    - Low socio-economic/lack of cultural experience.
    - Poor attendance

9.1.30

- Poor nutrition/health
- Parents don't value education.
- Kids are exposed to inappropriate things at home – ex. R-rated movies, music, parental activities.

10. Limitations of the current program to enable Underperforming students to meet standards:
    - Not enough funding for intervention programs. Lack of funding has and does impact the services we offer to underachieving students.
    - Lack of funding.
    - Social skills training/conflict resolution.

[redacted]

9.1.31

2007-08 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met
2008 Growth Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation Division
8/20/2008

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

2008 Growth API Links:

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

Direct Funded Charter School: No

Number of Students included in the 2008 Growth API	API				Met Growth Target		
	2008 Growth	2007 Base	2007-08 Growth Target	2007-08 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
237	814	808	A	6	Yes	Yes	Yes

Similar Schools

Median API	
2008 Growth	2007 Base
834	827

Click on the median value heading to link to the list of 2007 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2007 Base API Report.

Subgroups

	Number of Students Included in 2008 API	Numerically Significant in Both Years	Subgroup API				
			2008 Growth	2007 Base	2007-08 Growth Target	2007-08 Growth	Met Subgroup Growth Target
African American (not of Hispanic origin)	2	No					
American Indian or Alaska Native	2	No					
Asian	2	No					
Filipino	1	No					
Hispanic or Latino	50	Yes	779	727	5	52	Yes
Pacific Islander	1	No					

9.1.32

White (not of Hispanic origin)	176	Yes	829	835	A	-6	Yes
Socioeconomically Disadvantaged	69	Yes	728	709	5	19	Yes
English Learners	13	No					
Students with Disabilities	41	No					

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2008 Growth API is posted even if a school or LEA had no 2007 Base API or if a school had significant population changes from 2007 to 2008. 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 2007 or 2008. 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 2007 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 2007 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 2008 Growth API of 620 or a one-point increase from 2007 Base API to 2008 Growth API for a school or LEA.

9.1.33

California Standardized Testing and Reporting (STA

Coppin (Carlin C.) Elementary School

All Students

Total Enrollment on First Day of Testing:	**259**	County Name:	Placer County
Total Number Tested:	**259**	District Name:	Western Placer Unified District
Total Number Tested in Selected Subgroup:	**259**	School Name:	Coppin (Carlin C.) Elementary Sc
		CDS Code:	31-66951-6085252

California Standards Test Scores - 2008

	Grades										
	2	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**EOC**
Reported Enrollment	62	73	48	76							
CST English-Language Arts											
Students Tested	62	66	42	73							
% of Enrollment	100.0 %	90.4 %	87.5 %	96.1 %							
Students with Scores	62	66	42	73							
Mean Scale Score	339.0	352.2	374.7	354.8							
% Advanced	15 %	9 %	40 %	19 %							
% Proficient	29 %	44 %	24 %	36 %							
% Basic	27 %	38 %	31 %	34 %							
% Below Basic	19 %	9 %	0 %	11 %							
% Far Below Basic	10 %	0 %	5 %	0 %							
CST Mathematics											
Students Tested	62	69	45	75							
% of Enrollment	100.0 %	94.5 %	93.8 %	98.7 %							
Students with Scores	62	69	45	75							
Mean Scale Score	362.9	393.6	379.8	364.9							
% Advanced	21 %	36 %	40 %	9 %							
% Proficient	35 %	42 %	24 %	56 %							
% Basic	21 %	16 %	27 %	23 %							
% Below Basic	19 %	6 %	7 %	12 %							
% Far Below Basic	3 %	0 %	2 %	0 %							
CST Science (Grade 5, Grade 8, and Grade 10 Life Science)											
Students Tested				73							
% of Enrollment				96.1 %							
Students with Scores				73							
Mean Scale Score				352.4							
% Advanced				10 %							
% Proficient				45 %							

9.1.34

% Basic	32 %
% Below Basic	11 %
% Far Below Basic	3 %

9.1.35

California Standardized Testing and Reporting (STA

Coppin (Carlin C.) Elementary School

White

Total Enrollment on First Day of Testing:	**259**	County Name:	Placer County
Total Number Tested:	**259**	District Name:	Western Placer Unified District
Total Number Tested in Selected Subgroup:	**188**	School Name:	Coppin (Carlin C.) Elementary Sc
		CDS Code:	31-66951-6085252

California Standards Test Scores - 2008

	Grades										
	2	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**EOC**
Reported Enrollment	62	73	48	76							
CST English-Language Arts											
Students Tested	39	51	31	56							
% of Enrollment	62.9 %	69.9 %	64.6 %	73.7 %							
Students with Scores	39	51	31	56							
Mean Scale Score	344.4	355.5	376.3	354.0							
% Proficient and Above	51 %	59 %	65 %	55 %							
CST Mathematics											
Students Tested	39	53	33	58							
% of Enrollment	62.9 %	72.6 %	68.8 %	76.3 %							
Students with Scores	39	53	33	58							
Mean Scale Score	373.2	399.4	377.2	367.7							
% Proficient and Above	67 %	81 %	61 %	67 %							
CST Science (Grade 5, Grade 8, and Grade 10 Life Science)											
Students Tested				56							
% of Enrollment				73.7 %							
Students with Scores				56							
Mean Scale Score				357.1							
% Proficient and Above				61 %							

9.1.36

California Standardized Testing and Reporting (STA

Coppin (Carlin C.) Elementary School

English Learner

Total Enrollment on First Day of Testing:	**259**	County Name:	Placer County
Total Number Tested:	**259**	District Name:	Western Placer Unified District
Total Number Tested in Selected Subgroup:	**16**	School Name:	Coppin (Carlin C.) Elementary Sc
		CDS Code:	31-66951-6085252

California Standards Test Scores - 2008

Grades

	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	62	73	48	76							
CST English-Language Arts											
Students Tested	5	5	3	2							
% of Enrollment	8.1 %	6.8 %	6.3 %	2.6 %							
Students with Scores	5	5	3	2							
Mean Scale Score	*	*	*	*							
% Proficient and Above	*	*	*	*							
CST Mathematics											
Students Tested	5	5	4	2							
% of Enrollment	8.1 %	6.8 %	8.3 %	2.6 %							
Students with Scores	5	5	4	2							
Mean Scale Score	*	*	*	*							
% Proficient and Above	*	*	*	*							
CST Science (Grade 5, Grade 8, and Grade 10 Life Science)											
Students Tested				2							
% of Enrollment				2.6 %							
Students with Scores				2							
Mean Scale Score				*							
% Proficient and Above				*							

9.1.37

California Standardized Testing and Reporting (STA

Coppin (Carlin C.) Elementary School

Economically Disadvantaged

Total Enrollment on First Day of Testing:	**259**	County Name:	Placer County
Total Number Tested:	**259**	District Name:	Western Placer Unified District
Total Number Tested in Selected Subgroup:	**81**	School Name:	Coppin (Carlin C.) Elementary Sc
		CDS Code:	31-66951-6085252

California Standards Test Scores - 2008

	Grades										
	2	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**EOC**
Reported Enrollment	62	73	48	76							
CST English-Language Arts											
Students Tested	18	24	11	18							
% of Enrollment	29.0 %	32.9 %	22.9 %	23.7 %							
Students with Scores	18	24	11	18							
Mean Scale Score	305.9	337.0	363.9	330.4							
% Proficient and Above	22 %	29 %	55 %	33 %							
CST Mathematics											
Students Tested	18	25	13	19							
% of Enrollment	29.0 %	34.2 %	27.1 %	25.0 %							
Students with Scores	18	25	13	19							
Mean Scale Score	326.7	365.4	382.0	341.3							
% Proficient and Above	39 %	64 %	69 %	53 %							
CST Science (Grade 5, Grade 8, and Grade 10 Life Science)											
Students Tested				18							
% of Enrollment				23.7 %							
Students with Scores				18							
Mean Scale Score				328.4							
% Proficient and Above				39 %							

9,1.38

California Standardized Testing and Reporting (STA

Coppin (Carlin C.) Elementary School

Students with Disability

Total Enrollment on First Day of Testing:	**259**	County Name:	Placer County
Total Number Tested:	**259**	District Name:	Western Placer Unified District
Total Number Tested in Selected Subgroup:	**46**	School Name:	Coppin (Carlin C.) Elementary Sc
		CDS Code:	31-66951-6085252

California Standards Test Scores - 2008

	Grades										
	2	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**EOC**
Reported Enrollment	62	73	48	76							
CST English-Language Arts											
Students Tested	6	7	8	10							
% of Enrollment	9.7 %	9.6 %	16.7 %	13.2 %							
Students with Scores	6	7	8	10							
Mean Scale Score	*	*	*	*							
% Proficient and Above	*	*	*	*							
CST Mathematics											
Students Tested	6	9	11	12							
% of Enrollment	9.7 %	12.3 %	22.9 %	15.8 %							
Students with Scores	6	9	11	12							
Mean Scale Score	*	*	343.4	307.2							
% Proficient and Above	*	*	45 %	17 %							
CST Science (Grade 5, Grade 8, and Grade 10 Life Science)											
Students Tested				10							
% of Enrollment				13.2 %							
Students with Scores				10							
Mean Scale Score				*							
% Proficient and Above				*							

9.1.39

CONCLUSIONS FROM STUDENT PERFORMANCE DATA AND FROM PARENT, TEACHER AND STUDENT INPUT

Economically disadvantaged students and students with disabilities are showing significant performance gaps in both math and language arts. This includes our Title I student population. There is a need for additional funding/resources in order to provide appropriate intervention for underachieving and economically disadvantaged students.

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

Goal #1: Intervention and enrichment programs and personnel will be provided to improve student performance in core academic areas.

Goal #2: Improve student performance in language arts/reading and math

Goal #3: Staff will be provided opportunities to attend professional development to assist students in reaching grade level standards.

Goal #4: Improve parental involvement and communication.

Goal #5: Improve students' skills in technology.

9.1.40

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 (STAR) African American not Hispanic: 1% American Indian or Alaska Native: 1% Asian: 1% Filipino: 1% Hispanic or Latino: 21% Pacific Islander: 0% White not Hispanic: 73% Participants in Free or Reduced Price Lunch: 36.5% English Language Learners (CAT 6): 6% Multi-track year-round school? (CBEDS) – No School Mobility (STAR) NA	Parent Education Level (STAR) NA Not high school graduate NA High school graduate NA Some college NA College graduate NA Graduate school NA Average Parent Education Level (STAR) NA Average Class Size (CBEDS) K-3 = 18/4-5=25 Enrollment in grades 2-11 on first day of testing - (STAR) 345 Number of Students Excused from Testing – 5 Number of Students Tested – (STAR) 340

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
English Learners	2nd – 5th	In English/Language Arts, 53% of our students scored proficient or above on the CST compared to 17% of English Learners. In mathematics the numbers were 66% for the school and 15% for English Learners.
Economically Disadvantaged	2nd – 5th	In English/Language Arts, 30% of our economically disadvantaged students scored proficient or above on the CST compared with 53% of overall student population. In mathematics, the numbers were 53% for economically disadvantaged and 66% for all other students.
Students with Disabilities	2nd – 5th	23% of our special education students are at proficient or above on the CST Eng./LA and 46% in mathematics compared to the numbers already shared for the general student population.
All Students	2nd – 5th	53% of all students scored proficient or above in English/Language Arts and 66% scored at the same level in math.

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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # _1_ for Improving Student Achievement: *Academic and enrichment programs and personnel will be made available to all students.*
Student groups participating in this goal: *All*
Performance gains expected for these students: *Move students at least one category on standardized achievement tests.*
Means of evaluating progress toward this goal: *Teacher/administrator will track CAT-6, CBM, CST, etc., scores (i.e. below basic & basic or 3rd Quartile to 4th Quartile.*
Group data needed to measure academic gains: *CAT-6, STAR Math & Reading, CBM, CRLP*

Description of Specific Actions to Improve Educational Practice	**Implementers/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of instruction with content standards: Lesson plans and benchmarks for achievement will be developed by teachers to align with California Content Standards.	All Staff Aug-June 2007/2009	• Materials for intervention/enrichment • Additional personnel to implement programs. • Personnel to implement programs • Economic Impact Aide (EIA) Aide to assist English Learner (EL) and EIA students and provide oral and written translations for parents	$57,000 $13,000	Title I SIP Economic Impact Aide (EIA)
Improvement of instructional strategies and materials: Staff will attend various workshops and staff development activities. Supplemental materials will be purchased to remediate and enrich core curriculum.	All Staff Aug-June 2007/2009	Conferences, workshops, and other staff development activities.	$10,000	EIA SIP Block Grant Title I
Extended learning time: After school tutoring and/or homework assistance may be Provided.	Certificated Staff Aug.-June 2007/2009	Before/After school academic intervention programs.	$10,000	State Funding No impact on Site Funds

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: Educational opportunities will be increased through use of additional personnel and purchase of appropriate materials.	All Staff Aug.- June 2007/2009	Additional personnel and materials.	$70,000	SIP Title I Block Grant EIA
Staff development and professional collaboration: More staff development and professional collaboration will be provided through more efficient scheduling of calendars, etc. (possible minimum days).	All Staff Aug. – June 2007/2009	Conferences, workshops, professional development activities.	$10,000	Site SIP Title I Block Grant EIA
Involvement of staff, parents and community: Staff, parents, and community are involved in the School Site Council and Parent Teacher Club. Student assessment results are interpreted to parents by teachers, administrators and district staff by way of parent teacher conferences, School Accountability Report Card, and various memos and newsletters.	Staff, Parents Community Aug. - June 2007/2009	N/A		
Monitoring program implementation and results: Teachers, administration and School Site Council (SSC) may monitor program implementation and results through observation, review of test and assessment scores, surveys, etc.	Staff/SBLT Aug – June 2007/2009	N/A		

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: Improve student performance in language arts/reading and math.

Student groups participating in this goal: All
Performance gains expected for these students: *Move students at least one category on standardized achievement tests.*
Means of evaluating progress toward this goal: *Teacher/administrator will track CAT-6, CBM, CST, etc., scores (i.e. below basic & basic or 3rd Quartile to 4th Quartile.*
Group data needed to measure academic gains: *CAT-6, STAR Math & Reading, CBM, CRLP*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: All supplies and materials purchased will be related to approved content standards and curriculum.	Teacher & Staff Aug. – June 2007/2009	Copy machine and related materials such as Study Island, online assessment reporting system (OARS)	$12,000	Title I EIS SIP Block Grant MAA
Improvement of instructional strategies and materials: - Purchase of Accelerated Reader books and quizzes - California Standards practice materials - Upgrade of Renaissance Programs - Purchase of Study Island	All Staff Aug. – June 2007/2009	Renaissance Upgrade & programs Accl/STAR – Reading Accl/STAR – Math	$6,000	Title I EIA SIP Site Block Grant

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: Before/after school tutoring and homework assistance may be provided.	Staff Aug. – June 2007/2009	Personnel to implement programs.	$10,000	State Funding (no impact on Site Funds)
Increased educational opportunity: N/A				
Staff development and professional collaboration: N/A				
Involvement of staff, parents and community: Funding will be allocated to provide parents with resources and/or training to assist their children to improve Language Arts and/or Math skills.	Staff Aug. – June 2007/2009	School Accountability Report Card	$1,000	Title I
Auxiliary services for students and parents: N/A				
Monitoring program implementation and results. This will be accomplished through use of surveys, questionnaires, and discussion.	Staff/SSC 2007/2009	N/A	N/A	N/A

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # _3_ for Improving Student Achievement: Staff will be provided opportunities to attend professional development to assist students in reaching grade level standards.

Student groups participating in this goal: All

Performance gains expected for these students: *Move students at least one category on standardized achievement tests.*

Means of evaluating progress toward this goal: *Teacher/administrator will track CAT-6, CBM, CST, etc., scores (i.e. below basic & basic or 3rd Quartile to 4th Quartile.*

Group data needed to measure academic gains: *CAT-6, STAR Math & Reading, CBM, CRLP*

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: Through professional development activities, instructional strategies and materials will be improved.	Staff/ Administration July-June 2007/2009	Curriculum and staff development, conference costs, related materials, substitute teacher costs.	$10,000	SIP Title I Block Grant EIA
Extended learning time: N/A				

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: N/A				
Staff development and professional collaboration: Teachers will meet to share pertinent information to improve student learning.	Staff Aug.-June 2007/2009	N/A	N/A	N/A
Involvement of staff, parents and community: N/A				
Auxiliary services for students and parents: N/A				
Monitoring program implementation and results: SSC, Leadership, administration and staff will discuss activities on a monthly basis.	Staff, SSC Administration Aug-June 2007/2009	N/A	N/A	N/A

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 # _4_ for Improving Student Achievement: Improve parent involvement and communication.

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Student groups participating in this goal: All
Performance gains expected for these students: Increased student achievement due to increased parent involvement.
Means of evaluating progress toward this goal: Attendance at school functions and parent centered committees.
Group data needed to measure academic gains: N/A

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:				
Extended learning time: N/A				

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity:	N/A			
Staff development and professional collaboration: N/A	N/A			
Involvement of staff, parents and community: Funding will be allocated to provide parents with resources and/or training to assist their children in improving math and language arts skills.	Aug. – June 2007/2009	School Accountability Report Card	$1,000	Title I
Auxiliary services for students and parents: N/A	N/A			
Monitoring program implementation and results: N/A	N/A			

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 # _5_ for Improving Student Achievement: Improve students' skills in technology.
Student groups participating in this goal: All
Performance gains expected for these students: *Move students at least one category on standardized achievement tests.*
Means of evaluating progress toward this goal: *Teacher/administrator will track CAT-6, CBM, CST, etc., scores (i.e. below basic & basic or 3rd Quartile to 4th Quartile.*
Group data needed to measure academic gains: *CAT-6, STAR Math & Reading, CBM, CRLP*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: Teachers, technology aide, and administration will align instruction in the Tech Lab and classroom to content standards where appropriate. Teacher and administration will align instruction in the Tech Lab and classroom to contain standards where appropriate.	ALL STAFF Aug. – June 2007/2009	Technology Support Materials Replace outdated computers in Tech Lab & redistribute computers into classrooms as is Financially sound	$28,000	SIP Block Grants MAA
Improvement of instructional strategies and materials: After content standards alignment has taken place, additional support materials may be needed.	All Staff Aug./June 2007/2009	Instructional Materials	$5,000	SIP Block Grant
Extended learning time: 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	Funding Source
Increased educational opportunity: Students will have increased access to information via the internet and on-line resources.	All Staff Aug. – June 2007/2009	Replace outdated computers Updated hardware/software Lease/purchase of computers	$28,000 $5,000	MAA SIP SITE Block Grants
Staff development and professional collaboration: .				
Involvement of staff, parents and community N/A	N/A			
Auxiliary services for students and parents N/A	N/A			
Monitoring program implementation and results: Classroom teachers, Tech Lab Coordinator , administrator, and SSC will monitor the program results/needs and make recommendations where necessary.	Staff/ Administration Aug. – June 2007/2009	N/A	N/A	N/A

CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost	Funding Source
N/A	**Total $0**	**School Based Coordinated Plan**
• **Advise and assist school with program requirements.** • **Coordinate staff development.** • **ELD Program Specialist supporting ELD** **Providing coaching to teachers in ELD, etc.** • **ELD Newcomer Teacher providing instructional services to newcomer EL students.**	**Total $8,992**	**EIA**
N/A	**Total $0**	**Title 1 Part A**
N/A	**Total $0**	**N/A**

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CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

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

State Programs

Economic Impact Aid/ State Compensatory Education — **Amount: $0.00**
Purpose: Help educationally disadvantaged students succeed in the regular program.

Economic Impact Aid/ English Learner Program — **Amount: $35,970**
Purpose: Develop fluency in English and academic proficiency of English learners

Miller-Unruh Special Reading Program — **Amount: $0.00**
Purpose: Prevent and correct reading disabilities at the earliest time for all students.

Professional Development — **Amount: $0.00**
Purpose: Promote school improvement by long-term professional development of school staff.

School Library Improvement Block Grant (Res 3010) — **Amount: $38,487**
Purpose: Improve school response to educational, personal and career needs of all Stiudents.

Other State or Local funds (list and describe) — **Amount: $0.00**

Federal Programs

Elementary and Secondary Education Act:

Title I; Schoolwide Program — **Amount: $0.00**
Purpose: Upgrade the entire educational program of the school.

Title I: Targeted Assistance Program — **Amount: $56,808**
Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Title V: Innovative Programs — **Amount: $296**
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: **$131,561**

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SCHOOL SITE COUNCIL MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Terri Dorow	X				
Virginia Cosh				X	
Brandi Pritchett				X	
Laura Barney				X	
Theresa Lane				X	
Debbie Ewing				X	
Barbara Hunten		X			
Rene McGrath		X			
Jennifer Clark		X			
Cindy Hood/Marcie Petersen			X		
Numbers of members of each category	1	3	1/2	5	

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

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RECOMMENDATIONS AND ASSURANCES

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

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

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

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

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

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

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

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

Attested:

Terri Dorow	_____	
Typed name of school principal	Signature of school principal	Date
Virginia Cosh	_____	
Typed name of SSC chairperson	Signature of SSC chairperson	Date

9.1.SS

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, 2008/2009 and 2009/2010**. 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 _____ 2008

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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 437, with three to four 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 primary 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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MINIMUM DAYS

Minimum days were scheduled by the staff and SBLT of First Street School. In November, five days were utilized for parent/teacher conferences. In addition, one day was used prior to the Winter Break and two days were used 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. 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. We have also experienced a high degree of success with Saxon Math. We have seen steady growth on standardized test scores and in student performance in the classroom. This math curriculum is very teacher-friendly and student-centered.

   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. Saxon 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, Wildcats and High Point 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 STAR assessment results and student performance in the classroom, we determined that there was a need to address student writing. This year the staff has had the opportunity to attend a series of on-site workshops on writing. Several staff members have also attended workshops on the 6+1 Writing Traits method. Our District Office and the Placer County Office of Education have also offered a variety of workshops and training that have been well attended by the First Street School certificated staff. This year, our staff completed over 530 hours of staff development.

   In an effort to address the California Content Standards more effectively in the classroom, each of the grade levels at First Street School have met regularly and have developed action plans to address increased student achievement through standards-based instruction. To assist the teachers in the development of the action plans, release time was 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 Newcomer ELD.

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. The District also administers a reading fluency and math test three times a year. 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 received release 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 SDAIE/CLAD 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 enrolled in the Structured English Immersion program. 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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2008 Growth Academic Performance Index (API) Report

Policy and Evaluation Division
8/20/2008

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

2008 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

2007-08 APR		2007-08 State API				2008 Federal AYP and PI		
Summary	Glossary	2007 Base	Guide	2008 Growth	Guide	AYP	PI	Guide

State Accountability: Academic Performance Index (API)

Number of Students Included in the 2008 Growth API	API				Met Growth Target		
	2008 Growth	2007 Base	2007-08 Growth Target	2007-08 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
288	776	715	5	61	Yes	Yes	Yes

Similar Schools

Median API	
2008 Growth	2007 Base
787	776

Click on the median value heading to link to the list of 2007 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2007 Base API Report.

Subgroups

	Number of Students Included in 2008 API	Numerically Significant in Both Years	Subgroup API				
			2008 Growth	2007 Base	2007-08 Growth Target	2007-08 Growth	Met Subgroup Growth Target
African American (not of Hispanic origin)	0	No					
American Indian or Alaska Native	1	No					
Asian	2	No					
Filipino	5	No					
Hispanic or Latino	200	Yes	721	670	7	51	Yes
Pacific Islander	1	No					
White (not of Hispanic origin)	78	Yes	893	828	A	65	Yes
Socioeconomically Disadvantaged	196	Yes	724	679	6	45	Yes
English Learners	168	Yes	708	659	7	49	Yes
Students with Disabilities	28	No					

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2008 Growth API is posted even if a school or LEA had no 2007 Base API or if a school had significant population changes from 2007 to 2008. 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 2007 or 2008. 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 2007 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.

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2007-08 Accountability Progress Reporting (APR)

School Report
2008 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
9/3/2008

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

Direct Funded Charter School: No

2008 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.)

2007-08 APR		2007-08 State API				2008 Federal AYP and PI		
Summary	Glossary	2007 Base	Guide	2008 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 18 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 2008 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method
Schoolwide	309	308	100	Yes		309	308	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	2	2	100	--		2	2	100	--	
Filipino	5	5	100	--		5	5	100	--	
Hispanic or Latino	213	212	100	Yes		213	212	100	Yes	
Pacific Islander	1	1	100	--		1	1	100	--	
White (not of Hispanic origin)	86	86	100	Yes	ER	86	86	100	Yes	ER
Socioeconomically Disadvantaged	205	205	100	Yes		205	205	100	Yes	
English Learners	179	178	99	Yes		179	178	99	Yes	
Students with Disabilities	33	33	100	--		33	33	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

	English-Language Arts Target 35.2 % Met all percent proficient rate criteria? No					Mathematics Target 37.0 % Met all percent proficient rate criteria? Yes				
	Valid	Number At or Above	Percent At or Above	Met 2008 AYP	Alternative	Valid	Number At or Above	Percent At or Above	Met 2008 AYP	Alternative

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GROUPS	Scores	Proficient	Proficient	Criteria	Method	Scores	Proficient	Proficient	Criteria	Method
Schoolwide	279	111	39.8	Yes		283	172	60.8	Yes	
African American or Black (not of Hispanic origin)	0	--	--	--		0	--	--	--	
American Indian or Alaska Native	1	--	--	--		1	--	--	--	
Asian	2	--	--	--		2	--	--	--	
Filipino	5	--	--	--		5	--	--	--	
Hispanic or Latino	193	46	23.8	No		196	100	51.0	Yes	
Pacific Islander	1	--	--	--		1	--	--	--	
White (not of Hispanic origin)	76	58	76.3	Yes		77	64	83.1	Yes	
Socioeconomically Disadvantaged	190	50	26.3	No		192	96	50.0	Yes	
English Learners	162	33	20.4	No		165	82	49.7	Yes	
Students with Disabilities	22	4	18.2	--		26	7	26.9	--	

Academic Performance Index (API) - Additional Indicator for AYP

2007 Base API	2008 Growth API	2007-08 Growth	Met 2008 API Criteria	Alternative Method
715	776	61	Yes	

2008 API Criteria for meeting federal AYP: A minimum "2008 Growth API" score of 620 OR "2007-08 Growth" of at least one point.

Graduation Rate

Rate for 2007, Class of 2005-06	Rate for 2008, Class of 2006-07	Change	Average 2-Year Change	Met 2008 Graduation Rate Criteria	Alternative Method
				N/A	

2008 Graduation Rate Criteria: A "Rate for 2008" of at least 83.0 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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California Standardized Testing and Reporting (STAR)

First Street School

All Students

Total Enrollment on First Day of Testing:	**310**
Total Number Tested:	**309**
Total Number Tested in Selected Subgroup:	**309**

County Name:	Placer County
District Name:	Western Placer Unified District
School Name:	First Street School
CDS Code:	31-66951-6117493

California Standards Test Scores - 2008

	Grades								
	2	3	4	5	6	7	8	9	10
Reported Enrollment	78	85	74	73					
CST English-Language Arts									
Students Tested	77	82	70	69					
% of Enrollment	98.7 %	96.5 %	94.6 %	94.5 %					
Students with Scores	77	82	70	69					
Mean Scale Score	320.7	335.2	353.8	350.5					
% Advanced	3 %	11 %	23 %	22 %					
% Proficient	21 %	28 %	26 %	29 %					
% Basic	44 %	34 %	31 %	29 %					
% Below Basic	26 %	21 %	17 %	13 %					
% Far Below Basic	6 %	6 %	3 %	7 %					
CST Mathematics									
Students Tested	77	82	73	70					
% of Enrollment	98.7 %	96.5 %	98.6 %	95.9 %					
Students with Scores	76	82	73	70					
Mean Scale Score	335.8	384.1	373.5	378.2					
% Advanced	9 %	37 %	29 %	23 %					
% Proficient	33 %	28 %	40 %	40 %					
% Basic	29 %	22 %	21 %	21 %					
% Below Basic	24 %	12 %	11 %	14 %					
% Far Below Basic	5 %	1 %	0 %	1 %					
CST Science (Grade 5, Grade 8, and Grade 10 Life Science)									
Students Tested				69					
% of Enrollment				94.5 %					
Students with Scores				69					
Mean Scale Score				360.8					
% Advanced				25 %					
% Proficient				30 %					
% Basic				26 %					
% Below Basic				13 %					
% Far Below Basic				6 %					

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California Standardized Testing and Reporting (STAR)

First Street School

Hispanic or Latino

Total Enrollment on First Day of Testing:	**310**
Total Number Tested:	**309**
Total Number Tested in Selected Subgroup:	**212**

County Name:	Placer County
District Name:	Western Placer Unified District
School Name:	First Street School
CDS Code:	31-66951-6117493

California Standards Test Scores - 2008

	Grades								
	2	3	4	5	6	7	8	9	10
Reported Enrollment	78	85	74	73					
CST English-Language Arts									
Students Tested	57	53	50	42					
% of Enrollment	73.1 %	62.4 %	67.6 %	57.5 %					
Students with Scores	57	53	50	42					
Mean Scale Score	311.9	311.8	336.1	331.2					
% Proficient and Above	14 %	19 %	36 %	31 %					
CST Mathematics									
Students Tested	57	53	52	43					
% of Enrollment	73.1 %	62.4 %	70.3 %	58.9 %					
Students with Scores	56	53	52	43					
Mean Scale Score	325.2	354.6	358.5	358.2					
% Proficient and Above	39 %	53 %	63 %	47 %					
CST Science (Grade 5, Grade 8, and Grade 10 Life Science)									
Students Tested				42					
% of Enrollment				57.5 %					
Students with Scores				42					
Mean Scale Score				336.8					
% Proficient and Above				33 %					

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California Standardized Testing and Reporting (STAR)

First Street School

English Learners Enrolled in School in the U.S. 12 Months or More

Total Enrollment on First Day of Testing:	**310**
Total Number Tested:	**309**
Total Number Tested in Selected Subgroup:	**162**

County Name:	Placer County
District Name:	Western Placer Unified District
School Name:	First Street School
CDS Code:	31-66951-6117493

California Standards Test Scores - 2008

	Grades								
	2	3	4	5	6	7	8	9	10
Reported Enrollment	78	85	74	73					
CST English-Language Arts									
Students Tested	48	44	38	23					
% of Enrollment	61.5 %	51.8 %	51.4 %	31.5 %					
Students with Scores	48	44	38	23					
Mean Scale Score	310.7	307.3	324.7	310.8					
% Proficient and Above	15 %	16 %	24 %	13 %					
CST Mathematics									
Students Tested	48	44	40	24					
% of Enrollment	61.5 %	51.8 %	54.1 %	32.9 %					
Students with Scores	48	44	40	24					
Mean Scale Score	321.5	350.7	350.2	343.5					
% Proficient and Above	40 %	48 %	55 %	38 %					
CST Science (Grade 5, Grade 8, and Grade 10 Life Science)									
Students Tested				23					
% of Enrollment				31.5 %					
Students with Scores				23					
Mean Scale Score				313.6					
% Proficient and Above				17 %					

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California Standardized Testing and Reporting (STAR)

First Street School

Economically Disadvantaged

Total Enrollment on First Day of Testing:	**310**
Total Number Tested:	**309**
Total Number Tested in Selected Subgroup:	**206**

County Name:	Placer County
District Name:	Western Placer Unified District
School Name:	First Street School
CDS Code:	31-66951-6117493

California Standards Test Scores - 2008

	Grades								
	2	3	4	5	6	7	8	9	10
Reported Enrollment	78	85	74	73					
CST English-Language Arts									
Students Tested	53	54	47	45					
% of Enrollment	67.9 %	63.5 %	63.5 %	61.6 %					
Students with Scores	53	54	47	45					
Mean Scale Score	315.7	316.4	333.8	327.4					
% Proficient and Above	19 %	22 %	36 %	29 %					
CST Mathematics									
Students Tested	53	54	49	45					
% of Enrollment	67.9 %	63.5 %	66.2 %	61.6 %					
Students with Scores	53	54	49	45					
Mean Scale Score	325.8	363.5	357.1	354.6					
% Proficient and Above	38 %	50 %	63 %	44 %					
CST Science (Grade 5, Grade 8, and Grade 10 Life Science)									
Students Tested				45					
% of Enrollment				61.6 %					
Students with Scores				45					
Mean Scale Score				333.0					
% Proficient and Above				33 %					

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California Standardized Testing and Reporting (STAR)

First Street School

Ethnicity for Not Economically Disadvantaged/Hispanic or Latino

Total Enrollment on First Day of Testing: 310
Total Number Tested: 309
Total Number Tested in Selected Subgroup: 27

County Name: Placer County
District Name: Western Placer Unified District
School Name: First Street School
CDS Code: 31-66951-6117493

California Standards Test Scores - 2008

	Grades								
	2	3	4	5	6	7	8	9	10
Reported Enrollment	78	85	74	73					
CST English-Language Arts									
Students Tested	9	7	6	2					
% of Enrollment	11.5 %	8.2 %	8.1 %	2.7 %					
Students with Scores	9	7	6	2					
Mean Scale Score	*	*	*	*					
% Proficient and Above	*	*	*	*					
CST Mathematics									
Students Tested	9	7	6	3					
% of Enrollment	11.5 %	8.2 %	8.1 %	4.1 %					
Students with Scores	8	7	6	3					
Mean Scale Score	*	*	*	*					
% Proficient and Above	*	*	*	*					
CST Science (Grade 5, Grade 8, and Grade 10 Life Science)									
Students Tested				2					
% of Enrollment				2.7 %					
Students with Scores				2					
Mean Scale Score				*					
% Proficient and Above				*					

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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	69
Pacific Islander	0
White not Hispanic	28
Participants in Free or Reduced Price Lunch	65
English Language Learners (STAR)	53
Multi-track year-round school? (CBEDS)	No
School Mobility (STAR)	94

Parent Education Level (STAR)	Percent
Percent with a response	94
Of those with a response:	
Not a high school graduate	15
High school graduate	8
Some college	6
College graduate	9
Graduate school	63
Enrollment in grades 2-11 on first day of test	311
Students exempted from STAR testing	0

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
English learners	$2^{nd} - 5^{th}$	In English/Language Arts, 39.8% of our students scored proficient or above on the CST compared to 20.4% of English learners. In mathematics the numbers were 60.8% for the school and 49.7% for English learners.
Title I and SCE participants	$2^{nd} - 5^{th}$	The most needy below the 25%ile receive services through the Title I reading intervention program and after school tutoring groups.
Economically Disadvantaged	$2^{nd} - 5^{th}$	In English/Language Arts, 26.3% of our economically disadvantaged students scored proficient or above on the CST compared with 39.8% of overall student population. In mathematics, the numbers were 50% for economically disadvantaged and 60.8% all students.
Special Education participants	$2^{nd} - 5^{th}$	18.2% of our special education students are at proficient or above on the CST Eng./LA and 26.9% in mathematics compared to the numbers already shared for the general student population.
Other student groups: All Students	$2^{nd} - 5^{th}$	24.75% of all students scored below/far below basic in English/Language Arts and 17% 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 second graders (currently in third grade) scored significantly lower than the other grade levels in the CST English/Language Arts while our promoted fifth graders scored higher than the other grades in this area. In mathematics, our current third graders, again scored lower than the other grades while our current fifth graders scored higher than the other grades.
- Our English learners and economically disadvantaged subgroups were not able to meet their AYP targets for the 2007/2008 STAR testing cycle in English /Language Arts, however, they did meet the targets in math.
- Our fifth graders (currently in sixth grade) had the highest percentage of students scoring at proficient or advanced on the English/Language Arts portion of the California Standards Test while our current fifth graders had the highest percentage in mathematics (69%).

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: Increase family involvement in student academic and attendance success.

Goal #2: Improve student performance in mathematics, particularly at grades 2, 3, 4 and 5.

Goal #3: Improve student performance in reading and writing.

Goal #4: Provide teachers with time to plan and implement a standards-based instructional program.

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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # 1 for Improving Student Achievement: **Increase family involvement in student attendance and academic success.**
Student groups participating in this goal: K – 5 students with more than 5 absences/year and low academic marks.
Performance gains expected for these students: Reduce absences and increase academic performance.
Means of evaluating progress toward this goal: Monthly attendance reports and trimester grade reports.
Group data needed to measure academic gains: District Common Assessments, CRLP, SRI and STAR assessments.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards:	N/A			
Improvement of instructional strategies and materials:	N/A			
Extended learning time: • Offer reading and math tutoring after school for those students in need of academic support • Offer Homework Club	08-09 Fall and Spring Fall and Spring	Hourly teacher tutors Certificated Supervisor	$12,000 $5,000	State Funding SBCP

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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity:	N/A			
Staff development and professional collaboration: • Identify, through SST's, grade level meetings and multi-grade articulation meetings, those students in need of academic support services • Identification of truant students and strategies for monitoring and intervention	08-09 Teaching staff Principal, Attendance clerk	Possible release time for teachers would require substitutes and compensation for an SST coordinator N/A	$3,000 N/A	SBCP
Involvement of staff, parents and community: • 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.) • Intervention for attendance issues (including chronic late arrivals to school) • Effective SARB (School Attendance Review Board) intervention • Regular and timely communication with parents via newsletters, reports, notices, etc. • *Implement consistent measures to insure the safety of the students and staff.*	08-09 Teachers conference with parents regularly Students will use on a regular basis Attendance clerk, Principal Placer County Official Teaching staff Office Staff	 The cost of student folders and agendas The cost associated with the printing of documents & reports The cost associated with "visitor stickers"	 $600 $2,000	 SBCP SBCP
Auxiliary services for students and parents: • We offer kindergarten Open House and a parent orientation prior to the opening of the school year • English Learner Advisory Committee (ELAC) meetings are held at least 4 times a year • We plan to offer two workshops/meetings to	08-09 Kindergarten teachers Principal, District Office personnel	 The cost of coffee and snacks provided at meetings	 $600	 Title III

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	Title I teacher	The cost of coffee and snacks for the workshops, stipends for the teachers and the cost of materials.	$482	Title I
• *Offer parent education classes through the Parent Institute for Quality Education (PIQE) in the Fall of 2008.*				
• *Participation in the county sponsored Art Docent Program*	Parent Volunteers	The cost of participating in the program	$500	SBCP
• FSS would like to provide students with the 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	SBCP

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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # 2 for Improving Student Achievement: **Improve student performance in math with special focus on grades 2 - 5.**
Student groups participating in this goal: All students(special emphasis on grades 2 – 5)including EL, Economically Disadvantaged and Sp. Ed.
Performance gains expected for these students: Reduce the percentage of students at Below/Far Below Basic from17% for all students to <14%; from 29% for English learners to <25%; and from 23% to <20% for economically disadvantaged.
Means of evaluating progress toward this goal: Spring CST results.
Group data needed to measure academic gains: CST results disaggregated by subgroups.

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*	08-09 Teachers *Teaching staff 07/08 school year* *Teaching staff and principal*	Teachers are able to meet in grade level teams during assemblies. Expenditures would be the cost for assemblies Cost associated with implementing possible intervention for underperforming subgroups	$4,000 $2,000	SBCP Title I / EIA
Extended learning time: • After school math tutoring in grades 4 & 5 • After school Homework Club	08-09 Certificated staff Certificated staff	Teachers are paid at the hourly rate	$3,500 $5,000	State Funding SBCP

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: • Supplement the Saxon 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)	08-09 Teachers Principal Teachers	Cost of additional manipulatives not included in the Saxon Math program Cost of materials (paper, ink cartridges) associated with running the program	$1,500 $2,000	SBCP SBCP
Staff development and professional collaboration: • Provide planning time for teachers during planned assemblies 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)*	08-09 Teachers on an on-going basis Principal Principal Certificated staff Certificated Staff	Cost of assemblies Cost of workshops or training Cost of training	$4,000 $2,000 $5,000	SBCP SBCP, Staff Dev. 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 # 3 for Improving Student Achievement: **Improve student performance in reading and writing.**
Student groups participating in this goal: All students
Performance gains expected for these students: Reduce percentage of students scoring Below/Far Below Basic from 24.75% to <19%
Means of evaluating progress toward this goal: Annual CST testing cycle
Group data needed to measure academic gains: Whole group and significant subgroup data (EL, special ed, economically disadvantaged)

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	08-09 Teachers	Teachers are able to meet in grade level teams during assemblies. Expenditures would be the cost for assemblies	$4,000	SBCP
• *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 mathematics program with particular focus given to the subgroups that failed to meet AYP targets*	Teachers	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	08-09 Teachers, principal	The cost of purchasing additional licensing from Renaissance and the purchase of books	$7,500	SBCP
• *Implementation of the California standards-based Study Island computer program*	Teachers	Cost of Study Island Program	$2,500	SBCP
• Add AR leveled books to our library	Librarian	The cost of magazine	$2,900	SBCP

• Introduce magazines as reading material in the classroom • 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)* •	Teachers Instructional Aides	subscriptions Cost of 15 hours a day of instructional aide time	$87,000	EIA-LEP
Description of Specific Improvements to be Made in Educational Practice	**Implementers/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Increased educational opportunity: • 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 as an intervention program for struggling readers* • *Set aside an additional 30-45 minutes for reading/language arts students participating in the intervention program*	08-09 Title I teacher Instructional Aides Teachers Teachers Teachers	Cost of Title I teacher Instructional Aide hourly rate (4.5 hours per day) Cost of materials Cost of curriculum	$87,191 $22,406 $4,200	 Title I Title I SBCP SBCP
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*	08-09 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

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* • *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)*				
Involvement of staff, parents and community: • Dissemination of assessment results to parents • Timely academic reports and referral for intervention if necessary	08-09 Teachers	N/A	N/A	N/A
Auxiliary services for students and parents: • Student Study Team (SST) meetings for students who are experiencing difficulty with academic work	08-09 SST participants	Stipend for the SST Chairperson	$2000	SBCP

8.1.16

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # 4 for Improving Student Achievement: **Provide teachers with the necessary time to plan and implement a standards-based instructional program.**

Student groups participating in this goal: All students
Performance gains expected for these students: Increase the number of students who score at proficient or advanced on the CST.
Means of evaluating progress toward this goal: Spring CST administration
Group data needed to measure academic gains: Whole group and significant subgroups data (EL, special ed, economically disadvantaged)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: • Allow the teachers to use prep time, grade level meetings and assemblies release time to develop a standards-based instructional program that meets the needs of all students	08-09 Teachers	Cost of assemblies and possibly substitutes to provide release time	$5,000	SBCP
Improvement of instructional strategies and materials: • Mapping and calibration of our curriculum will allow our teachers to deliver instruction that is closely aligned to California Content Standards	08-09 Teachers working with the principal	N/A	N/A	N/A

Q 1,79

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: N/A				
Staff development and professional collaboration: • Use available time (prep, grade level meetings and release time) to develop an effective, standards-based instructional program for the students of First Street School • Avail teachers of opportunities to attend appropriate workshops and conferences	08-09 Teachers and principal Principal	Cost of assemblies and possibly substitutes to provide release time Cost of workshops and conferences	$5,000 $2,000	SBCP SBCP
Involvement of staff, parents and community: N/A				
Auxiliary services for students and parents: N/A				
Monitoring program implementation and results: • A standards-based instructional program will better prepare our students to face the academic challenges of a rigorous curriculum • Results of assessment such as CST, CBM, CRLP should show marked improvement as a result of a sound instructional program	08-09 Teachers and principal	Cost of nutritional snack for students during STAR testing	$350	SBCP

04.08

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 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: $22,987	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 9.1.81

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

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

State Programs

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

Economic Impact Aid/ English Learner Program — **Amount: $70,779**
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 (Res 3010) — **Amount: $28,791**
Purpose: Improve school response to educational, personal and career needs of all students.

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

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: $130,126**
Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Title V: Innovative Programs — **Amount: $450**
Purpose: Support educational improvement, library, media, and at-risk students.

Other Federal Funds (list and describe):

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

Total amount of state and federal categorical funds allocated to this school: **$230,146**

9,182

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 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				
Donna Howell, Chairperson				X	
Felix Sanchez				X	
Holly Shima				X	
Lucina Aceves				X	
Brent Welburn				X	
Mark Bryant		X			
Melissa Munno		X			
Maricela Recendez		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).

9.1.83

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	Ruben Ayala Signature of school principal	9/29/08 Date
Donna Howell Typed name of SSC chairperson	Donna Howell Signature of SSC chairperson	9/29/08 Date

9.1.84

SINGLE PLAN FOR STUDENT ACHIEVEMENT

FOSKETT RANCH ELEMENTARY SCHOOL

Revised October 2008

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 5/6/2008. SBLT members approved a revised version to include new state grant funds and additional data analysis on 4/21/08.

9.1.85

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 475 students in Kindergarten through fifth grade. As a part of the district's class size reduction program, four first grade classes, four second grade classes, and four third grade classes operate with 20 students or less. There are two fourth grade classes and two fifth grade class serving upper grade students. There are also four Kindergarten classes. Foskett Ranch has an outstanding before and after school enrichment program called S.T.A.R.

Support services include a Resource Program, Speech and Language, Two Special Day Classes, Science, and Music. In collaboration with the district, the psychology department of California State University-Sacramento provides individual and small group counseling services to at-risk students with parent permission.

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 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 Foskett Ranch staff takes classroom and playground discipline seriously so teachers can teach, students can learn, and a safe environment exists for all. Procedures, rules 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, and school psychologist interns from California State University-Sacramento, 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.

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.

9.1.86

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 26 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-three years, fourteen 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.

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 and art club enhance the learning environment. Lighthouse counseling services are available to families and students. School communication takes place through regular school newsletters, 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.

9.1.87

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
   - Saxon Math provides supplemental materials
   - 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
   - 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 Saxon 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 CAT 6, CST, STAR reading, Houghton Mifflin reading assessments, Saxon placement tests

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.

9.1.88

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.

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
   - 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 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 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 this communication
   - PCOE courses available
   - WPUSD in-services available
   - Special Education RSP & Speech
   - Enrichment field trips
   - Health clerk time available to assist students' physical needs
   - 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
   - First through third grade Class Size Reduction Option 1 (20 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

9.1.89

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 with limited teaching staff

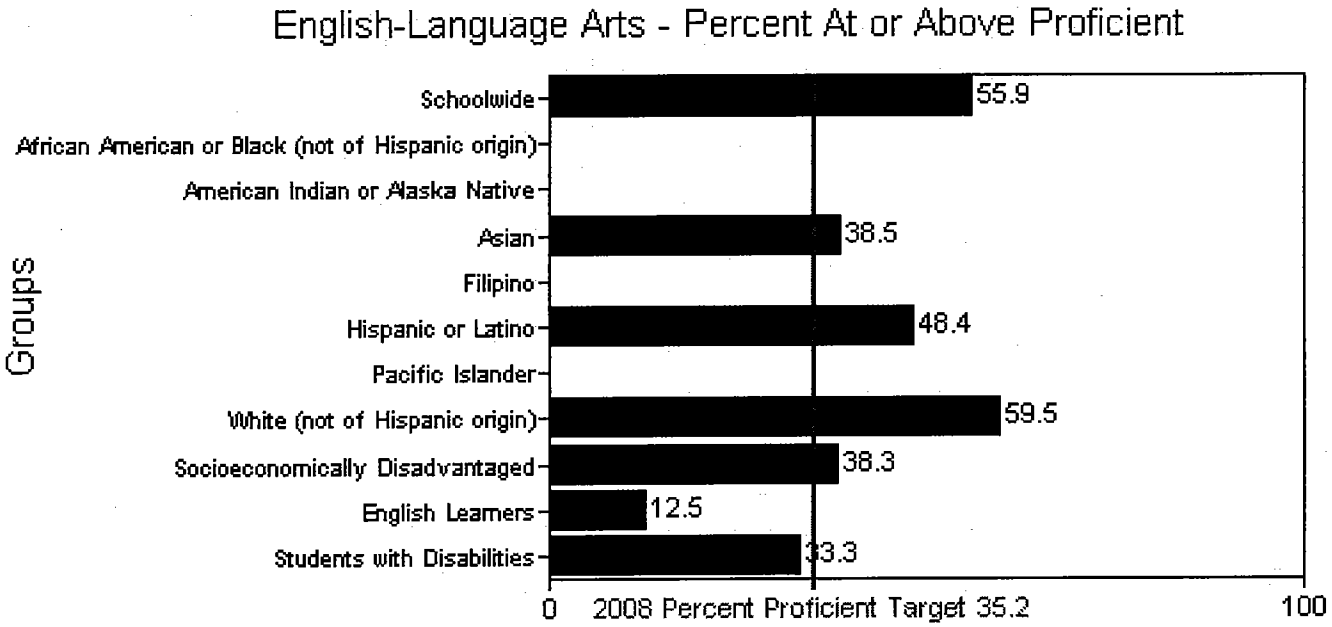
10. Limitations of the current program to enable under-performing students to meet standards:
   - Not enough interventions/support/staff for academic and behavior concerns
   - Additional support materials are needed to meet the needs of under-performing students
   - Additional training in differentiated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

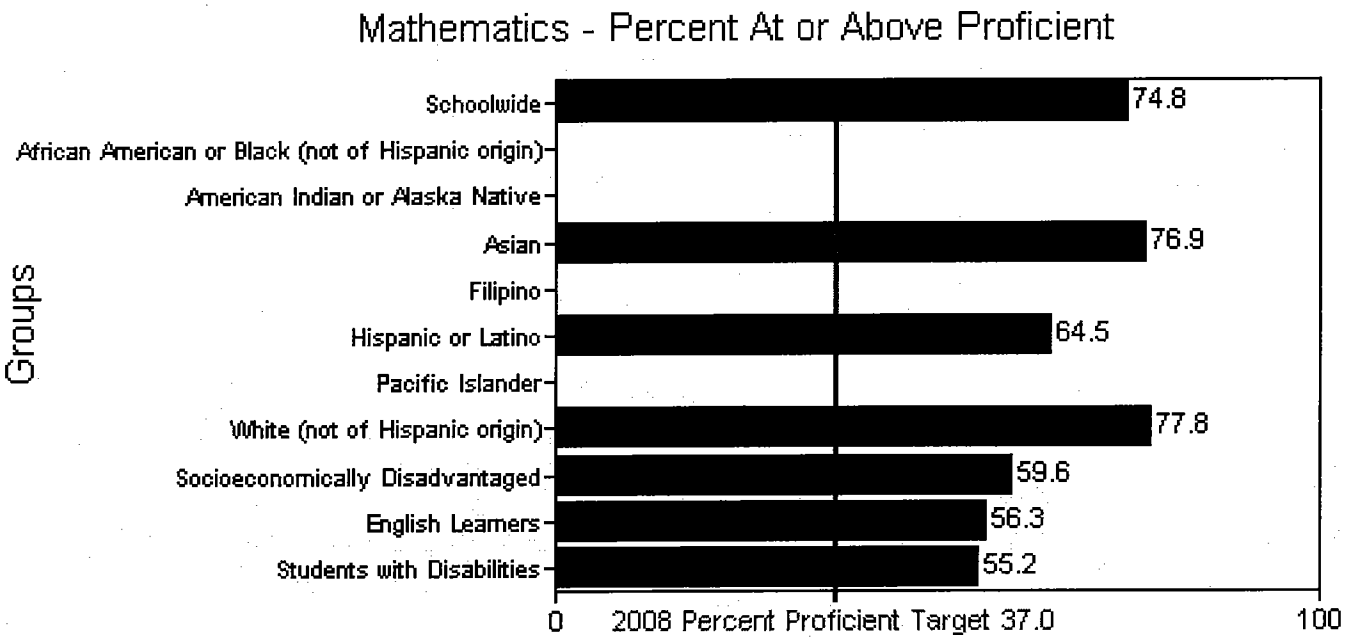
9.1.90

STUDENT PERFORMANCE DATA SUMMARY

State Testing and Accountability Reporting (STAR)

2007 – 2008 Federal Accountability: Adequate Yearly Progress





State Accountability: Academic Performance Index (API)

2006 API	2007 API	Growth in the API from 2006 to 20067
862	846	-16

9.1.91

California English Language Development Test Report

Percentages of students scoring in each category:

	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
Grade	Year 2006	Year: 2007	Year: 2006	Year: 2007	Year: 2006	Year: 2007	Year: 2006	Year: 2007	Year: 2006	Year: 2007
Kinder	*	13	*	13	*	63	*	13	*	0
1st	*	0	*	33	*	67	*	0	*	0
2nd	*	0	*	40	*	60	*	0	*	0
3rd	*	0	*	0	*	100	*	0	*	0
4th	*	29	*	0	*	57	*	14	*	0
5th	*	33	*	0	*	33	*	33	*	0

*Scores are not provided for groups of 3 or less in each category.

English Learner Performance on California Standards Test (CST)
Percentage Scoring in Each Category

	Math						Language Arts					
Grade	Adv	Prof	Basic	Below Basic	Far Below		Adv	Prof	Basic	Below Basic	Far Below	
2nd	0	33	33	0	33		0	0	67	0	33	
3rd	33	0	17	67	0		0	17	17	67	0	
4th	0	67	0	33	0		0	0	67	33	0	
5th	0	100	0	0	0		0	0	100	0	00	

Percentage of Students Scoring Below the 50 %ile on Accelerated Reader STAR Assessment 2007-2008

	Subject: Language Arts Type of assessment: Accelerated Reader		
	Fall	Winter	Spring
First Grade	31	35	28
Second Grade	45	45	46
Third Grade	40	56	55
Fourth Grade	40	37	53
Fifth Grade	38	36	42

Monthly Attendance Reports 2007 - 2008

	Aug 07	Sept 07	Oct 07	Nov 07	Dec 07	Jan 08	Feb 08	Mar 08	Apr 08	May 08
Kindergarten	98	98	95	96	95	90	95	95	96	95
First Grade	98	97	97	97	96	95	95	96	97	96
Second Grade	98	97	95	91	94	94	94	95	94	95
Third Grade	99	98	97	96	96	94	96	95	95	96
Fourth Grade	99	96	95	96	95	95	95	95	96	96
Fifth Grade	96	97	94	95	94	94	96	94	95	96

9.1.92

2007 – 2008 Discipline Distribution Report

	Total	Kinder	1st	2nd	3rd	4th	5th
Cause/Attempt Injury							1
Battery							
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	4	0	1	1	1		1
Received Stolen Property							
Imitation Fire Arm							
Sexual Assault/Battery							
Harass/Threaten/Intimidate	2					1	1
Brandish a Knife							
Sexual Harrassment							
Hate Violence							
Create Hostile Environment							
Non Suspendable	25		1	5	6	7	5
Totals	31		2	6	7	8	8

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	.8	Not high school graduate	
American Indian or Alaska Native	1	High school graduate	
Asian	2	Some college	
Filipino	.2	College graduate	
Hispanic or Latino	11	Graduate school	
Pacific Islander	1	Average Parent Education Level	
White not Hispanic	78	Average Class Size (CBEDS)	
Percentage of Free or Reduced Price Lunch Participants	11	Enrollment in grades 2-5 on first day of testing	226
Number of English Language Learners	10	Number of Students Excused from Testing	0
Multi-track year-round school? (CBEDS)	No	Number of Students Tested	226
School Mobility	N/A		

9.1.93

Conclusions from Student Performance Data:

- **Reading** - According to the STAR (Renaissance Learning) reading assessment, from 28 - 55% of students, depending on the grade level, are scoring below the 50%ile. The 1st and 2nd grades are experiencing the most difficulty on the STAR reading assessment. State tests show relative gaps with the following sub groups as compared to the school-wide scores: students with disabilities and English Language Learners in the area of reading/language arts.
- **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. According to state test data (cannot be disaggregated in this document due to small test number), there is a slight increase in the % of students scoring proficient or advance on the state test (with the exception of 3rd grade). A concern exists regarding the % of English Language Learners scoring in the basic, below basic and far below basic categories.
- On statewide tests, gaps exist between the school-wide performance and the following significant subgroup populations: English Language Learners and Students with Disabilities. If English Language Learners continue to perform on the state assessments in Spring 08 as they did in Spring 07, this subgroup will not meet the No Child Left Behind (NCLB) performance target for English Language Arts.
- Our school scored better in Math than in English Language Arts on the state assessment, and English Language Arts is weighted more than math.
- A concern exists regarding the performance of the 3rd and the 4th grade classes.

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.

School Goals for Improving Student Achievement:

Goal #1: Continue to improve student performance in English Language Arts, Math, and Science.
Goal #2: Instruction will be driven by consistent assessment data and differentiated to meet the various needs of the subgroup populations.
Goal #3: Students will feel emotionally and physically safe and connected to school.
Goal #4: Improve students' technology skills.

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.

9.1.94

GOAL # 1 for Improving Student Achievement: Continue to improve student performance in language arts, math and science.

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: Increase % of ELL students achieving at advanced or proficient levels on California Standards language arts, math and science by 5% annually; continue to monitor progress of all students and students with disabilities to ensure there is an increase of students scoring advanced or proficient by 2% annually in language arts, math and science.
Means of evaluating progress toward this goal: CA State Assessments, Renaissance (AR) Assessment, 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 level long range pacing and planning of instruction is aligned to standards.	Staff/Admin – Fall '08			
B. Grade level and individual staff goals aligned to content standards to improve student achievement for all sub groups.	Staff/Admin – September '08			
C. Walkthrough observations monitor instruction aligned to content standards and strategies to address needs of subgroup populations.	Admin – 08/09 ongoing	Cost to copy feedback forms	NTE $150	SLIB
D. Science is paced to ensure instruction is matched to standards at each grade level.	Staff – 08/09 ongoing	Cost of instructional materials.	$500	SLIB
E. Music and Art are paced to ensure instruction is matched to standards at each grade level.		Cost of instructional materials.	$9832	Art/Music Grant
Improvement of instructional strategies and materials:				
F. Professional Learning Communities analyze student assessment data to monitor progress and develop action plans to meet students' needs.	Staff/Admin – 08/09 ongoing	Early Release Days – Cost of paper, snacks	$200	SLIB
G. Child Success Team (CST) and grade levels meet regularly to develop action plans to address students' needs.	Admin – 08/09 ongoing	Paperwork and Copy Costs	$200	SLIB

H. Accelerated Reader allows students daily independent reading practice and allows staff to conference with students to monitor progress.	Staff/Admin - 07/08 ongoing	Accelerated Reader subscription	$2283	SLIB
I. Library resources address various needs by allowing students to select materials at their reading levels.	School library tech/staff – 08/09 ongoing	Cost to increase library circulation, incentives, supplies	$4,000 $71 $214	SLIB Inst.Lib/Ed Tech Title V
J. Supplemental materials assist staff to meet the needs of the students.	Staff – 08/09 ongoing	$500 per grade level for supplemental materials aligned to grade level goals, paper, copy costs. Programs/Materials/Software/ Technology	$8,000 (3,000 mat/ 2,000 ink/ 3,000 copy) $3,900	SLIB
Extended Learning Time:				
K. Homework club allows identified students the opportunity to receive additional assistance in the content areas.	Staff – Sept 08 – March 09	Hourly rate of certificated staff	$32/hour x 41 hours = $1,312	SLIB
L. After school tutoring allows targeted students the opportunity to participate in additional, direct instruction in language arts and math.	Staff – Sept 08 through May 09	Hourly rate of certificated staff Materials, copy costs		Grant/ State tutoring funds
M. Students in grades K – 5 that are not meeting standards can participate in a remedial district summer school program.	District Staff – summer 09	Hourly rate of certificated, classified staff		District
Increased educational opportunity:				
N. After-school tutoring program to provide support for students at-risk of retention.	Staff – Sept 08 through May 09			
O. Homework Club allows students to receive additional, after-school support in the content areas.	Staff – Sept 08 through May 09	Hourly rate of certificated staff (see pg 12, 1. J)		

P. Accelerated Reader provides daily reading practice at students' ZPD (Zone of Proximal Development).	Grade levels – 08/09 ongoing	Accelerated Reader subscription fees, ink, paper (see pg 11, 1. G)		
Q. The computer lab supports instruction in the content areas.	Staff – 08/09 ongoing	Cost for site license fees, software, hardware	$1000	SLIB
R. 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 that need to be implemented by the regular and special ed staff.	$100 per sub NTE 2 days = $200	SLIB
Staff Development and Professional Collaboration:				
S. Staff members participate in district workshops.	Staff – 08/09 ongoing	Buy-back hours to staff		District
T. Professional Learning Communities collaborate to further develop strategies to differentiate instruction and to understand targeted populations.			None	None
Involvement of Staff, Parents and Community:				
U. Site goals/mission, student achievement data are presented at Back to School Night.	Staff/Admin – Sept 08		None	SLIB
V. Principal reports at PTO meetings focus on school activities and student achievement.	Admin – ongoing	None		
W. Standards and grading format are presented to parents.	Staff/Admin - Sept 07 SBLT – Sept 08/	(See pg 13, 1. V) Copy costs, paper, ink	$200	SLIB

X. Site-Based Leadership Team (SBLT) reviews school achievement data to monitor school program success. Y. 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. Z. Parents receive reports associated with Accelerated Reader that update them regarding student progress. AA. Child Success Team meetings include the parents' input in development of individual learning plans.	Mar-Apr 09/May 09 Staff/parents – Nov 08 Staff/Admin – 08/09 ongoing Staff/Admin – 08/09 ongoing	 Copy costs, paper, ink, cost of parent conference scheduling software Copy costs, ink, paper (see pg 11, 1. G)	 $500	 SLIB
Auxiliary services for students and parents: BB. Kindergarten orientation is held prior to the beginning of a new school year.	 Kindergarten staff – Aug 08	 Hourly rate for teachers for 2 hours (2 for student orientation)	 $32 per hour x 4 teachers = $256	
Monitoring program implementation and results: CC. Teachers meet during staff and grade level meetings to review student assessment data to determine program effectiveness. DD. SBLT reviews student progress to monitor program effectiveness. EE. Staff and students utilize the STAR Released Questions to understand the state test, to practice test-taking strategies.	 Staff/Admin – 08/09 ongoing SBLT – Sept 08/ Mar-Apr 09/May 09 2nd – 5th grade and science teacher	 Substitute costs (see pg 13, 1. R) Cost to copy the STAR Released Questions at PCOE	 $900	 SLIB
		Total Expenditures for Goal #1	**$33,718**	

GOAL # 2 for Improving Student Achievement: Instruction will be driven by consistent assessment data and differentiated to meet the needs of all subgroups.

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: Increase % of ELL students achieving at advanced or proficient levels on California Standards language arts, math and science by 5% annually; continue to monitor progress of all students and students with disabilities to ensure there is an increase of students scoring advanced or proficient by 2% annually in language arts, math and science.
Means of evaluating progress toward this goal: CA State Assessments, Renaissance (AR) Assessment, 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 level long range pacing and planning of instruction is aligned to standards.	Staff/Admin – 08/09 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 language arts and math and are created using an county online resource.	IEP Team – 08/09 ongoing	Copy Costs, paper	$200	SLIB
C. English Language Individual Learning Plans (ELILP's) are developed for English Language Learners and aligned to ELD standards and based on the CELDT assessment.	Teachers/Admin – Fall 08	Copy Costs, paper	$50	SLIB
D. Individual Learning plans are developed for GATE identified students to meet their needs.	Teachers/Admin Fall 08			
Improvement of Instructional Strategies and Materials:				
E. Professional Learning Communities meet to analyze student progress towards standards, modify strategies and intervention to support student learning for sub group populations.	Staff/Admin – one ½ days per year in addition to district early release days			
F. Supplemental Assessment materials (Reading Lions) are used to consistently assess reading/Language Arts skills across the grade level	Staff ongoing	Cost to implement Reading Lions	$300	SLIB

to meet students needs & HM summative.	08/09	Assessments		
Extended Learning Time:				
G. After-school intervention programs provide additional academic support.	Staff – Oct 08through May 09	Hourly rate of certificated staff (see pg 12, 1. K)		District SLIB
H. WPEP (Western Placer Extended Program) allows students to take after school enrichment programs.	Staff-Oct 08 through May 09		$3847	GATE
Increased Educational Opportunity:				
I. English Language Development addresses the needs of the English Learners.	Staff – 08/09 ongoing	ELD materials Supplemental materials	$521	ELAP
J. Adopted Language arts and math materials include components to address the needs of sub group populations.	Staff – 08/09 ongoing	Copy Costs of EL and Extra Support handbook materials.	$821	SLIB
K. Students below grade level in reading utilize the Fluent Reader program to increase word recognition, automaticity, prosody and fluency.	Staff – 08/09 ongoing	Cost of yearly subscription	$ 100	SLIB
Staff Development and Professional Collaboration:				
L. Staff participate in district workshops	Staff/Admin – 07/08 ongoing	Buy-back funds		District
M. Professional Learning Communities collaborate to further develop strategies to differentiate instruction to address the needs of targeted populations.	Staff/Admin – 1, ½ day per year in addition to early release days.	Substitute (see pg 13)	$60 x 21 teachers = $1,260	School Site Block Grant
N. Staff attend professional workshops as funds allow.	Staff/Admin as funds allow – 08/09 ongoing	Substitute, workshop/conference fees	$7,500	School Site Block Grant
Involvement of Staff, Parents and Community:				
O. Staff meet with parents of English Language	Staff – Nov 08/			District

Learners and students at-risk of retention to develop learning plans to address their needs. P. SBLT's data review includes analyzing progress of sub group populations to monitor school program success. Q. Parents are a part of the Individual Education Plan (IEP) development. R. Parents provide input during Child Success Team (CST) meetings.	Feb 09/May 09 SBLT – Sept 08/ Mar 09/May/09 IEP Team – 08/09 ongoing Child Success Team – 08/09 ongoing	Copy costs (see pg 14, 2. Y)		
Auxiliary services for students and parents: S. Transition meetings are held for special education students entering Kindergarten or promoting from 5th grade.	Special & Regular Education Staff – May/June 09	Substitutes to release teachers to attend IEP meetings.	$100	SLIB
Monitoring program implementation and results: T. SBLT monitors program effectiveness as it relates to sub group populations. U. Administration works with staff to monitor students identified under the district's Promotion/Retention policy. V. Administration works with the English Learner Site Assessment Coordinator to monitor student progress according to th e English Language Individual Learning Plans. W. Staff meets with district office administration to analyze test results.	SBLT – Oct 08/ Mar 09/ May 09 Staff/Admin – 08/09 ongoing Site Assessment Coord/Admin – 08/09 ongoing Staff/Admin/ District Office personnel – Sept 08	Copy costs, ink, paper None Cost of assessment coordinator None	$100 None to site	SLIB
		Total Expenditures for Goal #2	**$14,799**	

GOAL # 3 for Improving Student Achievement: Students will feel emotionally and physically safe and connected to school.

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: STAR Reading and Math Assessment results.

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 08/09 ongoing	Copy costs, incentives	$800	SLIB
B. Assemblies/presentations that focus on social skills, self-esteem and appropriate choices reinforce the school-wide behavior plan.	Staff/Admin Fall 08	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	$500	SLIB
D. Monthly incentives are provided for students with 100% attendance by our attendance clerk.	Attendance Clerk	Incentives	$500	SLIB
E. 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 08/09 ongoing	Copy costs, incentives	$500	SLIB
F. Trimester awards highlight students for efforts and achievement in citizenship, effort, academics, attendance.	Staff/Admin	Certificate costs, copy costs, ink	$500	SLIB

6.1.08

Extended learning time: G. Families have the opportunity to connect with the school community through family nights.	Staff/Admin 08/09	Materials/Supplies	$500	PTO
Increased educational opportunity: H. A psychologist intern, under the direction of the school psychologist, works with small groups of students in the area of social skills development.	Psychologist Intern	Cost of psych intern	$100/day x 27 days = $2700	SLIB
Staff development and professional collaboration: I. Staff participate in district workshops relating to Positive Action and behavior intervention. J. Staff participate in outside workshops relating to behavior intervention and discipline as funds allow.	Admin/Staff Staff/Admin	Buy-back funds to staff Workshop fees, substitute	 $600	District SLIB
Involvement of staff, parents and community: K. Weekly newsletter sent home from the principal highlighting school events as well as student and teacher accomplishments L. Parent/teacher/student conferences during first trimester of school to review assessment results and develop plans to address students' academic and social needs. M. Staff send reports to parents to keep them abreast of students' progress.	Principal Teachers /Student Principal/Teachers	Paper costs, copy cost, Postage for Back to School Newsletter mailing. Ink, paper (see pg 19, 3. K)	$1000	SLIB

Auxiliary services for students and parents: N. Parent Information Nights at the beginning of the school year to orient new parents to the school.	Principal/Teachers	None		
O. Parent information at Back to School Night to share assessment data, school goals, vision, etc.	Parents/Teachers	Materials	$100	SLIB
P. Kindergarten Orientation Day to be held prior to the beginning of school to help orient kindergarteners as well as their parents with our program		Hourly rate for teachers (see pg 14, 1. CC)		
Monitoring program implementation and results: X. Administration monitors attendance and notifies parents of students considered truant.	Admin	None		
Y. Administration monitors citations and works with staff and parents to develop plans to address behavior concerns.	Admin	None		
Z. Staff/administration monitors effectiveness of school behavior plan and Positive Action program to modify as necessary.	Admin/Staff	None		
		Total Expenditures for Goal #3	**$7200**	

GOAL # 4 for Improving Student Achievement: Improve students' technology skills.

Student groups participating in this goal: All Kindergarten through fifth grade students
Performance gains expected for these students: Improvement on pre/post student technology survey.
Means of evaluating progress toward this goal: Pre/post student survey, schoolwide
Group data needed to measure academic gains: Results of pre/post student technology survey.

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. Students will use technology resources for solving problems and making informed decisions in technology infused mathematics, science, social studies, language arts. B. Students will use technology enhanced resource tools to locate, evaluate, and collect information from a variety of sources. C. The school will create grade level technology expectations that align with curriculum needs. D. The site technology liaison will work with grade level teams to incorporate technology into core curricular areas.	Staff 08/09 ongoing	Cost to update computers and printers	$3,314	SLIB
Extended learning time:				
Increased educational opportunity: E. Teachers schedule time to use the computer lab on a weekly basis.	Staff 08/09 ongoing			
Staff development and professional collaboration: F. Teachers will participate in staff development to increase use of technology in the core curriculum. G. Teachers, administrators and staff will participate in professional development opportunities necessary to advance the technical	Admin/Staff Staff/Admin	Buy-back funds to staff Workshop fees, substitute		District

skills required to foster online communication among students, teachers, administrators, parents and community members.				
Involvement of staff, parents and community: H. Parent newsletters are emailed to a parent distribution list. I. Parents and community access information about the school and classroom via the website.				
Auxiliary services for students and parents:				
Monitoring program implementation and results: J. Teachers will demonstrate the integration of technology into standards-based curricula through observation. K. Collect completed projects and/or samples of student use of technology.				
			Total Expenditures for Goal #4	**$3,314**

9.1.06

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.	$1685	School & Library Improvement Block Grant (SLIB)
• 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.	-0- Funds are centralized at the district office to support English Language Instruction at the site level.	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.	-0-	Title I Part A
• Prepare the Consolidated Application. • Provide assistance in categorical program planning and implementation; budgeting; plan writing; revisions; monitoring and evaluation of categorical programs. • Obtain and disseminate information necessary for the operation of programs. • Advise and assist school with program requirements.	-$123-	Title V

9.1.107

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL 2008-2009

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: $ 34,504**
Purpose: Improve school response to educational, personal and career needs of all students.

Federal Programs

Title V: Innovative Programs — **Amount: $ 214**
Purpose: Support educational improvement, library, media, and at-risk students.

Other Federal Funds (list and describe):

ELAP — **Amount: $ 521**
Purpose: For grades 4 & 5 to increase achievement of English Language Learners

Art and Music Grant — **Amount: $ 9,832**
Purpose: To enhance the Art and Music Program

GATE — **Amount: $ 3,847**
Purpose: To increase the achievement of students in the Gifted and Talented program.

School Site Block Grant — **Amount: $ 9,776**
Purpose: one time funds to address the needs of underperforming students.

District Block Grant — **Amount: $ 266**
Purpose: One time funds to address the needs of underperforming students.

Instructional Library and Educational Technology Grant — **Amount: $ 71**
Purpose:

Total amount of state and federal categorical funds allocated to this school: **Amount: $ 59,031**

9.1.08

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				
Eric Souto		X			
Shannon Cavolt		X			
Barbara Allen		X			
Katrina Moddelmog			X		
Sarah Allendale				X	
Mia Guzman				X	
Shelley Keller				X	
Shawna Meadows-Loper				X	
				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).

2017-18

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
- ___ 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 revision was adopted by the school site council on: 10/21/08.

Attested:

Kelly Castillo Typed name of school principal	Kelly Castillo Signature of school principal	10/21/08 Date
Shelley Keller Typed name of SSC chairperson	Shelley L Keller Signature of SSC chairperson	10/21/08 Date

9.1.110

SINGLE PLAN FOR STUDENT ACHIEVEMENT

LINCOLN CROSSING ELEMENTARY SCHOOL

31-66951-0113068

2007/2008 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 _____, 2008.

9.1.111

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 Based Leadership Team (or School Site Council) of community members and staff members. The School Based Leadership Team (SBLT) meets throughout the year to review school goals and monitor the school improvement program. In addition, staff meet 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

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
- School sings
- 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.

9.1.112

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
- SBLT 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 SBLT, are reasonable and appropriate to the school plan.

9.1.113

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
   - Saxon 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 Saxon 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 CBM, CAT 6, STAR reading and math, writing assessments, Saxon placement tests

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.
   - Larson's 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

9.1.114

- 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. 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
   - CBM
   - 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 6:30 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 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
   - 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

9.1.11S

- 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

9.1.116

STUDENT PERFORMANCE DATA SUMMARY

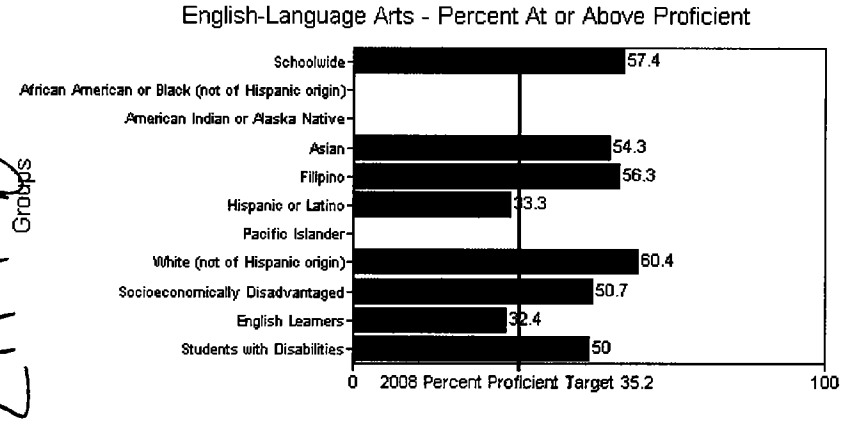
Academic Performance Indicator (API):

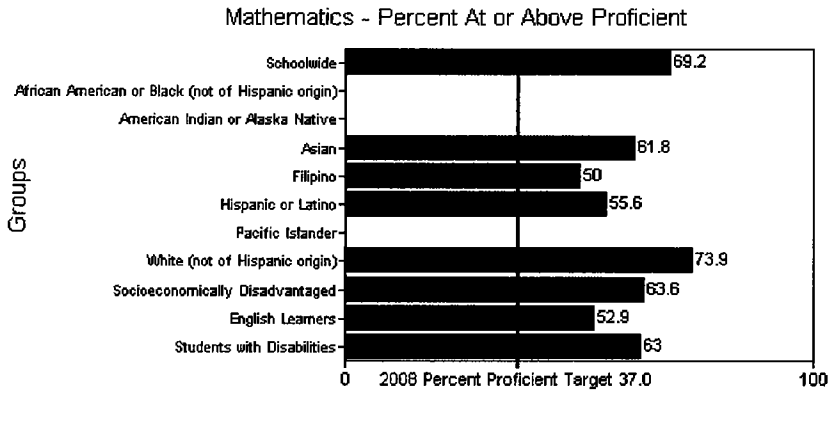
	School-wide	White	Socioeconomic Disadvantaged
2007/2008	830	836	793

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%	43%	27%	8%	2%	13%	34%	36%	16%	2%	29%	39%	30%	1%	1%	19%	34%	33%	11%	3%
MA	26%	41%	21%	9%	2%	42%	32%	16%	9%	1%	35%	33%	32%	0%	0%	24%	42%	23%	9%	3%
SCI																8%	30%	42%	13%	8%
ELA	68%					46%					68%					53%				
MA	68%					74%					68%					66%				
SCI																38%				

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





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	77	73
Reading Comprehension	65	67	61	63
Literary Response	77	72	77	66
Written Conventions	74	71	71	74
Writing Strategies	59	60	59	56
Math				
Place Value	80	81		
Multiplication, Division	75	79		
Algebra Functions	79	80	80	69
Measurement, Geometry	74	82	66	63
Statistics	79	83	66	78
Decimals, Fractions			87	
Operations, Factoring			82	75
Estimation				72
Science				
Physical 5				72
Physical 4				67
Life 5				59
Life 4				58
Earth 5				64
Earth 4				65

8/11/10

CELDT Data

	K	1	2	3	4	5
Advanced	0	2	3	0	1	3
	0%	18%	30%	0%	17%	60%
Early Advanced	0	4	4	1	3	0
	0%	36%	40%	14%	50%	0%
Intermediate	0	4	1	3	2	2
	0%	36%	10%	43%	33%	40%
Early Intermediate	0	1	0	2	0	0
	0%	9%	0%	29%	0%	0%
Beginning	0	0	2	1	0	0
	0%	0%	20%	14%	0%	0%
Number Tested	**0**	**11**	**10**	**7**	**6**	**5**
	0.00%	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**

Conclusions from Student Performance Data:

- **Reading**: Higher percentages of students are meeting proficiency at grades two and four. Students in grades three and five are experiencing more difficulty. In reviewing percentage of correct responses on the specific strands, it appears work needs to be done in the area of Reading Comprehension and Writing Strategies. A review of the disaggregated data indicates a significant gap between Hispanic and ELL students and the other groups. All groups, except these two, are above the AYP target.
- **Math**: Higher percentages of students are meeting proficiency at grade three with those in grades two, four, and five being relatively consistent. In reviewing percentage of correct responses on the specific strands, it appears that work needs to be done in the area of measurement and geometry in grades two, four, and five. Statistics is also an area of weakness at fourth grade. Math appears to be a stronger area. All groups are above the AYP target although there is a gap between the Hispanic and ELL groups indicating work needs to be done with these two groups.

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

Lincoln Crossing Elementary School
2007/2008 Parent Survey Summary

	Yes	No	4	3	2	1	
Curriculum Implementation	199	6	124	75	6	0	Good progress in reading
	199	6	117	82	6	0	Good progress in math
	189	16	111	78	14	2	Clear communication from school about learning progress
	183	15	96	87	15	0	Receives help when having difficulty learning
	167	37	85	82	19	18	Challenged academically
	191	11	120	71	11	0	Receives positive recognition for learning
	181	23	101	80	21	2	Increased interest in reading
	198	4	113	85	4	0	Learning the skills to be successful next year
	194	10	118	76	7	3	Comfortable asking for help from personnel
	174	29	93	81	20	9	Able to do homework assigned with minimal help
							Average time doing homework
School Environment	198	3	128	70	2	1	Overall environment is positive
	205	0	145	60	0	0	Feels safe at school
	193	12	129	64	10	2	Likes going to school
	202	4	127	75	3	1	School rules help insure safe and positive environment
	198	6	111	87	3	3	Rules are consistently enforced
	204	2	130	74	0	2	Understands the rules
	194	11	129	65	8	3	Receives positive recognition for behavior
	199	7	132	67	3	4	Comfortable visiting the school and feel welcomed
Com.	191	12	120	71	6	6	Communication:: Newsletter
	178	22	107	71	16	6	Communication: Webpage
	175	24	118	57	13	11	Communication: Phone Announcements

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 school rules contribute to this feeling. A larger percentage of parents feel their child may not like coming to school and that more positive recognition of behavior is warranted.

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

GOAL # 1
All students will receive a comprehensive Language Arts program as measured by students meeting standards on grade level assessments for grades K-1 or on the California Standards Test (CST) for grades 2-5.

GOAL # 2
All students will receive a comprehensive Math program as measured by students meeting standards on grade level assessments for grades K-1 or on the California Standards Test (CST) for grades 2-5.

GOAL # 3
Students and staff will feel safe, positive, and be an active participant in the school culture while learning to be safe, responsible, and respectful through a variety of school community activities as measured by student and parent feedback on end-of-year surveys.

9.1.121

GOAL # 1 All students will receive a comprehensive Language Arts program as measured by students meeting standards on grade level assessments for grades K-1 or on the California Standards Test (CST) for grades 2-5.

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. Technology Support for Curriculum	Ongoing	Substitute time for staff to participate in district grade level meetings related to standards implementation. Substitute time for staff to participate in grade level collaborative meetings Copy Machine/Materials Computer Support	$1500 $1000 $2335 $850	SBLT SBLT SBLT SBLT
Extended Learning Time A. Integration of instructional strategies to address the learning needs of students identified as below standard. B. Provide after school events/activities that support and enhance student acquisition of Language Arts skills. C. Software designed to encourage reading and the development of language arts skills.	Ongoing	Afterschool clubs and tutorials to address specific learning needs of students. Accelerated Reader, STAR, and Orchard Instructional software utilized to address specific learning needs of students.	$1000 $5761	SBLT SBLT
Increased Educational Opportunity A. Integration of instructional strategies to provide challenge opportunities for students identified as above standard. B. Develop long range plan for motivating students to read for pleasure.	Ongoing	Afterschool clubs and tutorials to address specific learning needs of students. Accelerated Reader, STAR, and Orchard Instructional software utilized to address specific learning needs of students. Grade level classroom books	(above) (above) $6000	 SBLT
Staff Development and Professional Collaboration Utilization of early release Monday's, staff meetings, trainings outside of school to enhance the delivery of instruction.	Ongoing	Materials & Supplies Staff Conferences tied to writing (i.e. Step up to Writing)	$5000 $2000	SBLT SBLT
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	Trimester awards and incentives School newsletter communicating student recognition School's Connect online newsletter for parents providing instructional tips.	$300 $125	SBLT SBLT
Total SIP Expenditures for Goal #1			$25871	

GOAL # 2 All students will receive a comprehensive Math program as measured by students meeting standards on grade level assessments for grades K-1 or on the California Standards Test (CST) for grades 2-5.				
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. Technology Support for Curriculum	Ongoing	Substitute time for staff to participate in district grade level meetings related to standards implementation. Copy Machine/Materials	$2500 $2000	SBLT SBLT
Extended Learning Time A. Integration of instructional strategies to address the learning needs of students identified as below standard.	Ongoing			
Increased Educational Opportunity A. Integration of instructional strategies to provide challenge opportunities for students identified as above standard.	Ongoing	Afterschool clubs providing opportunities for students to integrate learning in real-life applications.	$1000	SBLT
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	Materials & Supplies	$1472	SBLT
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	Trimester awards and incentives School newsletter communicating student recognition School's Connect online newsletter for parents providing instructional tips.	$300 $125	SBLT SBLT
Total SIP Expenditures for Goal #2			$7397	

GOAL # 3 Students and staff will feel safe, positive, and be an active participant in the school culture while learning to be safe, responsible, and respectful through a variety of school community activities as measured by student and parent feedback on end-of-year surveys.

Description of Specific Actions to Improve Educational Practice	Timeline	Related Expenditures	Estimated Cost	Funding Source
Improvement of instructional strategies and materials A. School-wide behavior plan, including rewards and consequences, promotes consistent enforcement of school discipline. B. Assemblies/presentations that focus on social skills, self-esteem and appropriate choices and that reinforce the school-wide behavior plan. C. Positive Action character education program/curriculum focusing on positive reinforcement and preventative interventions. D. Monthly/Trimester awards given for positive actions, academic growth, and attendance. E. Provide a safe school environment for student learning.	Ongoing	Support materials for behavior plan and recognition of students Assemblies/Presentations Organizational Planers for 4th/5th	$500 $1500 $600	SBLT SBLT SBLT
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. Provide outreach programs and information to parents encouraging parent participation in school programs and activities. C. Provide after school programs for students as funding and staff availability comes available. D. Student performance opportunities.	Ongoing	Choral Program After school challenge programs	$7138 $3860	Art/Music GATE
Staff Development and Professional Collaboration A. Utilization of early release Monday's, staff meetings, trainings outside of school to identify and address students' social, behavioral and academic needs. B. Staff team building activities conducted throughout the year.	Ongoing	Training materials and supplies	$500	SBLT

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. C. Parent/teacher/student conferences during first trimester of school to review student progress, assessment results, and develop plans to address students' academic and social needs. D. Parent information nights at the beginning of the school year to orient parents to the school.	Ongoing	Student Recognition Parent Conference Scheduling	$1200 $500	
Total SIP Expenditures for Goal #3			$10,975	

Budget Summary:

	SIP	Other Sources
Goal 1	$25871	
Goal 2	$7397	
Goal 3	$4800	$10998
TOTAL:	$38068	$10998

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.	N/A	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.	N/A	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.	N/A	Title I Part A
• 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.	N/A	Title III

9.1.126

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

School Improvement Program — **Amount: $38,068**
Purpose: Improve school response to educational, personal and career needs of all students.

Arts/Music, and P.E. Grant — **Amount: $7,138**
Purpose: Increase academic support in the areas of Art, Music, and Physical Education

Federal Programs

Other Federal Funds (list and describe):

Title III: EL — **Amount: $0**

GATE — **Amount: $3,860**

Total amount of state and federal categorical funds allocated to this school: **Amount: $49,066**

9.1.127

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			
James Brown			X		
Getta Dolinsek	Vice-Chair		X		
Julie Stuckey			X		
Pam Soha	Secretary			X	
Don Christensen					X
Lisa Jonutz	Chair				X
Carrie Pawloski					X
Amy Shaffer					X
John Buchanan					X
Numbers of members of each category		1	3	1	5

Alternates: (Amy Shaffer, Parent; Hilma Valtatie, Teacher; Scott Beatty, Teacher)

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).

9.1.128

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
Lisa Jonutz		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

9.1.129

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Sheridan Elementary School

For the 2007-2008 and 2008-2009 School Years

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:

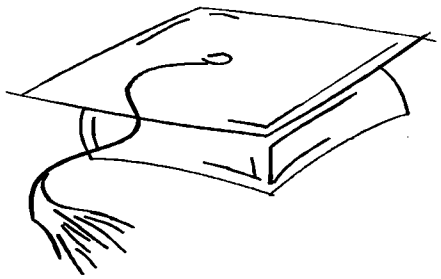
Contact Person : Kris Knutson

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 _____

9.1.30

School Vision and Mission

Parents and staff work together to provide quality in education for the students. Five important values indicate the level of commitment to growth and excellence – Sense of Responsibility; Moral and Ethical Behavior; Literacy; Healthy Life Style; and Critical Thinking. Here at Sheridan Elementary School, we foster the belief that everyone has the ability to achieve and we adhere to a learning model of response to intervention to ensure that this occurs.

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.

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.

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 half of 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 (Reading Mastery and Corrective Reading), RSP (to address students with Individualized Learning Plans), 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 five 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 Achievement Test (CAT 6, state), 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. The scores are reported to administrators and teachers and mailed to parents each year.

After reviewing our data, students who have not been successful with the regularly delivered curriculum are provided intensive intervention programs such as Focused Approach, Reading Mastery, and Corrective Reading. Students are regularly monitored and when success has been achieved, the intervention is discontinued. We are a Title One school and as such, we receive categorical funds for our struggling students. We also offer after school tutoring, and an after school program. Sixty-eight percent of our Kindergarten through fifth grade students participate in program.

As per school district guidelines, students who qualify for the GATE program have the choice to stay at Sheridan Elementary School or to attend the GATE class at First Street School (also located in the Western Placer Unified School District).

Western Placer Unified School District has a Director of Special Education, three full-time psychologists, and two full-time nurses, devoted to identifying and serving the special needs of our students. In addition, our site receives support from a Western Placer Unified School District special education program specialist.

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.

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, 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 (68%) participate in the after school program for homework completion, 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 to kiss a calf 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 and Response to Intervention (RTI).

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 Response to Intervention (RTI), 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

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.

Curriculum Based Measurement is administered three times a year. Student scores are stored on the data system AIMS web. Teachers have been trained on AIMS web and access reports such as comparative performance, normative performance, yearly improvement of students performing below the fiftieth percentile; etc. These reports also assist the teacher in aligning instruction to the individual needs of the students. 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 their response to intervention, it is our goal that the students will be successful at meeting 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

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

*Student Absences
*Student mobility
*Home environments
*Single parent families
*Education not a priority in the home
*Lack of necessary parenting skills
*Lack of homework supervision (by parents)
*Lack of formal preschool education

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

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

STUDENT PERFORMANCE DATA SUMMARY

Student performance data summaries for schools and districts are available online at the California Department of Education web site.

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 2007-2008 Percent Tested	Number Included in the 2007-2008 API	2007 Growth	2006 Base	2006-2007 Growth Target	2006-2007 Growth	Rank
100%	44	763	736	5	27	4

Student Groups	Number of Pupils Included in 2006-2007 API	Numerically Significant	2007 Growth	2006 Base	2006-07 Growth Target
American Indian or Alaska Native	1	No			
Asian Indian	0	No			
Asian	0	No			
Other Asian	1	No			
Chinese	0	No			
Hispanic or Latino		No			
Pacific Islander	1	No			
Other Pacific Islander		No			
White not Hispanic	74	Yes	746	751	2
Native Hawaiian	1	No			
Economically Disadvantaged	43	Yes	757	2	
English Learners	13	No			
Students with disabilities	10	No			
Class Size Reduction	36	No			

California Standardized Testing and Reporting (STAR)

Sheridan School

Total Enrollment on First Day of Testing:	**48**	County Name:	Placer County
Total Number Tested:	**47**	District Name:	Western Placer Unified District
Total Number Tested in Selected Subgroup:	**47**	School Name:	Sheridan School
		CDS Code:	31-66951-6031363

All Students

California Standards Test Scores - 2008

	Grades										
	2	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**EOC**
Reported Enrollment	14	11	13	10							
CST English-Language Arts											
Students Tested	14	9	13	9							
% of Enrollment	100.0 %	81.8 %	100.0 %	90.0 %							
Students with Scores	14	9	13	9							
Mean Scale Score	352.3	*	349.2	*							
% Advanced	14 %	*	8 %	*							
% Proficient	50 %	*	38 %	*							
% Basic	14 %	*	38 %	*							
% Below Basic	21 %	*	15 %	*							
% Far Below Basic	0 %	*	0 %	*							
CST Mathematics											
Students Tested	14	10	13	9							
% of Enrollment	100.0 %	90.9 %	100.0 %	90.0 %							
Students with Scores	14	10	13	9							
Mean Scale Score	386.9	*	356.2	*							
% Advanced	43 %	*	15 %	*							
% Proficient	29 %	*	38 %	*							
% Basic	14 %	*	38 %	*							
% Below Basic	14 %	*	8 %	*							
% Far Below Basic	0 %	*	0 %	*							
CST Science (Grade 5, Grade 8, and Grade 10 Life Science)											
Students Tested				9							
% of Enrollment				90.0 %							
Students with Scores				9							
Mean Scale Score				*							
% Advanced				*							
% Proficient				*							
% Basic				*							
% Below Basic				*							
% Far Below Basic				*							

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California English Language Development Test Report

Scores or measures of growth are stated as described:

Annual Assessment - All Students

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Tested
Overall Proficiency	**Number and Percent of Students at Each Overall Proficiency Level**													
Advanced	0	0	*******	*******	*******	*******	0	0	0	0	0	0	0	1
	0.0%	0.0%	***	***	***	***	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	17.0%
Early Advanced	0	0	*******	*******	*******	*******	0	0	0	0	0	0	0	4
	0.0%	0.0%	***	***	***	***	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	67.0%
Intermediate	0	0	*******	*******	*******	*******	0	0	0	0	0	0	0	1
	0.0%	0.0%	***	***	***	***	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	17.0%
Early Intermediate	0	0	*******	*******	*******	*******	0	0	0	0	0	0	0	0
	0.0%	0.0%	***	***	***	***	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Beginning	0	0	*******	*******	*******	*******	0	0	0	0	0	0	0	0
	0.0%	0.0%	***	***	***	***	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Number Tested	**0**	**0**	**1**	**2**	**1**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**6**
	0.0%	**0.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**100.0%**

STUDENT PERFORMANCE DATA SUMMARY *(continued)*

School Demographic Characteristics

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

Ethnic/Racial (Stanford 9)	
African American not Hispanic	0 %
American Indian or Alaska Native	2.2 %
Native Hawaiian	.7%
Pacific Islander	1.5%
Other Pacific Islander	.7%
Asian	3.8 %
Asian Indian	.7%
Other Asian	2.2 %
Hispanic or Latino	21 %
Chinese	.7%
White not Hispanic	67.2%
Participants in Free or Reduced Price Lunch	45.8%
English Language Learners (Stanford 9)	14.5%
Multi-track year-round school? (CBEDS)	0%
School Mobility (Stanford 9)	18%

Parent Education Level (Stanford 9)	
Not high school graduate	9.8 %
High school graduate	32.8%
Some college	22.9%
College graduate	19 %
Graduate school	2%
Average Parent Education Level (Stanford 9)	H.S.
Average Class Size (CBEDS)	K-3 (17) 4-6 (22)
Enrollment in grades 2-11 on first day of testing	136
Number of Students Excused from Testing	0
Number of Students Tested	136

Conclusions from Student Performance Data:

The largest sub groups are white 67.2% and economically disadvantaged at 46%. The performance gap is –1%. The other subgroups, American Indian/Alaska Native, Hispanic/Latino or Pacific Islander have an inadequate number of students tested. In regards to the Economically Disadvantaged, it is our conclusion that we must continue to seek ways in which we can educate these families as to the importance of education. Parenting classes and after school programs are a must for us.

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School Goals for Improving Student Achievement:

Goal #1: To provide intervention services (using the Response to Intervention model) for all grade levels so that students continuously achieve success and ultimately move toward proficient or advanced on the California State Test in both Language Arts and Mathematics.

Goal #2: To improve parent communication and involvement

Goal #3: To continue to improve students' technology skills

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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 1 for Improving Student Achievement: To provide intervention services (using the Response to Intervention model) for all grade levels so that students continuously achieve success and ultimately move toward proficient or advanced on the California State Test.

Student groups participating in this goal: students that score below the 50% on CAT-6 and CST testing (state)
Performance gains expected for these students: student gains one category in performance on STAR (state testing)
Means of evaluating progress toward this goal: Theme tests, Chapter tests, CBM, CRLP (2nd and 3rd grades), STAR (state testing); accelerated reader assessment; Accelerated Math assessment; Reading Mastery, Read Naturally

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.	2007-2009	Replacement of lost or damaged curriculum.	$1,000	District Block Grant

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 . Read Naturally, Accelerated Reader and Accelerated Math will be able to be provided to At Risk Students.	2007-2009	Two teachers @ hourly wage of $30.00/ hour One teacher 3 hours per day @ $30.00/ hour to work with Title One students	$8,400.00 $13,000.00	EIA Title 1
Staff development and professional collaboration: Sheridan teachers will be attending staff development trainings provided by the WPUSD and PCOE. Trainings will include RTI, Handwriting Without Tears, along with others	2007-2009	Requires substitutes @ $100.00 per day Requires fees for workshops Requires materials for workshops	$2,000	EIA
Involvement of staff, parents and community: Parenting classes, nutrition classes and Health and safety classes will help to educate parents, staff and the community.	2007-2009	Requires payment for materials and presenters	15,000	WPUSD Adult Ed.
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	2007-2009	N/A	N/A	Lighthouse Resource Center
Monitoring program implementation and results: The principal will monitor all programs and the collection of data.	2007-2009	N/A	n/a	n/a

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 2 for Improving Student Achievement: To improve parent communication and involvement

Performance gains expected for these students: to see an increase in parent attendance at all school functions; conferences, volunteers etc.
Means of evaluating progress toward this goal: sign-in sheets, Site Based Leadership Team attendance, attendance at school functions, assistance with student homework, attendance at Title I parent meetings.
Group data needed to measure academic gains: N/A

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	ongoing	N/A	N/A	District
Improvement of instructional strategies and materials: The staff will continuously seek ways in which to involve parents. The Parent Participation Preschool will be a catalyst to increase the comfort level of our parents and increase their involvement in our school	2007-2009	Will require funds to produce newsletter on weekly basis	$220	WPUSD Adult Ed
Extended Learning Time: To produce	2007-2009	Will require funds to replace component parts	$220	Site

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: An increase in parent involvement provides students with an increase in parent support for academic achievement. Efforts will be made to identify barriers to parent involvement. Discussions will be held during Monthly PTC meetings and SBLT meetings to brainstorm ideas to involve more parents	2007-2009	Requires funds to produce newsletters on monthly basis	$250.00	Site block grant
Staff development and professional collaboration: Teachers will meet with parents of Title I students, at the beginning of the school year. Together they will complete a Title I Student/Parent/Teacher Compact. The parents will receive a handbook outlining the Title I program at Sheridan School.	August 2007, August, 2008	Requires paper to prepare compacts.	$250.00	Title I
Involvement of staff, parents and community: Surveys will be implemented for staff, parents and community. Surveys will be analyzed and the results used for improvement of school programs. Parents of students in the Title I program are invited to a parent meeting each year and childcare is provided.	2007-2009	Requires paper to prepare surveys		Site Block grant
Auxiliary services for students and parents:				District
Monitoring program implementation and results: The principal will monitor all programs and the collection of data.	2007-2009			n/a

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 3 **For Improving Student Achievement:** To improve Students' Technology Skills

Student groups participating in this goal: all students
Performance gains expected for these students: move up one category on STAR which will assist in meeting the API target
Means of evaluating progress toward this goal: improved test scores, improved school attendance, exhibiting connections, trust, commitment to learning; analyzing CBM results and Accelerated Reader results during the school year and STAR results at the end of the year.
Group data needed to measure academic gains: STAR, CAT-6, CBM

Description of Specific Actions to Improve Educational Practice	**Implementers/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of instruction with content standards: --Students will use technology for solving problems and making informed decisions in technology infused mathematics, science, and language arts.	2007-2009	Time to design—possible substitutes	$500	SIP
Improvement of instructional strategies and materials: --Lease of 30 computers	2007-2009		$2,500	SIP Site Block Grant Art and Music Block Grant

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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: The after school program will offer opportunities to participate in Accelerated Reader and Accelerated Math	2007-2009	Teacher hourly wage @ $30/ hour	$2,000	SIP and Gate
Staff development and professional collaboration: Staff will be encouraged to attend staff development workshops provided through the district. Staff will also be encouraged to develop their skills through appropriate workshops of their choice	2007-2009	Will require fees for workshops, materials and substitutes	$3,000	SIP, Site Block Grant, District Block Grant, EIA
Involvement of staff, parents and community: The Site Based Leadership Team will be actively involved in evaluating programs and proposing improvements	2007-2009		N/A	N/A
Monitoring program implementation and results: The principal will monitor implementation and results by analyzing data and surveys.	2007-2009		N/A	N/A

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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.		SIP
• Serve as a liaison between District and Schools. • Prepare and submit various reports (Cal WORKS, Title I Data, R-30 Language Census, etc.). • Advise and assist school with program requirements. • Coordinate staff development.		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.		Title I Part A
• Serve as a liaison between District and Schools. • Prepare and submit various reports (Cal WORKS, Title I Data, R-30 Language Census, etc.). • Advise and assist school with program requirements. • Coordinate staff development.	$	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/ English Learner Program — **Amount: $ 5,647**
Purpose: Develop fluency in English and academic proficiency of English learners.

Arts and Music Block Grant — **Amount:$ 7,736**
Purpose: To improve art and music program for all students

Art/Music and P.E. Grant — **Amount: $ 215**
Purpose: To improve art and music and P.E. for all students

School Improvement Program — **Amount: $ 6,568**
Purpose: Improve school response to educational, personal and career needs of all students.

District Block Grant — **Amount: $ 2,418**
Purpose: To improve educational program

Site Block Grant — **Amount: $ 825**
Purpose: To improve educational program

Other State or Local funds (list and describe) Garden Grant — **Amount $ 2,343**

Instructional Materials, school library, education and technology — **Amount $ 1,159**

Gate — **Amount $ 1,211**

Federal Programs

Elementary and Secondary Education Act:

Title I: Targeted Assistance Program — **Amount: $13,435**
Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Title V: Innovative Programs — **Amount: $ 58**
Purpose: Support educational improvement, library, media, and at-risk students.

Total amount of state and federal categorical funds allocated to this school: **$41,615**

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			
Jodi Lamparter		X			
Lori Houck				X	
Collette Evans				x	
Michelle McFarland				x	
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, March 10, 2008

Attested:

Kris Knutson Typed name of school principal	_____ Signature of school principal	_____ Date
Lori Houck Typed name of SSC chairperson	_____ Signature of SSC chairperson	_____ Date

SINGLE PLAN FOR STUDENT ACHIEVEMENT
2008-2009

TWELVE BRIDGES ELEMENTARY SCHOOL

31-66951-0106443

Revised October, 2008

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
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Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on April 29, 2008.

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School Description and Mission Statement

Twelve Bridges Elementary School (TBES) is a special place where students and parents are valued and treated with respect. Staff, parents, and other community members work together through our Parent-Teacher Club, Site-Based Leadership Team, Garden Committees, Art Docent Program, Family Reading Nights, as well as volunteering in the classroom. Our ultimate goal is to collaboratively create an educational atmosphere that is safe and enriching for all students.

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

The students at Twelve Bridges Elementary are viewed as our future leaders. They are equipped with knowledge and concepts along with the tools to understand how to best use information to make wise and informed choices about their lives. Our goal at Twelve Bridges is to create well-rounded students that are empowered to bring about positive change in our world.

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 meet 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.

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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, 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.

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
   - Saxon 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 Saxon 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 Saxon 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

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- 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.
   - Larson's 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. 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 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

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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

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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 2008 Percent Tested	No. Included in the 2008 API	2008 API (Base)	2008 Similar Schools Rank	2007-2008 Growth Target	2008 API Target
100%	435	860	n/a	Achieved	Achieved

Student Groups	No. of Pupils Included in 2008 API	Numerically Significant	2008 Subgroup API Base	2007-2008 Growth Target	2008 API Target
African American, not Hispanic	9	No			
American Indian or Alaska Native	1	No			
Asian	31	No			
Filipino	35	No			
Hispanic or Latino	35	No			
Pacific Islander	3	No			
White not Hispanic	268	Yes	864	Achieved	Achieved
Socio-economically Disadvantaged	36	No			
English Learners	24	No			
Students with disabilities	53	No			

School Demographic Characteristics

Ethnic/Racial (Stanford 9)		Parent Education Level (STAR)	
African American not Hispanic	2%	Not high school graduate	0%
American Indian or Alaska Native	0%	High school graduate	4%
Asian	8%	Some college	22%
Filipino	6%	College graduate	24%
Hispanic or Latino	9%	Graduate school	50%
Pacific Islander	1%	Average Parent Education Level	College Grad
White not Hispanic	72%	Average Class Size (Primary)	20
Participants in Free or Reduced Price Lunch	8%	Average Class Size (Upper)	29
English Language Learners (STAR)	6%	Enrollment in grades 2-11 on first day of testing	435
Multi-track year-round school? (CBEDS)	No	Number of Students Excused from Testing	0
School Mobility (STAR)	92%	Number of Students Tested	435

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
August	97.5	98.2	97.8
September	97.3	97.4	97.2
October	96.3	96.7	97.2
November	95.5	95.9	96.7
December	95.5	95.4	95.0
January	95.9	94.1	95.1
February	96.2	93.7	95.0
March	95.6	95.9	95.2
April	95.3	95.6	95.1
May	95.7	96.8	96.2

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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		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
2nd	3	3	2	8	8	10	23	23	26	47	46	38	18	21	23
3rd	4	2	0	10	11	13	36	29	27	35	42	52	16	16	8
4th	1	1	1	5	6	3	21	31	18	38	29	24	35	33	55
5th	3	2	2	8	4	5	29	27	34	40	44	38	20	23	21

Combined Proficient & Advanced in Language Arts

Grade	2006	2007	2008
2nd	65	67	61
3rd	51	58	60
4th	73	62	69
5th	60	67	59

Mathematics

Grade	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
2nd	1	3	2	9	9	10	16	19	22	44	45	31	31	24	35
3rd	1	1	0	13	9	7	15	19	12	36	38	45	36	32	35
4th	1	1	0	5	1	2	27	23	12	49	36	30	18	39	56
5th	3	3	2	11	6	10	22	14	15	37	42	42	28	35	31

Combined Proficient & Advanced in Math

Grade	2006	2007	2008
2nd	65	69	66
3rd	72	70	80
4th	67	75	86
5th	65	77	73

Combined Proficient & Advanced in Science

Grade	2006	2007	2008
5th	38	40	49

Student Groups Performing Below Standards or Expectations

GROUP	SUBJECT AREA	PERFORMANCE GAP
Students with Disabilities (47 students)	Language Arts	Stud. w/ dis. Proficient and Above=36% General Ed Proficient and Above =66%
Students with Disabilities (47 students)	Math	Stud. w/ dis. Proficient and Above=59% General Ed Proficient and Above =77%
Economically Disadvantaged (36 students)	Language Arts	Econ. Dis. Proficient and Above=56% General Ed Proficient and Above =66%
Economically Disadvantaged (36 students)	Math	Econ. Dis. Proficient and Above=72% General Ed Proficient and Above =77%
Hispanic (33 students)	Language Arts	Hispanic Proficient and Above=49% General Ed Proficient and Above =66%
Hispanic (33 students)	Math	Hispanic Proficient and Above=68% General Ed Proficient and Above =77%
Asian (31 students)	Language Arts	Asian Proficient and Above=45% General Ed Proficient and Above =66%
Asian (31 students)	Math	Asian Proficient and Above=77% General Ed Proficient and Above =77%
English Learners (23 students)	Language Arts	E.L.s Proficient and Above=26% General Ed Proficient and Above =66%
English Learners (23 students)	Math	E.L.s Proficient and Above=70% General Ed Proficient and Above =77%
Filipino (22 students)	Language Arts	Filipino Proficient and Above=82% General Ed Proficient and Above=66%
Filipino (22 students)	Math	Filipino Proficient and Above=82% General Ed Proficient and Above=77%

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Conclusions from Student Performance Data

- Across 2nd-5th grades, about 40% of our students in each grade level are scoring below proficient in the area of reading. More remediation is needed to help students succeed in this area.
- In mathematics, an increase was shown in students scoring proficient or advanced in every grade level with the exception of 2nd and 5th grades.
- Approximately 34% of our 2nd grade students are still scoring below proficient in the area of math.
- Approximately 27% of our 5th grade students are still scoring below proficient in the area of math.
- With an average size of 20 students, class size does not seem to be a negative factor in student performance in the primary grades. However, class sizes of 30 in the upper grades may indicate a need for further outside intervention and support to help those struggling students in both reading and math.
- After October, attendance rates began to drop and never recovered to their original level with the exception of March.

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.
- More hands-on and practice materials are needed to help students more fully grasp math concepts across all grade levels.
- A wider variety of books are needed 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.

School Goals for Improving Student Achievement:

Goal #1: Improve student performance in reading.
Goal #2: Improve student performance in mathematics.
Goal #3: Increase family involvement in student academic and attendance success.
Goal #4: Increase positive behavior in students.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index, and 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.

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GOAL # 1 for Improving Student Achievement: ***Improve student performance in language arts***
Student groups participating in this goal: All Kindergarten through fifth grade students
Student groups participating in this goal: All Kindergarten through fifth grade students
Performance gains expected for these students: Increase the number of students scoring proficient or advanced on the CST
Means of evaluating progress toward this goal: CST Scores and Classroom Assessments
Group data needed to measure academic gains: CST Scores

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 • Language Arts Supplemental Materials • Purchase computers for use of instructional programs	Teachers Teachers Teachers	Subscription fee, paper, ink cartridges, rewards materials Books, games, paper, SIPPS Computers, software	$7,000 $4,000 $6,000	SLIB SLIB SLIB
Extended learning time: • After-school tutoring program to provide support for students at-risk of retention	Teachers	Teacher pay at $27/hr. for two hours each week	$3,000	State Intervention
Increased educational opportunity: • Instructional Aide for reading intervention during school day	Teachers	Salary and benefits for aide	$13,000	SLIB
Staff development and professional collaboration: • Collaboration time for teachers to meet and discuss student progress at SSTs and IEPs	Substitute Teachers for collaboration time		$3,000	SLIB
Involvement of staff, parents and community:	N/A			
Auxiliary services for students and parents:	N/A			
Monitoring program implementation and results:	N/A			
Total Expenditures for Goal #1	$33,000 (SLIB)	$4,000 (State Intervention)		

GOAL # 2 for Improving Student Achievement: ***Improve student performance in math and science***
Student groups participating in this goal: All Kindergarten through fifth grade students
Performance gains expected for these students: Increase the number of students scoring proficient or advanced on the CST
Means of evaluating progress toward this goal: CST Scores and Classroom Assessments
Group data needed to measure academic gains: CST Scores

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: • Math Supplemental Materials to support core curriculum in classes • Technology to support and enhance the curriculum.	Teachers Teachers	Books, games, paper, manipulatives IQ Software	$3,000 $2,000	SLIB SLIB
Extended learning time: • Before-school tutoring program to provide support for students at-risk of retention	Teachers	Teacher pay at $27/hr. for two hours each week	$1,500	State intervention
Staff development and professional collaboration:	N/A			
Involvement of staff, parents and community:	N/A			
Auxiliary services for students and parents:	N/A			
Monitoring program implementation and results:	N/A			
Total Expenditures for Goal #2	$5,000 (SLIB)	$1,500 (State Intervention)		

GOAL # 3 for Improving Student Achievement: ***Increase family involvement in student academic and attendance success***
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 CST
Means of evaluating progress toward this goal: Monthly attendance reports as well as CST results
Group data needed to measure academic gains: Parent and staff survey results

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards:	N/A			
Improvement of instructional strategies and materials:	N/A			
Extended learning time:	N/A			
Increased educational opportunity:	N/A			
Staff development and professional collaboration: • Student Study Team Coordinator to facilitate meetings with parents, teachers, and support staff	Teacher	Stipend for work performed	$2,000	SLIB
Involvement of staff, parents and community: • Use of Homework Folders and Student Agendas for goal setting, recording homework assignments & for teacher/parent communication. • Subscription to "Home-School" connection publications to send home information to parents about how they can best help their children succeed in school.	Teachers /Student Principal	Cost of student agendas Cost of subscription	$2000 $600	SLIB SLIB
Monitoring program implementation and results: • Monthly rewards for students with monthly 100% attendance by our attendance clerk.	Attendance Clerk/ Principal	Pencils, Stickers, Certificates, snack and prize costs	$500	SLIB
Total Expenditures for Goal #3	$5,100 (SLIB)			

GOAL # 4 for Improving Student Achievement: ***Increase positive behavior in students***
Student groups participating in this goal: All Kindergarten through fifth grade students
Performance gains expected for these students: Increased rewards for exhibiting positive behavior
Decrease behavior problems
Means of evaluating progress toward this goal: Monthly tally of citations.
Group data needed to measure academic gains: Annual review of # of violations.

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Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards:	N/A			
Improvement of instructional strategies and materials:	N/A			
Extended learning time:	N/A			
Increased educational opportunity:	N/A			
Staff development and professional collaboration:	N/A			
Involvement of staff, parents and community: • Supplies and materials which highlight the six pillars of character that we emphasize at our school	Principal	Posters, Books, Paper, Ink	$500	SLIB
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	SLIB
Monitoring program implementation and results: • Monthly rewards for students who receive a "Caught Being Good" sticker. Students will be chosen through a drawing.	Principal	Pencils, Stickers, Certificates,	$500	SLIB
Total Expenditures for Goal #4	$3,000 (SLIB)			

Budget Summary:

	SLIB	Other Sources
Goal 1	$33,000	$4,000
Goal 2	$5,000	$1,500
Goal 3	$5,100	
Goal 4	$3,000	
TOTAL:	$46,100	$5,500

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.	N/A	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.	N/A	EIA
• 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.	N/A	Title I Part A
• 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.	N/A	Title III (EL)

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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 Aid (Res 7091) **Amount: $0**
Purpose: Help educationally disadvantaged students succeed in the regular program.

School Library Improvement Block (Res 7395) **Amount: $46,000**
Purpose: Improve school response to educational, personal and career needs of all students.

Arts/Music, Grant **Amount: $8,300**
Purpose: Increase academic support in the areas of Art & Music

Federal Programs

Other Federal Funds (list and describe):

Title III: EL **Amount: $0**
GATE **Amount: $3,100**

Total amount of state and federal categorical funds allocated to this school: **Amount: $57,400**

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SCHOOL SITE COUNCIL MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Classified Staff Member	Parent or Community Member	Secondary Student
Jeremy Lyche	X				
Soren Gammelgard		X			
Gari Stubbs		X			
Cheryl Wall		X			
Judi Butters			X		
Andrew Stearns				X	
Lauren Santoro				X	
Julie Luboda				X	
Tonya Hamlin				X	
Michelle Walsh				X	
Numbers of members of each category	1	3	1	5	

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

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RECOMMENDATIONS AND ASSURANCES

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: April 24, 2008.

Attested:

Jeremy Lyche		10/15/08
Typed name of school principal	Signature of school principal	Date
Soren Gammelgard		10/15/08
Typed name of SSC chairperson	Signature of SSC chairperson	Date

9.1.11ele

SINGLE PLAN FOR STUDENT ACHIEVEMENT

at

Glen Edwards Middle School
#31-66951-6108351
September, 2008 Revision
for the
(2008-09 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 _____, 2008.

9.1.161

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 three years and continues to grow at a slower pace in the wake of a building slow-down in California. GEMS is 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 vision of: creating a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

Glen Edwards' educational environment is built around the concept of teams. In 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 seventh and eighth grades, teams are generally made up of two, three or four teachers, with more specialization in each of the four core subject areas of math, language arts, history and science. Individual students benefit from the collective planning and support of their teacher teams. In addition to their core academic classes, each student takes one elective course and P.E. per trimester.

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 Glen Edwards have the support of their homeroom teachers, their grade-level team, and a counseling and administrative staff that understand the needs of students who 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 while providing them with appropriate support, and to be available for families with concerns, questions or needs during this transitional phase of their children's lives.

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 consistently maintained the facilities over the years; both buildings and grounds are well maintained and in good repair.

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.

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

GEMS Principal, Michael Doherty, is in his third year of leadership at Glen Edwards Middle School. Previously Mr. Doherty served as the assistant principal for six 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 18th year in California public education, he brings a variety of private and public sector experience and leadership experience to Western Placer Unified School District.

GEMS Assistant Principal, Viki Eutsey, is in her third year at GEMS. Mrs. Eutsey graduated from the University of California at Berkeley, majoring in mathematics. She was formerly head of the math department at Lincoln High School and taught a variety of courses to all grade levels while at the high school. After fifteen years of teaching, she brings a wealth of knowledge and experience in dealing with student issues and behavior. Above all else, Mrs. Eutsey is fair, consistent and compassionate in her interaction with students..

GEMS' site council is known as the Site Based Leadership Team (SBLT). Its ten elected members include five GEMS certificated staff (including the principal) and five members from the community. All families of Glen Edwards 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 Glen Edwards Middle School educational program by inquiring, informing, suggesting, recommending and evaluating areas for school improvement.

School Instruction

The Glen Edwards Middle School instructional program is organized around the concept of grade-level 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 (Computer Technology, Video, Art, Choir, Band, Advanced Band, Reading/Math 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.

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 Panther Pride After School Program offers tutoring to students in need of additional assistance. The program offers one hour of tutoring only or an additional two hours of technology and recreation. In addition, the SCHOOLS Volunteer Program is offering individual or small groups tutoring (1-5 students) per adult volunteer.

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, web-calendars, e-mails 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.

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 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 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 is to continue with the early release days as well as increasing staff training aimed at meeting the needs of our at-risk students. Time will be set-aside for sharing data on student performance, evaluating current practices and determining best improvements in programs, curriculum and instruction. After-school staff development opportunities will be available on a topical basis for teachers.

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

   At Glen Edwards Middle School, there are three groups of underperforming students, when compared to the overall school's academic performance: Hispanic/Latino students, English Learners and Socio/Economically Disadvantaged students. Students 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.

The Panther Pride After-School Tutoring program is 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.

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 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
Academic Performance Index (API) Scores
Improvements
2002 - 2007

API (Growth)	2002	2003	2004	2005	2006	2007*	2008**
School wide	685	697	722	768	772	743	**756**
Hispanic	609	614	645	694	671	660	**669**
Economically Disadvantaged	613	627	653	700	698	672	**682**

* Opening of TBMS – Loss of 500 Students
35% Hispanic Population - Increase of 11%
40% Scio-economically Disadvantaged – Increase of 6%

** GEMS API '08 Growth Targets Achieved

Glen Edwards Middle School
API/STAR Testing 2001 – 2006

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 2008 STAR RESULTS

API (Growth)	2001	2002	2003	2004	2005	2006	2007	2008
Schoolwide	654	685	697	722	768	772	750	756
Hispanic	570	609	614	645	694	669	673	670
Economically Disadvantaged	602	613	627	653	700	698	692	695

API - Academic Performance Index (CA)
- 51.4% CST - LA
- 34.3% CST - Math (Disincentive for 8th Non-Alg)
- 7.1% CST - History/Soc
- 4.3% NRT (CAT-6) - LA & 2.9 % NRT - Math

Meet Growth Target Annually
- For 2008 - 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 - 35.2%; Math - 37.0%**
- (% Up from LA-13.6%--> 24.4%; Math - 16.0%--> 26
- No incentive for 8th Non-Algebra Students

LANGUAGE ARTS - CA STD		2002	2003	2004	2005	2006	2007	**2008**
All Students - % Prof/Adv								
6th		27	39	40	47	45	41	**43**
7th		34	34	38	55	60	42	**48**
8th		39	30	38	44	53	50	**44**

Hispanic Students - % Prof/Adv								
6th			18	26	39	19	26	**17**
7th			22	16	44	39	17	**35**
8th			7	26	19	28	42	**15**

Econ Disadvan Students - % Prof/Adv								
6th		14	22	22	43	30	27	**27**
7th		22	24	30	41	41	21	**35**
8th		30	21	32	27	35	46	**23**

GEMS 2008 STAR RESULTS CONT'D

MATH - CA STD	2002	2003	2004	2005	2006	2007	2008
All Students - % Prof/Adv							
6th	24	41	40	48	41	39	**43**
7th	25	31	40	48	46	30	**35**
8th	24	20	19	36	44	50	**53**
8th General Math Test - % Prof/Adv	24	16	17	20	16	41	**45**
% Students Taking Gen Math Test	76	72	48	29	31	47	**62**
8th Algebra Test - % Prof/Adv	28	35	20	43	58	54	**72**
% Students Taking Algebra Test	24	27	52	61	59	41	**24**
8th Geometry Test - % Prof/Adv	~	~	~	48	53	68	**62**
% Students Taking Geometry Test	~	~	~	10	10	12	**12**

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

Econ Disadvan Students - % Prof/Adv							
6th	16	26	26	41	28	24	**26**
7th	15	25	27	35	36	18	**25**
8th					33	40	**42**
8th General Math	20	17	16	18	13	34	**36**
8th Algebra	14	23	17	24	49	45	**65**
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 grade >AYP @ 27% < 8.2> 7th grade <AYP @ 35% < 0.2> 8th grade >AYP @ 23% <12.2> **Schoolwide >AYP @ 45.3% 10.1**
	6th, 7th & 8th Grades Math AYP GOAL = 37.0% (Pro/Adv)	6th grade <AYP @ 26% < 11> 7th grade <AYP @ 25% < 12> 8th grade >AYP @ 42% 5 **Schoolwide >AYP @ 44.9% 7.9**
	API Target '08 = 671	**API '08 682 = 11**
Hispanic	6th, 7th & 8th Grade Language Arts AYP GOAL = 35.2% (Pro/Adv)	6th grade >AYP @ 17% < 3> 7th grade <AYP @ 35% <23> 8th grade >AYP @ 15% 4 **Schoolwide >AYP @ 45.3% 10.1**
	6th, 7th & 8th Grade Math AYP GOAL = 37.0% (Pro/Adv)	6th grade <AYP @ 34% < 3> 7th grade <AYP @ 14% <23> 8th grade >AYP @ 41% 4 **Schoolwide >AYP @ 44.9% 7.9**
	API Target '08 = 659	**API '08 669 = 10**
Students with Disabilities	6th, 7th & 8th Grade Language Arts	All Grades <AYP @ 15.1%
	6th, 7th & 8th Grade Math	All Grades <AYP @ 16.3%

Other student groups: All Students	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 = 744	6th grade >AYP @ 43% 7.8 7th grade >AYP @ 48% 12.8 8th grade >AYP @ 44% 8.8 Schoolwide >AYP @ 45.3% 10.1 6th grade >AYP @ 43% 7.8 7th grade >AYP @ 35% <2.0> 8th grade >AYP @ 53% 16 Schoolwide >AYP @ 44.9% 7.9 8th grade Algebra @ 72% 8th grade Geometry@ 62% **API '08 756 = 12**

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 interventions and 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: Increase parental involvement in their students attendance, behavior, goal-setting and academic success.

Goal #2: Continue to improve student performance in mathematics.

Goal #3: Continue to improve student performance in language arts and reading.

Goal #4: Continue to improve communication and dialogue with all GEMS' families.

Goal #5: Continue to increase the use technology in the classroom and develop student skills.

Goal #6: Continue to develop the strength of character within all students.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # 1 for Improving Student Achievement: **Increase parental involvement in their student's attendance, behavior, goal-setting and academic success.**

Student groups participating in this goal: All 6th, 7th & 8th grade students.

Performance gains expected for these students:

~ Increase overall school attendance rate by .25% annually, with a goal of 95% or better.

~ Students completing "Steps to Success" in their agendas and using it daily to list classroom assignments etc…

~ Parents checking TeacherEase on-line student academic progress reports daily, weekly – also attendance and behavior issues.

Means of evaluating progress toward this goal:

~ Monthly attendance checks; Principal's random check of students' agendas weekly for completion. Use of "Steps to Success" in Agendas.

~ Assistant Principal's monthly behavior logs check; academic progress reports all students receiving D's or lower; P/T conferences etc.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline 2008 - 09	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards:	N/A			
Improvement of instructional strategies and materials:	N/A			
Extended learning time: • Before or after school detention • Friday School for students with attendance, tardy and/or behavioral issues.	Y-T-D	(1)Campus Monitor X5hrs/wkX30 (1)T X (3hrs) X ($30) X (35days)	$ 2,225 $ 1,700 $ 1,000	Safety6405 Safety Title I
Increased educational opportunity: • Monitor student achievement and success • Student of the Month • Honors BBQ	Y-T-D	Certificates, treats and food Misc. supplies	$ 100 $ 200 $ 500	SLIB SLIB SLIB
Staff development and professional collaboration: • CASBO Conferences Office Staff	Secretary, Clerks	Possible release time & Subs	$ 573	SLIB

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of specific Improvements to be Made in Educational Practice	Implementers/ Timeline 2008 - 09	Related Expenditures	Estimated Cost	Funding Source
Involvement of staff, parents and community: • Parent/teacher/student at-risk conferences during first trimester of school for assessment results (reading, math, attendance, technology & GPA) review & goal setting for year.	: Teachers Sept/Oct/Nov Review regularly	Paper costs; snack items	$ 500	SLIB
• Use of Student Agendas for goal setting, student organization, recording homework assignments & for teacher/parent communication.	Teachers/Student	Half the cost of student agendas	$ 1,500 $ 1,500 $ 1,000	SLIB Title I Safety
• Counseling support/intervention for attendance issues (including chronic late arrivals to school.)	School counselor & Asst Principal		$ 2,500	Safety
• Effective SARB Intervention	Attend clerk/ Asst Principal	Copies & postage	$ 300	SLIB
• Bimonthly newsletter/report cards/triweekly progress reports to parents	Teachers	Paper, ink cartridges, postage	$ 1,000	Title I
• TeacherEase On-Line Reporting	Principal	On-Line Services (Paid Out of 07-08)	$ $	SLIB Title I
Auxiliary services for students and parents: • Parent Orientation for Incoming 6th Grade Class	Principal Tchrs Spring/Summer	Paper costs; snack items	$ 300	APTS
• Title I/API Parental Involvement Meetings	Fall/Spring Mtgs	Snacks, paper & copying costs	$ 500	Title I
Monitoring program implementation and results: • Weekly printouts of students with more than 10 absences for the year, with immediate intervention.	Spring 05 – 08: Attend clerk/ Asst. Principal	Paper costs; snack items	$ 500	SLIB

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: **Continue to improve student performance in mathematics.**

Student groups participating in this goal: All 6th, 7th & 8th grades students (EL, Eco-Disadvantaged, Hispanic and students w/Disabilities)

Performance gains expected for these students:

~ Increase % of students achieving @t advanced or proficient levels to meet annual performance goals (API/AYP).

~ Increase % of students achieving @ basic from BB or FBB

Means of evaluating progress toward this goal:

~ Y-T-D student data measuring academic gains: weekly, monthly & trimester assessments; homework and classroom assignments.

~ Whole group and significant subgroups data (EL, Hispanic, eco-disadvantaged & students w/disabilities)

~ Spring CA Standards testing.

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: • Early Release Days - Pacing guides, curriculum mapping, assessments - Identifying students at-risk	Y-T-D 6,7,8th grade math teachers	Curriculum Lead Teacher	$ 1,100	SLIB
Improvement of instructional strategies and materials: • Staff/Professional Development - Continuing education, workshops, conferences… • Visits to schools exhibiting excellent math program • Membership dues & subscriptions • Hire single subject math specialists • Fully implement Accelerated Math support program • SDC Classroom support package	Y-T-D 6,7,8th grade math teachers	Staff Development Substitute teacher costs Annual Fee N/A Annual Fee Paper/print/scan cards Intervention materials	$ 2,500 $ 500 $ 500 $ 1,000 $ 500 $ 500	SB466 SLIB SLIB SLIB SLIB SLIB
Extended learning time: • Title I Math/Rdg Enrichment Required Elective • Panther Pride After-School Tutoring • Intervention curriculum materials	Y-T-D Math/Rdg Enri T. Aft School Tutors On-going	Accelerated Math, Hard/software (6 TchrX$30X4hrX30wk) Txbk & Consumables	$ 2,500 $21,600 $ 1,500	Title I 21Cent Gr Title I

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: • Offer Parent Math Support Classes	Math Dept. Each Trimester	Teacher time & materials (1T x $30 X 2hrs X 9wks X 3)	$ 1,500	Title I
Auxiliary services for students and parents: N/A				
Monitoring program implementation and results: N/A				

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # 3 for Improving Student Achievement: **Continue to improve student performance in language arts and reading.**
Student groups participating in this goal: All 6th, 7th & 8th grades students (EL, Eco-Disadvantaged, Hispanic and students w/Disabilities)
Performance gains expected for these students:
~ Increase % of students achieving @t advanced or proficient levels to meet annual performance goals (API/AYP).
~ Increase % of students achieving @ basic from BB or FBB
Means of evaluating progress toward this goal:
~ Y-T-D student data measuring academic gains: weekly, monthly & trimester assessments; homework and classroom assignments.
~ Whole group and significant subgroups data (EL, Hispanic, eco-disadvantaged & students w/disabilities)
~ Spring CA Standards testing.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: • Early Release Days - Pacing guides, curriculum mapping, assessments - Identifying at-risk students	Y-T-D L/A&SS Teachers	Curriculum Lead Teachers	$ 2,200	SLIB
Improvement of instructional strategies and materials: • Teacher requested L/A support materials • Fully implement AR program • Reading Enrichment class for students BB & FBB - Instructional support in the classroom - Intervention &Tutoring Materials - Software/hardware support for Title I/Rdg Classes • Teacher release time – writing process papers • Visiting model programs • Library addition, subscription & dues • SDC classroom support package	Y-T-D LA/SS Teachers Title I - Teacher LA Teachers(6-8) Librarian Teacher	Classroom novels & materials AR annual fees & library Title I Rdg Teacher (sal/ben) Title I Aide salary(3.75hrs/day) Txbks & consumables Computers/Printers/Software Substitute teachers Substitute teachers Bks & materials Intervention Txbks, consumables	$ 1,000 $ 1,000 $ 96,587 $ 9,250 $ 1,500 $ 1,500 $ 1,000 $ $ 1,500 $ 500	SLIB SLIB Title I Title I Title I Title I SLIB Title V SLIB

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Extended Learning Time Cont'd:	Y-T-D			
• EL intervention class (40min/day)	EL Teacher	EL Teacher (sal/bene)	$ 45,000	EIA
~ Instructional support in the classroom		EL Aide	$ 7,500	EIA
~ Intervention & Instructional materials		Txbks, consumables & materials	$ 1,000	EIA
• Panther Pride Tutoring	Teacher	1T X $30/hr X 4days X 30wks	$ 3,600	21st.
Increased educational opportunity:	Y-T-D			
• Guest speakers in various curricular areas		Speaker Costs – Ex. Woodleaf	$ 500	SLIB
~ Stay-back classrooms		Substitute Teachers	$ 1,197	SLIB
• Outdoor Science curriculum		Lab materials/supplies/copies	500	Title I
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…				
Involvement of staff, parents and community:	Y-T-D			
• Parent/Teacher Conferencing	LA/SS Teachers	N/A		
• Tri-weekly student progress reports to parents		Paper; print cartridges…	$ 500	SLIB
		Paper; print cartridges…	1,000	Title I
Auxiliary services for students and parents: N/A				
Monitoring program implementation and results:				

9/11/08

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 # 4 for Improving Student Achievement: **Continue to improve communication and dialogue with all GEMS' families.**
Student groups participating in this goal: All 6th, 7th & 8th grade students and parents.
Performance gains expected for these students:
~ Positive increase in student attendance, behavior and academic performance.
Means of evaluating progress toward this goal:
~ Monitoring daily, weekly & monthly progress reports
~ CA standards testing results

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:				
Extended learning time:				

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: • Parent tutorials (LA & Math)	Staff	(1T) X $30/hr X 2hrs/wk X 30wks	$ 900	SLIB
Staff development and professional collaboration: • Staff training	Principal	Conferences, seminars & classes Conferences, seminars & classes	$ 500 $ 1,000	SLIB Title I
Involvement of staff, parents and community: • Provide Spanish language print materials as appropriate (newsletters, flyers, etc.) ~ Handbook, agendas & • Formation of English learners Advisory Committee (ELAC)	Secretary Principal	Paper, print, ink materials Translation Operating Expenses	$ 1,000 $ 1,000 $ 3,000 $ 1,500	SLIB Title I EIA EIA
Auxiliary services for students and parents: N/A				
Monitoring program implementation and results: N/A				

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 # 5 for Improving Student Achievement: **Improve Students' Technology Skills**
Student groups participating in this goal: All
Performance gains expected for these students: Improvement on pre/post student technology surveys
Means of evaluating progress toward this goal: Pre/post student surveys, school wide.
Group data needed to measure academic gains: Results of pre/post student technology surveys.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: • Early Release Days • Students will use technology enhanced research tools to locate, evaluate, and collect information from a variety of sources.	Y-T-D Teacher Teachers (6-8)	Develop appropriate curriculum	$ 900	SLIB
Improvement of instructional strategies and materials: • Replace () teacher computers annual replmt • Replace (5) Classroom printer • Purchase (10) T/S computers • Purchase (10) Projectors • Science Capital Equipment	Y-T=D Administration	() dell computers @ $900 (5) hp printers @ $300 (10) dell @ $350 (10) dell Projectors $600 Microscopes, overheads, Materials & supplies	$ $ 1,500 $ 3,500 $ 6,000 $ 831 $ 500	Title I Grant-7398 Grants Grants SLIB Title I
Extended warranty – computer lab 35 computers		Two-year warranty	$ 2,000	Other

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: • Panther Enrichment Program (PEP) after-school technology classes offered periodically. • Innovative experiential learning programs to enhance higher order thinking skill	Y-T-D	Teacher hourly wage - @ $30/hour Materials/Workshops	$ 1,000 $ 1,000	GATE GATE
Staff development and professional collaboration: • Teachers will participate in outside classes and/or online professional development to acquire instructional strategies and pedagogy necessary to facilitate learner-centered, standards-based curricula that integrate the use of technology tools. • Teachers, administrators and staff will participate in professional development opportunities necessary to advance the technical skills required to foster online communication among students, teachers, administrators, parents and community members.	Y-T-D	Buy-Back Hours Professional Development	N/A $ 1,500	Staff Dev AB466
Involvement of staff, parents and community: • Develop, implement and synthesize a Parent-Community Needs Assessment survey. Conduct parent interviews during the event to collect parental needs assessment information. • Sponsor a Family Technology event or conduct a technology open house demonstrating the different types of technology and software applications used by the school. Include a guest speaker speaking about cautions of home	Y-T-D	Utilize parent newsletter to communicate with parents (questionnaire). Handouts Teacher Cost – 6 hours @ $30/hour	None $ 50 $ 189	 SLIB SLIB

Auxiliary services for students and parents: • Conduct periodical evening adult classes in computer application software (MS Word, Excel, etc.) for parents and community - Spanish	Y-T-D	Using Aries – Accessing E-mail (1T) X 2hrs/mo X 6 – as needed	$ 1,000	EIA
Monitoring program implementation and results: • Teachers will demonstrate the integration of technology into standards-based curricula, through observations. • Develop evaluation strategies (interviews, questionnaires, classroom observation, analysis of student products or scores) that will most effectively provide the data needed to address the evaluation questions. • Identify or develop instruments to be used for data collection (classroom observation protocols, questionnaires, student produce assessment rubrics.) • Develop a timeline for all evaluation activities including instrument development, data collection and analysis, and reporting/communication of results. • Determine who will be responsible for the various aspects of the evaluation work and at what budget amount. The applicant will need to negotiate the work with either an external evaluator or internal staff member such as a site or team representative.	Y-T-D	The last four bullets for monitoring results work together. A team of teachers (one from each grade, one from Performing Arts and the technology teacher) shall develop these processes together.	$ 1,500	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 # 6: for Improving Student Achievement: **Continue to develop the strength of character within all students.**
Student groups participating in this goal: All
Performance gains expected for these students: improved attendance, academic achievement, positive attitude and self confidence.
Means of evaluating progress toward this goal: Overall school environment, academic success and testing.
Group data needed to measure academic gains: Behavioral issues, grades and scores.

Description of Specific Actions to Improve Educational Practice	Implementers Timeline 2008-09	Related Expenditures	Estimated Cost	Funding Source
AM announcements with Character building antidotes – modeling good character traits. • Character curriculum	Y-T-D Principal	Curriculum	$	SLIB
Improve GEMS' students study skills & motivation • Purchase curriculum - training • AVID	Teachers (6-8)	Textbook, materials. Staff Training	$ 1,500 $ 1,376	SLIB Title I
Extend Homeroom class time • Increase from (8) minutes to (15-20)	Administration & Teacher Union	Agree on new start/ending bell schedule	N/A	

CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost	Funding Source
• 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 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. • New Comers Teacher & ELD Program Specialist – services & staff development	Total: $ $16,005	EIA
• 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
• 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.	Total: $ 0	Title III (EL)

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: $ 78,249**
Purpose: Help educationally disadvantaged students succeed in the regular program.

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

School Library Improvement Block Grant (Res 7395) — **Amount: $ 23,031**
Purpose: Improve school response to educational, personal and career needs of all students.

Federal Programs

Elementary and Secondary Education Act:

Title I: Targeted Assistance Program (Res 3010) — **Amount: $ 126,213**
Purpose: Help educationally disadvantaged students achieve grade level proficiency.

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: $ 7,551**

Total amount of state and federal categorical funds allocated to this school: **$ 230,595**

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	Patrick Shima				X	
Vice Chairperson	Janette Mercier				X	
Secretary	Diane Smith				X	
Principal	Michael Doherty	X				
	Diana Barnes				X	
Vikki Eutsey				X		
Dan Alcorn			X			
Olin Dillingham			X			
Ed Newberry			X			
Bill Trueman			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
- ___ 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.
Revised & Approved Sept. 23, 2008

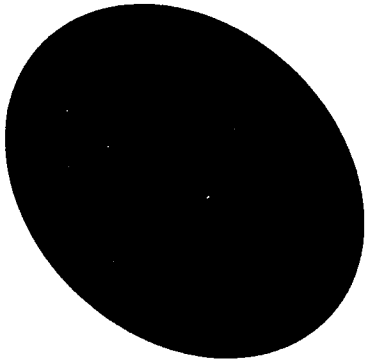
Attested:

Michael Doherty	Michael Doherty	9/23/08
Name of school principal	Signature of school principal	Date
Patrick Shima	As approved	9/23/08
Name of SBLT chairperson	Signature of SBLT chairperson	Date

SINGLE PLAN FOR STUDENT ACHIEVEMENT

at

Twelve Bridges Middle School
#31-66951- 0111385
2008 - 2009



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_____, 2008.

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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, 5% Asian, 4% 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 elective 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 the needs of students who 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 lives.

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

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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 (GATE Program) and after school tutoring (from 3:00 – 3:50 p.m.) 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 third 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 24th. year in education, he brings a variety of curricular, leadership and grade-level experiences to TBMS.**

TBMS' site council is known as the Site Based Leadership Team (SBLT). Its elected members include five **TBMS** certificated staff (including the principal) and five members from the community. All families of **Twelve Bridges** students are invited to attend meetings, held on the third Monday of each month at **5**:00 p.m. The purpose of the SBLT is to assist the school in matters pertaining to the **Twelve Bridges** Middle School educational program by inquiring, informing, suggesting, recommending and evaluating areas for school improvement.

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School Instruction

The **Twelve Bridges** Middle School instructional program is organized around the concept of 6th. grade teams. In the 6th. 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 has a more traditional period schedule to help prepare them for a high school environment. Students additionally take an elective 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, and RSP.

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 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.

The after School Program offers tutoring to students in need of additional assistance, **generally those who are deficient in language arts or math skills, or those in danger of retention. The program offers one to one and one half hour of tutoring several days weekly with certificated TBMS teachers.**

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.

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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 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 girls volleyball and basketball, softball, track and wrestling) and **Titan** Tutoring. 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.

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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 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 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:**

   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 four groups of underperforming students, when compared to the overall school's academic performance. Hispanic or Latino students, English Learners, Socio/Economically Disadvantaged and Students with Disabilities. 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 dalily class that provides intense skills development. The Tutoring program is available two to four days a week and many of these students are enrolled in that program. 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.

9.1.202

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. Additionally, the **Titan Tutoring** Program is provided 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. 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 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 first year of 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 for math have been developed during the 2006-2007 school year. These 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 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 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.

9.1.203

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.

(2008-2009)

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
Economically Disadvantaged	6th, 7th & 8th Grades Language Arts	44%, 41% and 65% of 6th, 7th & 8th graders, respectively, proficient or advanced on state testing compared to school wide 71%, 70% and 70% of students, respectively.
	6/7/8th Grades Math	39%, 49% and 52% of 6th, 7th and 8th graders (Algebra), respectively, proficient or advanced on state testing compared to school wide 72%, 68%, and 54% of students, respectively.
Hispanic	6th, 7th & 8th Grade Language Arts	29%, 32% and 51% of 6th, 7th and 8th grade students proficient or advanced on state testing compared to school wide 65%, 65%, and 68% of students, respectively.
	6th, 7th & 8th Grade Math	19%, 50% and 29% of 6th, 7th and 8th grade (Algebra) students proficient or advanced on state testing, compared to school wide 64%, 64% and 53% (Algebra) of students, respectively.
English Learners	6th.7th.& 8th. Grade Language Arts	22%, 14% and 0% of 6th. 7th. and 8th. grade students proficient or advanced on state testing compared to school wide 69%, 67% and 73% of students respectively.
	6th. 7th. & 8th. Grade Math	28%, 36% and 13% of 6th. 7th. and 8th. grade students proficient or advanced on state testing compared to school wide 67%, 66% and 55% of students.

9.1.20S

Students with Disabilities	6th. 7th. & 8th. Grade Language Arts	10%, 4% and 0% of 6th. 7th. and 8th. grade students proficient or advanced on state testing compared to school wide 58%, 71% and 73% of students respectively.
	6th. 7th. & 8th. Grade Math	5%, 8% and 0% of 6th, 7th. and 8th. grade students proficient or advanced on state testing compared to school wide of 58%, 71% and 55% of students respectively.

Conclusions from Student Performance Data and from Parent, Teacher and Student Input:

- The programs that have been put into place over the last few years have reversed a previous downward trend in achievement scores.
- Algebra scores are up!
- History-Social Science is an area to improve
- Student absences negatively affect achievement; however, strategies that have been implemented to improve attendance (School Attendance Review Board) are showing results in improved attendance and should be continued.
- Parents are utilizing the student agendas and the school website to access information on student classwork, homework assignments, and progress reports.
- Economically disadvantaged students have shown a marked improvement in both language arts and math over the past two years.
- Hispanic student scores are increasing at a higher rate than the overall student scores, indicating the achievement gap is closing for those students.
- The after-school Tutoring Program has been very helpful to struggling students.
- Intervention programs for students scoring below basic and far below basic are having a positive impact on student achievement scores.

9.1.206

School Goals for Improving Student Achievement:

Goal #1: Increase family involvement in student academic, study skills and attendance success.

Goal #2: Continue to improve student performance in Mathematics.

Goal #3: Continue to improve student performance in English/Language Arts and History.

Goal #4: Continue to improve communication with Spanish-speaking families and community.

9.1.207

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: Monitor and promote increased family involvement in student attendance, goal setting and academic success.

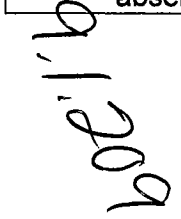
Student groups participating in this goal: All 6th–8th grade students.
Performance gains expected for these students: Maintain September attendance rate of 96%.
Means of evaluating progress toward this goal: Monthly attendance checks; Perfect attendance rewards.
Group data needed to measure academic gains: Monthly attendance reports; Trimester goal reports of % of students meeting goals.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards:	N/A			
Improvement of instructional strategies and materials:	N/A			
Extended learning time: • Offer After-School Tutoring • Friday School for students with attendance, tardy and/or disruption problems.	08 - 09 Fall and Spring Fall and Spring	Hourly teacher tutors Two hours/weekly	$ 2,000 $1500	State Interven $$ SIP
Increased educational opportunity:	~~N/A~~			
Staff development and professional collaboration: • Identification of students with attendance issues • Parental contact/SARB process for same	08 – 09 Teaching staff 08 - 09 Asst Prin/T's/Att Clerk	Printing, stamps	$500	SIP

8/28/09

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Involvement of staff, parents and community: • Parent/teacher/student conferences during first trimester of school for assessment results (reading, math, attendance, technology & GPA) review & goal setting for year.	08 - 09 Teachers Sept/Oct/Nov Review regularly	Paper costs; stamps	**$500**	SIP
• Use of Student Agendas for goal setting, recording homework assignments & for teacher/parent communication.	Teachers/Student 08 – 09	Cost of student agendas	$4000	**ASB**
• Counseling support/intervention for attendance issues (including chronic late arrivals to school.)	School counselor & Asst Principal			
• Effective SARB Intervention	Attend clerk/ Asst Principal			
• Classroom Assignments/Progress Reports On-Line	Teachers			
Monthly newsletter/report cards/triweekly progress Reports to parents, on-line parent scheduler	Teachers	Paper, ink cartridges, postage	**$1000**	SIP
Auxiliary services for students and parents: • Parent Orientation for Incoming 6th Grade Class • 5th. student visitation	08 - 09 Principal Tchrs Spring 09	Paper costs; snack items Bus transportation	$200 $100	PTC SIP
Monitoring program implementation and results: • Weekly printouts of students with more than 10 absences for the year, with immediate intervention.	Spring 08 – 09 Attend clerk/ Asst. Principal			



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: **Continue to improve student performance in mathematics.**
Student groups participating in this goal: 6th – 8th grades, all students, EL, Economically Disadvantaged, Hispanic.
Performance gains expected for these students: Increase % of students achieving at advanced or proficient levels on CA Standards Math testing by 2 % points annually at each grade level from '07 levels. Means of evaluating progress toward this goal: 08-09 CA Standards testing.
Group data needed to measure academic gains: Whole group and significant subgroups data (EL, Hispanic, economically disadvantaged)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: • Curriculum mapping of year-long curriculum against standards	Fall '08 – 09			
Improvement of instructional strategies and materials: • Hire single subject math specialists • Fully implement Accelerated Math support program	08 - 09: Prin/Hiring Comm Math Teachers	Paper/print/scan cards costs Accelerated Math Learning Cards	$1000	SIP
Extended learning time: • Titan After-School Tutoring	08 - 09 Aft School Tutors	08 - 09 (6 TchrX$25X2hrX30wk)	$9000	State Interven $$

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: • Math Intervention class		Intervention curriculum	$1,000	SIP
Staff development and professional collaboration: • Math teacher visitations to other math classes	Math Teachers			
Involvement of staff, parents and community: • Curriculum Lead Teacher - Math	08 – 09: Curriculum Lead	Stipend		SIP
Auxiliary services for students and parents: • Parent Orientation for Incoming 6th. grade class	08-09 Principal, Tchrs	Paper cost, snack items	$300	PTC
Monitoring program implementation and results: • Weekly printouts of students with more than 10 abs. for the year, with immediate intervention.	Spring 08-09 Attend clerk Asst. Principal			

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # 3 for Improving Student Achievement: Continue to improve student performance in language arts and reading.
Student groups participating in this goal: All students.
Performance gains expected for these students: Increase % of students achieving at proficient or advanced levels on CST by 2 percentage points at each grade level annually, from overall 2007 levels. Means of evaluating progress toward this goal: CA Standards spring testing.
Group data needed to measure academic gains: Whole group and significant subgroups data (EL, Hispanic, economically disadvantaged.)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: • Curriculum mapping.	Language arts T's& Sp Ed 08 - 09			
Improvement of instructional strategies and materials: • Tchr requested lang arts support materials • Accelerated Reader books for low-level students • Daily monitoring of low-achieving students' AR reading	08 - 09 Teachers Librarian Lang Arts T's	Misc Materials AR books & tests – low level AR books & tests – all levels	$1000 $ 500 $1550	SIP Title V,SIP SIP
Extended learning time: ▫ Titan After School Tutoring (2:50 – 3:50 for Targeted Students)	Fall/Spring 08 – 09	Hourly teacher tutors : 2TchrX$32X2hrX30wks	$1920	SIP

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: • Guest speakers in various curricular areas • Intervention class	08 – 09 08-09	Speaker Costs – Ex. Shady Creek Stayback Week	$2000 $1200	SIP
Staff development and professional collaboration: • Release time for teachers to visit other area programs • Essay Grading by rubric • Math/Lang. Arts/Spec. Ed articulation meetings	Language Arts Teachers 08 - 09 All Staff	Substitute teachers 1 T's X 1 days X $115 (sub) 12T's X 2 days X $115 (sub) staff buy-back hours	 $2760 $3000	 SIP Staff Devel
Involvement of staff, parents and community: • Parent Conference/Goal Setting/teacher material and curriculum printing Tri-weekly student progress reports to parents • Walking field trips to community library • Curriculum Lead Teachers-	Teachers 4 Lead teachers	Copying costs; paper; printing 4 Annual Stipends @ $1100	$3,000 $4400	SIP SIP
Auxiliary services for students and parents: • Parent Orientation for incoming 6th. grade class				
Monitoring program implementation and results: • Weekly printouts of students with more than 10 absences for the year, with immediate intervention.	Spring 08-09 Attend clerk, Asst. Principal			

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 # 4 for Improving Student Achievement: Continue to improve communication with Spanish-speaking families and community.

Student groups participating in this goal: All students

Performance gains expected for these students: Increase % of EL students achieving at proficient or advanced levels by 2 percentage points at each grade level annually. Improve communication to all families thru staff conferences, email, news letters, electronic board and the school web site. ELAC meetings and periodic Hispanic community meetings. Means of evaluating progress toward this goal: Spring CA Standards testing.

Group data needed to measure academic gains: EL subgroup.

Community response and involvement.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: • Provide materials and instruction in EL support program that are aligned with grade-level CA standards.	08 - 09	**EL materials and supplies** **Professional development**		EIA
• Provide materials and instruction in the Newcomer program to students in the U.S. for less then one year.	08-09	.20 Newcomer Teacher salary & benefits	$32,261	EIA
Improvement of instructional strategies and materials: • Provide appropriate language arts/reading curriculum to emerging English language readers	08 - 09	Hampton Brown reading/language arts curriculum		EIA
Extended learning time: N/A				

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Sch. 16

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: N/A				
Staff development and professional collaboration: • Teacher in-service	08-09	1X teacher conference expenditure	$1000	SIP
Involvement of staff, parents and community: • Provide Spanish language print materials as appropriate (newsletters, flyers, etc.) • Expand email and bi-weekly news letter	Clerical Staff 08 - 09Teachers, Admin. Teachers, Admin.	Translation of print materials (1 hour/day @ $15/hour)	**$1000**	SIP
Auxiliary services for students and parents: N/A				
Monitoring program implementation and results: N/A				

CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost	Funding Source
	Total: $0	School Based Coordinated Plan
• Serve as a liaison between District and Schools. • Prepare and submit various reports • Advise and assist school with program requirements and teacher training. • Coordinate staff development. • ELD Program Specialist Contribution • Newcomer Teacher Contribution	Total: $ 3,348	ELAP
	Total $ 0	Title I Part A
	Total: $ 0	Title III (EL)

9.1.216

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.

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• Serve as a liaison between District and Schools. • Prepare and submit various reports • Advise and assist school with program requirements and teacher training. • Coordinate staff development. • ELD Program Specialist Contribution • Newcomer Teacher Contribution	Total: $ 3,348	ELAP
	Total $ 0	Title I Part A
	Total: $ 0	Title III (EL)

9.1.17

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

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

State Programs

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

Economic Impact Aid/EIA — **Amount:** $29,813
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 Improvement Program — **Amount: $24,264**
Purpose: Improve school response to educational, personal and career needs of all students.

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: $762**
Purpose: Support educational improvement, library, media, and at-risk students.

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

Total amount of state and federal categorical funds allocated to this school: $58,187

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 27, 2008

10/27/08

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
Tonya Hamlin Chairperson				X	
Stacey Brown	X				
Julie Gilmore				X	
Kari Clay				X	
Tiffani Sienkiewicz				X	
Norman Gonzales				X	
Ann Long		X			
Krystal Arnold		X			
JoAnn Kita		X			
Tracy Campbell		X			
Numbers of members of each category	1	4		5	

04.1.20

Attested:

Stacey Brown		10/29/08
Name of school principal	Signature of school principal	Date
TONYA HAMLIN		10/29/08
Name of SBLT chairperson	Signature of SBLT chairperson	Date

SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT LINCOLN HIGH SCHOOL

3 66951 3134657

CDS Code

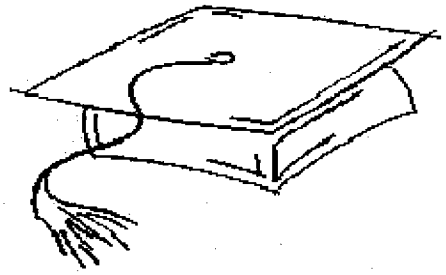
Date of this revision October, 2008

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:	d_butler@wpusd.k12.ca.us

2008 -2009

2009 - 2010



Western Placer Unified School District

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

9.1.222



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

9/2/23

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 1492. School enrollment consisted of 437 ninth grade students, 370 tenth grade students, 360 eleventh grade students and 319 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 and a half counselors complete the certificated staff.

Western Placer Unified School District Mission, "The pursuit of excellence in all endeavors," is supported and enhanced by the Lincoln High School statement.

School Facilities

Lincoln High School has an administrative office, library, two gymnasiums, a performing arts center and sixty one classrooms. Five classrooms are computer labs and six are science labs. Three classrooms are located at the 280 acre school farm.

Lincoln High School also has two softball fields, one football/soccer field, four tennis courts, one all-weather track, one activity field, and two baseball fields.

School Leadership

The school leadership consists of a principal and two assistant principals. The school also has an active school-based leadership team (SBLT) consisting of school personnel, parents 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.

School Instruction

9,1,224

The LHLS 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.*

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 ***vocational technology*** *course offerings, recognizing the growing need for highly skilled, technically trained individuals in today's labor market. Programs in wood ship, welding, agriculture, business, computers, accounting, home economics, industrial crafts, automotive computer systems, and a construction class that has the students build an actual home for sale, giving the edge t students entering the job market.*

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 741. 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.

9.1.225

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 offers help to acclimating to high school.*
- *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 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:

Teachers have been provided the education, training, hardware, software and technical support to

9.1.226

both use the technology and to teach the use of technology. All teachers have the state standards for their areas of expertise. Questions are embedded in the tests to insure that students grasp the standards. Instructors have been given early release days to work on pacing guides and standards by department. They have attended conferences such as:

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. An English enrichment and CAHSEE class 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 evaluate 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 and social science. This year the scores improved considerably from the year before although math is still a concern. Algebra I classes will be three trimesters instead of two for the 2008-2009 school year. The extra trimester should help students become more fundamentally sound in Math. Integrated Math I and Integrated Math 2 will also be offered. 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. See addendum for different math pathways.

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

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Jane Schaffer writing program

Link Crew

CAHSEE classes

Outside reading requirement

New textbooks

School website

New technology

Edline

Tutoring

Lighthouse

Schools Connect phone system

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

Numerous "second language" households (community). All students must take the algebra I course when they are in the 9th grade. In 2008-09 an alternative may be offered to low-performing students

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. In 2008-2009 Lincoln High School will offer an AVID class. Low performing math students will have the option of enrolling in an integrated math 1 and 2 programs as part of an intervention program.

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STUDENT PERFORMANCE DATA SUMMARY

Academic Performance Index (API) School Report

The API is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR). The ranking includes ten deciles, decile one being the lowest.

Star 2007 Percent Tested	Number Included in the 2007 API	2007 API (Base)	2007 Statewide Rank	2007 Similar Schools Rank	2007-2008 Growth Target	2008 API Target
100%	*1009*	*741*	*NA*	*NA*	*5*	*746*

Student Groups	Number of Pupils Included in 2007 API	Numerically Significant	2008 Subgroup API Base	2007 Growth Target	2007 API Target
African American, not Hispanic	*19*	*N*			
American Indian or Alaska Native	*15*	*N*			
Asian	*30*	*N*			
Filipino	*17*	*N*			
Hispanic or Latino	*246*	*Y*	672	7	679
Pacific Islander	9	*N*			
White not Hispanic	*669*	*Y*	762	5	767
Economically Disadvantaged	321	*Y*	674	7	671

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Student Testing and Reporting (STAR)

Scores are stated as a percent of students scoring basic or above.	Subject: Math School Year: 2008			Subject: Language Arts School Year: 2008					
	BASIC	PRO	ADV	BASIC	PRO	ADV			
All Students	50	18	3	77	48	19			
English Learners	*	*	*	*	*	*			
Former English Learners	*	*	*	*	*	*			
Special Education Participants	*	*	*	*	*	*			
Migrant Students									
Gifted and Talented Students									
Other Student Groups:									

* Numerically insufficient

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STUDENT PERFORMANCE DATA SUMMARY *(continued)*

Student Performance by Content Clusters or Standards

☐ All Students

FROM STAR TEST

Content Clusters or Standards (list)	School Year: 2007-08 % Below Average
Language Arts	23
Algebra 1	59
Geometry	51

STUDENT PERFORMANCE DATA SUMMARY *(continued)*

School Demographic Characteristics

Data listed below are from the CAT 6 test and the STAR Apportionment Information Report

Ethnic/Racial (Stanford 9)	
African American not Hispanic	19
American Indian or Alaska Native	15
Asian	30
Filipino	17
Hispanic or Latino	246
Pacific Islander	9
White not Hispanic	669

Parent Education Level (Stanford 9)	
Not high school graduate	9%
High School graduate	29%
Some college	22%
College graduate	25%
Graduate School	15%
Average Parent Education Level (STAR)	3.09
Average Class Size (CBEDS)	28

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Multi-track year-round school?	NO	of testing	1000
		Number of Students Excused from Testing	0
School Mobility (STAR)	95	Number of Students Tested	1009
English learners	152		

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
English learners	*9,10,11*	*
Title I and SCE participants	*	*
Gifted and talented students	*9,10,11*	*N/A*
Special Education participants	*	*
Other student groups: *(list)*		

**Numerically insufficient*

Conclusions from Student Performance Data:

There are obvious areas of strength, such as, language arts, science and social science. An area that needs improvement is Math. Lincoln High School will continue to monitor the progress of GATE and English learners as it pertains to curricular areas such as math, social science, language arts and Science.

9.1.232

Conclusions from Parent, Teacher and Student Input:

The high school scores are steadily improving except for math. 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 all students by 5% each year for each class*

Goal #2: *To improve math scores on Star Test for all students by 5% each year for each class*

Goal #3: *To improve scores on standardized portions of tests for all students by 5% each or each test*

Goal #4 To improve World History and U.S History scores by 5% for all sophomore and junior classes and mentioned on chart on previous page.

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: ***To improve reading scores for all students by 5% each year for each class***

Student groups participating in this goal: All

Performance gains expected for these students: 5%

Means of evaluating progress toward this goal: California Standards Test Language Arts

Group data needed to measure academic gains: California Standards Test Language Arts

9.1.233

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: *Materials that have been purchased to match the standards. Teachers have attended conferences that are aligned with the standards. New teachers attend BTSA.* *A typical progression through EL classes will be the following, if the student is a newcomer upon entrance:* *9th: ESL 1, ESL St Skills* *10th: ESL 1, ESL St Sk, ESL Soc Sci* *11th: ESL 2, ESL St Sk, ESL Soc Sci* *12th: Reading, ESL So Sci* *If a student entered Lincoln High School and was not a "Newcomer," this program will not apply to them. We move students from ESL 1 to 2 then to a Reading program as quickly as possible in order to provide the student an opportunity to pass the CAHSEE.* *All EL students will receive two periods of ELA (core English, CAHSEE English,*	*Curriculum coordinator, administrators and staff/ongoing*	*Cost of materials and conferences*	$71000.	*E.I.A.*

9.1.234

ELD, Reading) each trimester. ELA class will match the student's CELDT proficiency level. *CELDT testing is given and reviewed on an annual basis and as needed.*				
Improvement of instructional strategies and materials: *Technology: for example; projectors and laptops* *Textbooks are aligned to the standards. Workbooks have been purchased to help students and teachers with the standards. Lesson plans and tests are aligned with the standards. Teachers have created pacing guides for each class.*	*Administration and staff/ongoing*	*Materials aligned to standards*	*$30000*	
Extended learning time: *Before and after school tutoring is offered for all students. Individual tutoring is available to any student. Sun City Lincoln Hills also sends residents to tutor.*	*District/* *Throughout the school year*	*Cost of tutors*	*$5000*	*District Grants*

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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	**Implementers/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Increased educational opportunity: *Addition of new electives such as; A.P. classes, foreign language and vocational, review classes and tutoring for those who fail the exit exam.*	*Staff/ongoing*	*Books and staff in-service*	*Differs for each class*	*Grants, district or site*
Staff development and professional collaboration: *Continue to have regular staff and department meetings. Time to create standard-based preparation tests. Allow participation in relevant professional development as possible. Prepare for WASC visitation* *Early release days allow teachers to collaborate with each other.*	*All staff/ongoing*	*Expenses for conferences*	*Differs for each conference*	*Department* *site budget or District*
Involvement of staff, parents and community:	*Staff and SBLT*	*Postage, paper, etc.*	*$3000 per school year*	*Site budget*

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Constantly update parents by way of letters, phone calls, parent conferences, newsletters, newspaper and Site-based Leadership Team and website. We have added Edline to the website. A phone system is now in place that can notify all parents immediately.				
Auxiliary services for students and parents: *School will provide link crew to incoming freshmen and high school counselors will visit the middle school. Regular articulation meetings will be scheduled with the middle school.*	*Counselors/* *ongoing*	*None*	*None*	*None*
Monitoring program implementation and results: *Feedback from API, STAR, Exit Exam, failure rate for each class and percentage of students going to college will be monitored and adjustments will be made as needed.*	*Administration and counselors*	*None*	*None*	*None*

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

9.1.237

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: ***To improve math scores for all students by 5% each year for each class***

Student groups participating in this goal: All

Performance gains expected for these students: 5%

Means of evaluating progress toward this goal: California Standards Test, Math.

Group data needed to measure academic gains: California Standards Test, Math

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: *Materials that have been purchased match the standards. Teachers have attended conferences that are aligned with the standards. New teachers attend BTSA. Instructors teach to the standards.*	*Curriculum coordinator, administrators and staff/ongoing*	*Cost of materials and conferences*	*Unknown*	*District and site*
Improvement of instructional strategies and materials: *Technology improvements such as; projectors and laptops* *Textbooks are aligned to the standards. Workbooks have*	*Administration and staff/ongoing*	*Materials aligned to standards*	*$30000*	*District*

9.1.23

been purchased to help students and teachers with the standards. Lesson plans and tests are aligned with the standards.				
Extended learning time: *Before and after school tutoring is offered for all students. Individual tutoring is available to any student. Sun City Lincoln Hills residents participate in the tutoring.*	*District/* *Throughout the school year*	*Cost of tutors*	*$5000*	*Grants*

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	**Implementers/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Increased educational opportunity: *Review classes for those who fail the exit exam.*	*Staff/ongoing*	*Books and staff in-service*	*Differs for each class*	*Grants, district or site*
Staff development and professional collaboration: *Continue to have regular staff and department meetings. Time to create*	*All staff/ongoing*	*Expenses for conferences*	*Differs for each conference*	*Department or site budget*

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standard-based preparation tests. Allow participation in relevant professional development as possible. Early release days allow for department collaboration.				
Involvement of staff, parents and community: *Constantly update parents by way of letters, phone calls, parent conferences, newsletters, newspaper and Site-based Leadership Team and website.*	*Staff and SBLT*	*Postage, paper, etc.*	*$3000 per school year*	*Site budget*
Auxiliary services for students and parents: *School will provide link crew to incoming freshmen and high school counselors will visit the middle school. Regular articulation meetings will be scheduled with the middle school.*	*Counselors/* *ongoing*	*None*	*None*	*None*
Monitoring program implementation and results: *Feedback from API, STAR, Exit Exam, failure rate for each class and percentage of students going to college will be monitored and adjustments will be made as needed.*	*Administration and counselors*	*None*	*None*	*None*

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # 3 for Improving Student Achievement: *To improve scores on standardized portions of tests for all students by 5% each year for* ***each test***

Student groups participating in this goal: All

Performance gains expected for these students: 5%

Means of evaluating progress toward this goal: California Standards Test

Group data needed to measure academic gains: California Standards Test.

Description of Specific Actions to Improve Educational Practice	**Implementers/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of instruction with content standards: *Materials that have been purchased match the standards. Teachers have attended conferences that are aligned with the standards. New teachers attend BTSA.*	*Curriculum coordinator, administrators and staff/ongoing*	*Cost of materials and conferences*	*Unknown*	*District and site*

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Improvement of instructional strategies and materials: *Technology (projectors and laptops)* *Textbooks are aligned to the standards. Workbooks have been purchased to help students and teachers with the standards. Lesson plans and tests are aligned with the standards.*	*Administration and staff/ongoing*	*Materials aligned to standards*	*$30000*	*District*
Extended learning time: *Before and after school tutoring is offered for all students. Individual tutoring is available to any student. Sun City Lincoln Hills residents also volunteer for tutoring.*	*District/* *Throughout the school year*	*Cost of tutors*	*$5000*	*Grants*

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	**Implementers/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Increased educational opportunity: *Review classes for those who fail the exit exam.*	*Staff/ongoing*	*Books and staff inservice*	*Differs for each class*	*Grants, district or site*

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Staff development and professional collaboration: *Continue to have regular staff and department meetings. Time to create standard-based preparation tests. Allow participation in relevant professional development as possible.*	*All staff/ongoing*	*Expenses for conferences*	*Differs for each conference*	*Department or site budget*
Involvement of staff, parents and community: *Constantly update parents by way of letters, phone calls, parent conferences, newsletters, newspaper and Site-based Leadership Team.*	*Staff and SBLT*	*Postage, paper, etc.*	*$3000 per school year*	*Site budget*
Auxiliary services for students and parents: *School will provide link crew to incoming freshmen and high school counselors will visit the middle school. Regular articulation meetings will be scheduled with the middle school.*	*Counselors/* *ongoing*	*None*	*None*	*None*
Monitoring program implementation and results: *Feedback from API, STAR, Exit Exam, failure rate for each class and percentage of students going to college will be monitored and adjustments will be made as needed.*	*Administration and counselors*	*None*	*None*	*None*

9.1.243

Technology	*Staff/ongoing*	*Projectors; laptops, etc.*	*$30000*	*Tech Grant*

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
• EL Coordinator		EIA-LEP

9.1.244

• Newcomer Teacher	$26,643	
• Point Break		

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 I **Amount $133, 219**

Purpose: Help educationally disadvantaged economically students succeed in the regular program.

Economic Impact Aid

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-**

9.1.245

Purpose: Promote school improvement by long-term professional development of school staff.

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

GATE *$ 5800.*

ART/MUSIC *$21888.*

SCHOOL SAFETY VIOLENCE PREVENTION *$ 47028.*

Title V: Innovative **Amount: $1,806.00**

Purpose: Support educational improvement, library, media, and at-risk students.

Other Federal Funds (list and describe): **Amount: $18,842. 00**

Agricultural Incentive Grant

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

AMOUNT: **$205,941.00**

9.1.246

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				
Jay Bietz				X	
Patty Tenborg				X	
Joanne Dietz		X			
Theresa Crooks				X	
Jim Spratling			X		
Lori Harris		X			
Denzel Chindah					X
Barbara Green			X		
Numbers of members of each category	1	2	2	3	1

9.1.24

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

- _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 10/6/08

Attested:

David Butler		10/6/08
Typed name of school principal	Signature of school principal	Date
Jay Bietz		10/6/08
Typed name of SSC chairperson	Signature of SSC chairperson	Date

9.1.248

SITE PLAN ADDENDUM

A.P.I. SCORES

1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
609	624	663	641	689	701	727	713	725	741

SUB GROUPS

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
HISPANIC	508	530	567	528	590	611	634	635	657	672
WHITE	644	657	699	682	729	724	764	738	753	762
DISADVANTAGED	515	544	587	569	605	631	655	639	657	674

STAR TEST

PERCENTAGE ENGLISH PROFFICIENT

	2002	2003	2004	2005	2006	2007	2008
9^{TH}	33	48	42	45	54	55	57
10^{TH}	33	37	39	36	40	49	44
11^{TH}	32	41	34	47	38	36	41

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DROP OUT RATE

	TOTAL STUDENTS	PECENTAGE OF DROP OUTS
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	2003	2004	2005	2006	2007	2008
ENGLISH	64	85	86	89	85	85	87
MATH	38	64	84	87	84	84	86

SAFE SCHOOL PLANNING
2007 – 2008

The Lincoln High School Safe School Plan was updated and approved by the Site Council. January 2008. 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
- Safe Ingress sand Egress Procedures
- Procedures to Ensure a Safe and Orderly Environment
- Rules and Procedures on School Discipline

MATH

BASIC & ABOVE

ALGEBRA 1

2002	2003	2004	2005	2006	2007	2008
13	48	36	41	53	50	41

PROFICIENT & ABOVE

0	14	6	9	19	24	11

BASIC & ABOVE

GEOMETRY

2002	2003	2004	2005	2006	2007	2008
41	58	62	58	48	49	49

PROFICIENT & ABOVE

17	28	20	17	13	24	15

BASIC & ABOVE

ALGEBRA II

2002	2003	2004	2005	2006	2007	2008
48	58	29	30	33	35	60

9.1.251

PROFICIENT & ABOVE

24	18	4	11	15	16	23

BASIC & ABOVE

SUMMATIVE MATH

2002	2003	2004	2005	2006	2007	2008
0	23	47	75	76	71	75

PROFICIENT & ABOVE

2002	2003	2004	2005	2006	2007	2008
0	16	18	33	41	47	41

9.1.252

Course Sequencing for Lincoln High School Math Department 2008-200 SY

Freshmen Year	Sophomore Year	Junior Year	Senior Year
Algebra I (Algebra A, B, C)	Geometry or Advanced Geometry*** Integrated Math 1*	Algebra 2** or Advanced Algebra 2*** Integrated Math 2*	Pre-Calculus** Algebra 2
Geometry	Algebra 2 or Honors Algebra 2*** Integrated Math 2*	Pre-Calculus** Algebra 2**	AP Calculus AB** Pre-Calculus**
Algebra 2	Pre-Calculus	AP Calculus AB**	AP Calculus BC**

***Integrated Math 1 and Integrated Math 2 are for students who have not met the minimum required C grade for continuing on in the traditional math sequence. The completion of Integrated Math 1 and Integrated Math 2 is equivalent to the completion of Algebra 1 and Geometry.**

****Juniors and Seniors who have completed their Algebra 1 requirement may fulfill their math requirement by enrolling in the following elective courses: Statistics and Data Analysis, Consumer Math, or an approved ROP or Voc. Ed. Course.**

*****Prerequisite for Honors Geometry and Honors Algebra 2 is an A in the prerequisite course. Students will be enrolled as space is available.**

(Students may elect to take Algebra 2 immediately after Al;gebras1 with teacher approval).

9.1.253

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT PHOENIX HIGH SCHOOL

2008-2009 & 2009-2010

CDS Code: 31-66951-3130036

Date of this revision: 11-4-08

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

Contact Person:	John Wyatt
Position:	Principal
Telephone Number:	(916) 645-6395
Address:	870 J Street, Lincoln, CA 95648
E-mail address:	wyatt_j@wpusd.k12.ca.us

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on 11-4-08

9.1.254

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 modern and well maintained. 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.

9.1.255

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.

9.1.256

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.

9.1.257

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/. *(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:				
2004	2005	Growth	All Comp.	English-L/A	Math	API	Graduation. Rate
370	517	+147	Yes	Yes	Yes	Yes	Yes
2007	2008	Growth	All Comp.	English-L/A	Math	API	Graduation. Rate
552*	478	-74	Yes	Yes	Yes	No	Yes

Phoenix High School has not made its API growth target and is in 1st Year of Program Improvement

STUDENT PERFORMANCE DATA SUMMARY (continued)

Student Testing And Reporting (STAR)

(Several school and district reports showing results of the Stanford Achievement Test may be obtained at http://star.cde.ca.gov/. *Shown below is a sample of data available.)*

	Subject: Language Arts							
	School Year: 2004		School Year: 2005		School Year: 2006		School Year: 2007	
Percentage Tested	100%		100%		100%		100%	
Grade Level	10th	11th	10th	10th	11th	10th	10th	11th
Advanced	0%	0%	6%	0%	0%	6%	0%	0%
Proficient	0%	0%	12%	0%	0%	12%	13%	3%
Basic	20%	16%	29%	20%	16%	29%	22%	13%
Below Basic	40%	26%	35%	40%	26%	35%	25%	23%
Far Below Basic	40%	58%	18%	40%	58%	18%	50%	60%

	Subject: Mathematics							
	School Year: 2004		School Year: 2005		School Year: 2006		School Year: 2007	
Percentage Tested	100%		100%		100%		100%	
Grade Level	10th	11th	10th	10th	11th	10th	10th	11th
Advanced	0%	0%	NA	0%	0%	NA	NA	NA
Proficient	0&	0%	NA	0&	0%	NA	NA	NA
Basic	20%	16%	NA	20%	16%	NA	NA	NA
Below Basic	40%	26%	NA	40%	26%	NA	NA	NA
Far Below Basic	40%	58%	NA	40%	58%	NA	NA	NA

9.1.258

STUDENT PERFORMANCE DATA SUMMARY (continued)

California English Language Development Test Report

Scores or measures of growth are stated as described: ***Level***

GRADE 10

	Listening/Speaking			Writing			Reading			Overall		
Grade or Cohort	Year 06-07	Year 07-08	Year 08-09	Year 06-07	Year 07-08	Year 08-09	Year 06-07	Year 07-08	Year 08-09	Year 06-07	Year 07-08	Year 08-09
Adv	0	0	0	0	0	0	0	0	0	0	0	0
E. Adv.	0	0	0	0	0	0	0	0	0	0	0	0
Interm.	0	0	0	0	0	0	0	0	0	0	0	0
E. Interm	0	0	0	0	0	0	0	0	0	0	0	0
Begin.	0	0	0	0	0	0	0	0	0	0	0	0

GRADE 11

	Listening/Speaking			Writing			Reading			Overall		
Grade or Cohort	Year 06-07	Year 07-08	Year 08-09	Year 06-07	Year 07-08	Year 08-09	Year 06-07	Year 07-08	Year 08-09	Year 06-07	Year 07-08	Year 08-09
Adv	0	0	0	1	0	0	0	0	0	0	0	0
E. Adv.	1	3	0	1	1	0	0	1	0	0	1	0
Interm.	1	2	0	1	2	1	0	1	0	2	2	0
E. Interm	1	0	1	0	2	1	1	2	1	1	2	2
Begin.	0	2	1	0	2	2	2	3	1	0	2	0

GRADE 12

	Listening/Speaking			Writing			Reading			Overall		
Grade or Cohort	Year 06-07	Year 07-08	Year 08-09	Year 06-07	Year 07-08	Year 08-09	Year 06-07	Year 07-08	Year 08-09	Year 06-07	Year 07-08	Year 08-09
Adv	0	2	0	0	3	0	0	0	0	0	0	0
E. Adv.	1	1	1	5	0	2	1	2	0	1	3	0
Interm.	4	2	3	1	1	2	2	2	2	4	2	2
E. Interm	3	1	2	2	1	1	5	1	2	3	3	2
Begin.	0	0	0	0	1	1	0	1	2	0	1	2

9.1.259

STUDENT PERFORMANCE DATA SUMMARY (continued)

School Demographic Characteristics

Data listed below are from CAT 6 test and STAR Test, 2007-2008.
Apportionment Information Report (*Available online at* http://data1.cde.ca.gov//dataquest).

Language Arts

GROUP	GRADE LEVEL	PERFORMANCE LEVELS				
		Adv.	Prof.	Basic	Below Basic	Far Below Basic
All Students	10		13%	22%	26%	39%
	11		3%	13%	23%	60%
Economically Disadvantaged	10		13%	13%	13%	63%
	11		6%	6%	31%	56%
Students with Disabilities	10				100%	
	11				40%	60%
English Learners	10					100%
	11				67%	33%

Algebra

GROUP	GRADE LEVEL	PERFORMANCE LEVELS				
		Adv.	Prof.	Basic	Below Basic	Far Below Basic
All Students	10		50%	50%		
	11				100%	
Economically Disadvantaged	10					
	11					
Students with Disabilities	10					
	11					
English Learners	10					
	11					

Conclusions from Student Performance Data:
Based upon the assessment data provided, the majority of students at Phoenix High School score below basic on state standardized tests. Students at Phoenix High School are presently not successful on standardized tests.

Conclusions from Parent, Teacher and Student Input:
Phoenix High School is doing a remarkable job meeting the needs of its students. Larger class sizes and increased enrollment have precluded the individual attention required to educate many of those students in attendance. Emphasis needs to be placed on raising students' academic levels in math and Language Arts, instilling the importance of taking standardized tests, and preparing our students to be successful in passing the High School Exit Exam.

School Goals for Improving Student Achievement:

- Goal #1: To prepare our students to successfully pass the High School Exit Exam and improve academic performance on sate standardized tests.
- Goal #2: To increase our students' academic performance levels in Mathematics.
- Goal #3: To increase our students' academic performance levels in Language Arts.

9.1.260

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 STAR Test and data from the High School Exit Exam, and include local measures of pupil achievement (Star Renaissance). The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon analysis, the council established the following performance improvement goals, actions and expenditures.

GOAL #1 For improving Student Achievement: *To prepare our students to successfully pass the High School Exit Exam and improve performance on state standardized tests and to remove school from PI status.*
Student groups participating in this goal: *All students who have not passed the CAHSEE.*
Performance gains expected for these students: *To improve student understanding and performance, and to improve students' passage percentage of math and language arts on CHASEE.*
Means of evaluating progress toward this goal: *Student scores obtained on standardized tests, CHSEE, and growth assessment scores on site Star Renaissance exit test.*
Group data needed to measure academic gains: *Number of students successfully completing the exam.*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: *Implementation of an Accelerated Math & Language Arts program will be used to supplement instruction in Math and Language Arts. This program is aligned with state content standards, as are the regular instructional materials used.*	August - 08		See Goals 2 & 3	EIA
Improvement of instructional strategies and materials: *Purchase of supplemental materials which are incorporated into instructional strategies.*	Ongoing	Materials	$12,000.00	CAHSEE Grant
Extended learning time: *All students have materials which can be taken home.*	Ongoing			

9.1.261

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

Description of Specific Improvements to be made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: • *Extended the school day by adding a 6th period to provide additional instruction time.* • *Staff available all day and after school to assist students to be successful.* • *Establishment of a daily, 1 period CHSEE class for remediation and preparation of Language Arts and Math skills.* • *Specific Algebra 1 review class offered 1 month prior to CAHSEE test.*	Ongoing	Instructional Materials		
Staff development and professional collaboration: • *Staff attends CCEA yearly conference as well as numerous subject level workshops as deemed necessary and beneficial to student.* • *10% of Title I funds are set aside for staff development.*	Ongoing	Meals, Housing, Transportation	See Goals 2 & 3	Title I
Involvement of staff, parents, and community: (including interpretation of student assessment results to parents): • *Results of state tests and CHSEE exam are mailed to each parent.* • *Yearly (start of school year) notification of PI status.* • *School Newsletter* • *SBLT Meetings* • *Parent Conferences*	Ongoing	Newsletters, Mailings. Postage, SARC preparation etc.	See Goals 2 & 3	Title I
Auxiliary services for students and parents (including transition from preschool, elementary and middle school): • Lighthouse Counseling Center, District psychologist, and school nurse on campus a day each week.	Ongoing			
Monitoring program implementation and results: • *At the end of each grading quarter, staff assesses student progress.* • *CHSEE is given once per year for 10th grade and three times per year for 11th & 12th grade. The results are used to monitor student progress and revise instructional practices.*	Ongoing			

9.1.262

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 STAR Test and data from the High School Exit Exam, and include local measures of pupil achievement (Star Renaissance). The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon analysis, the council established the following performance improvement goals, actions and expenditures.

GOAL #2 For improving Student Achievement: *To increase students' academic performance levels in Mathematics*
Student groups participating in this goal: *Students still needing to pass the CHASEE and students who have completed 5 of the Algebra credits at PHS this year.*
Performance gains expected for these students: *To improve student understanding and performance, and to improve students passage percentage of math and CHASEE and target 10th & 11th grade students still needing CST Algebra passage which will move school from PI status.*
Means of evaluating progress toward this goal: *Student scores obtained on standardized tests, CHSEE, and growth assessment scores on site Star Renaissance exit test.*
Group data needed to measure academic gains: *Number of 10th & 11th grade students completing Algebra I ,rates on CAHSEE revue class, and prior CHASEE test scores.*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: *A new Accelerated Math program will be implemented to supplement instruction in Math. Ensure that students taking the CAHSEE are enrolled in a direct instruction class using the CAHSEE Module of Accelerated Math. This program is aligned with state content standards, as are the regular instructional materials used.*	August-08	See Goal #1	$5,000.00	EIA
Improvement of instructional strategies and materials: • *Contemporary's Math Series* • *Preparing for the CHSEE using Accelerated Math (review materials).* • *Purchase of additional standardized math materials as needed and become available.*	Ongoing	Materials	$5,000.00 $4900.00	Title I EIA
Extended learning time: *All materials can be taken home. Students time and work progress is monitored through this system.*	Ongoing			
Algebra specific class: • *Specific Algebra 1 review class offered 1 month prior to CAHSEE test.*	Ongoing throughout the year			

9.1.263

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

Description of Specific Improvements to be made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: • *Extended the school day by adding a 6th period to provide additional instruction time.* • *Staff available all day and after school to assist students to be successful.* • *Establishment of a daily, 1-period CHSEE class for remediation and preparation of Language Arts and Math skills.*	Ongoing Staff	Instructional Materials	See Goal #1	General Funds Title I Funds
Staff development and professional collaboration: • *Staff attends CCEA yearly conference as well as numerous subject level workshops as deemed necessary and beneficial to student.* • *10% of Title I funds are set aside for staff development.*	Ongoing	Meals, Housing, Transportation	$3,000.00 $1,778.30	Title I
Involvement of staff, parents, and community: (including interpretation of student assessment results to parents): • *Results of state tests and CHSEE exam are mailed to each parent.* • *Yearly (start of school year) notification of PI status.* • *School Newsletter* • *SBLT Meetings* • *Parent Conferences*	Ongoing	Newsletters, Mailings. Postage, etc.	$256.46	Title I
Auxiliary services for students and parents (including transition from preschool, elementary and middle school): • Lighthouse Counseling Center, District psychologist, and school nurse on campus a day each week.	Ongoing			
Monitoring program implementation and results: • *At the end of each grading period, staff assesses student progress.* • *S.T.E.P. progress and quarterly report cards.* • *Renaissance Learning Assessment program*	Ongoing			

9.1.264

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 STAR Test and data from the High School Exit Exam, and include local measures of pupil achievement (Star Renaissance). The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon analysis, the council established the following performance improvement goals, actions and expenditures.

GOAL #3 For improving Student Achievement: *To increase students' academic performance levels in Language Arts.*
Student groups participating in this goal: *Entire student body.*
Performance gains expected for these students: *To improve student understanding and performance, and to improve scores on standardized tests to remove school from PI status.*
Means of evaluating progress toward this goal: *Student scores obtained on standardized tests, CHSEE, and growth assessment scores on site Star Renaissance exit test.*
Group data needed to measure academic gains: *Number of students successfully increasing test scores and site assessment tools.*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards:. *All programs are aligned with state content standards, as are the regular instructional materials used.*	November - 08	See Goal #1	$5,000.00	EIA
Improvement of instructional strategies and materials: • Purchasing of new materials as they become available – Proficiency/remedial/ GED books *which are aligned with state standards* • *Purchase of Starline Press L/A materials which are also aligned with state standards* • *Investigate implementation of Hampton-Brown EDGE Reading, Writing and L/A program.*	Ongoing	Materials	$3,000.00 $4,900.00	Title 1 EIA
Extended learning time: *All materials can be taken home Tutoring sessions in the pm are also offered*	Ongoing			

9.1.265

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

Description of Specific Improvements to be made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: • *Extended the school day by adding a 6th period to provide additional instruction time* • *Establishment of a daily/week; 1-period CHSEE class for remediation and preparation of Language Arts skills.*	Aug. – 08 Staff	Instructional Materials	See Goal #2	Gen Fund Title I Funds
Staff development and professional collaboration: • *Staff attends CCEA yearly conference as well as numerous subject level workshops as deemed necessary and beneficial to student.* • *County workshops on PI & EL training* • *10% of Title I funds are set aside for staff development.*	Ongoing	Meals, Housing, Transportation	$3,000.00	Title I
Involvement of staff, parents, and community: (including interpretation of student assessment results to parents): • *Results of state tests and CHSEE exam are mailed to each parent.* • *Yearly (start of school year) notification of PI status.* • *School Newsletter* • *SBLT Meetings* • *Parent Conferences*	Ongoing	Newsletters, Mailings. Postage, etc.	See Goal #2	Title I
Auxiliary services for students and parents (including transition from preschool, elementary and middle school): • Lighthouse Counseling Center, District psychologist, and school nurse on campus a day each week.	Ongoing			
Monitoring program implementation and results: • *At the end of each grading quarter, staff assesses student progress.* • *S.T.E.P. progress and quarterly report cards.* • *Renaissance Learning Assessment program*	Ongoing			

9.1.266

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 STAR Test and data from the High School Exit Exam, and include local measures of pupil achievement (Woodcock-Johnson). The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon analysis, the council established the following performance improvement goals, actions and expenditures.

GOAL #4 For improving Student Achievement: *To provide our students with the opportunity to have, and participate in a Fine Arts program.*
Student groups participating in this goal: *Entire student body.*
Performance gains expected for these students: *To provide our students with a basic understanding of Art (drawing, etc.), and to develop an appreciation for Art and the part it plays in their lives.*
Means of evaluating progress toward this goal: *Student completion of district Fine Arts requirement for graduation.*
Group data needed to measure academic gains: *Number of students successfully completing the required course credits.*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: *Art is a core subject within the district and is required for graduation.*	Ongoing			
Improvement of instructional strategies and materials: *Addition of a part-time Art instructor.*	Ongoing	Classroom Materials		Arts Grant (6760) Arts Grant (6761)
Extended learning time: *All students have access to this program during each school year.*	Ongoing			
Increased educational opportunity:	Ongoing			

9.1.267

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 and professional collaboration: • *Staff attends CCEA yearly conference as well as numerous subject level workshops as deemed necessary and beneficial to student.*	Ongoing	Meals, Housing, Transportation		Title I & General Funds
Involvement of staff, parents, and community: (including interpretation of student assessment results to parents): • *School Newsletter* • *SBLT Meetings* • *Parent Conferences*	Ongoing	Newsletters, Mailings. Postage, etc.		Title I
Auxiliary services for students and parents (including transition from preschool, elementary and middle school): • Lighthouse Counseling Center, District psychologist, and school nurse on campus a day each week. •	Ongoing			
Monitoring program implementation and results: • *At the end of each grading quarter, staff assesses student progress.* • *Students completing the required credits will be dropped from the class and new students will be added*	Ongoing			

9.1.268

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 STAR Test and data from the High School Exit Exam, and include local measures of pupil achievement (Woodcock-Johnson). The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon analysis, the council established the following performance improvement goals, actions and expenditures.

GOAL #5 For improving Student Achievement: *To provide our EL students with a program to address their limited English skills and improve their understanding and competence in the Academic English language.*
Student groups participating in this goal: *EL students identified through CELDT testing.*
Performance gains expected for these students: *To provide our EL students with an educational program that provides instruction in listening, speaking, reading, and writing, and improves their proficiency levels.*
Means of evaluating progress toward this goal: *Improved CELDT levels*
Group data needed to measure academic gains: *Number of students successfully advancing in their overall proficiency levels as and English Learner.*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with specific ELD standards.	Ongoing			
Improvement of instructional strategies and materials: *Addition of a one (1) period per day EL instructor. (Students attend Lincoln High School for specific EL instruction).*	November - 08	Classroom Materials		Site Funds EIA Funds
Extended learning time: • *Extended the school day by adding a 6th period to provide additional instruction time.* • *All students have access to this program during each school year*	Ongoing			
Increased educational opportunity: • EL instructor meets with students daily for one 50-minute period.				
Assessment of EL student progress: • Teacher assessment • Credit completion rate • Renaissance Learning Assessment program give at the start of each trimester.				

9.1.269

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 and professional collaboration: • *EL instructor can attend conferences as well as numerous subject level workshops as deemed necessary and beneficial to student.*	Ongoing	Meals, Housing, Transportation		Title I & General Funds
Involvement of staff, parents, and community: (including interpretation of student assessment results to parents): • *Results of state tests and CHSEE exam are mailed to each parent.* • *Yearly (start of school year) notification of PI status.* • *Results of CELDT test scores* • *School Newsletter* • *SBLT Meetings* • *Parent Conferences*	Ongoing	Newsletters, Mailings. Postage, etc.	See Goals 2 & 3	Title I
Auxiliary services for students and parents (including transition from preschool, elementary and middle school): • Lighthouse Counseling Center, District psychologist, and school nurse on campus a day each week. •	Ongoing			
Monitoring program implementation and results: • *At the end of each grading quarter, staff assesses student progress.* • *Yearly scores on CELDT testing.*	Ongoing			

9.1.270

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
• 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.		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.	$4,181.00	EIA-LEP
• Assist with implementation of School Site Councils and Title I meetings. Attend meetings upon request. • Advise and assist school with program requirements. • Assist school with coordinated Compliance Reviews. • Coordinate staff development.	$3,846.00	Title I Part A
• 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.		Title III

9.1.271

School Name: Phoenix High School
School Code: 31669513130036
Grade Levels: 10-12

SCHOOL ALLOCATIONS 2008-2009

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)			**$9,241.00** **$10,658.00 (cov)**	-
3. Title I Part A (Helping Disadvantaged Youth)			**$17,783.00**	
4. Title 1 Parent Involvement			**$1,778.30** **(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			**$37,682.00**	-

9.1.272

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			
Tracy Gruber		X			
Clint Nelson		X			
Angelo Re		X			
Jeanine Troxell			X		
Numbers of members of each category	1	5	1		

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). The "smallest" secondary council is a council with 12 members.

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.

9.1.273

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).*

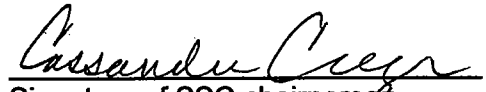
   - ____ English Learner Advisory Committee
   - ____ Community Advisory Committee for Special Education Programs
   - ____ Gifted and Talented Education Program Advisory Committee
   - ____ Other *(list)*

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: November 4, 2008.

Attested:

John Wyatt Typed name of school principal	 Signature of school principal	11-4-08 Date
Cass Creger Typed name of SSC chairperson	 Signature of SSC chairperson	11-4-08 Date

9.1.274

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:

Lincoln High School/Phoenix High School Draft Master Plan

AGENDA ITEM AREA:

Information/Discussion

REQUESTED BY:

Cathy Allen, Assistant Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Facilities & Maintenance Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

November 18, 2008

ROLL CALL REQUIRED:

N/A

BACKGROUND:

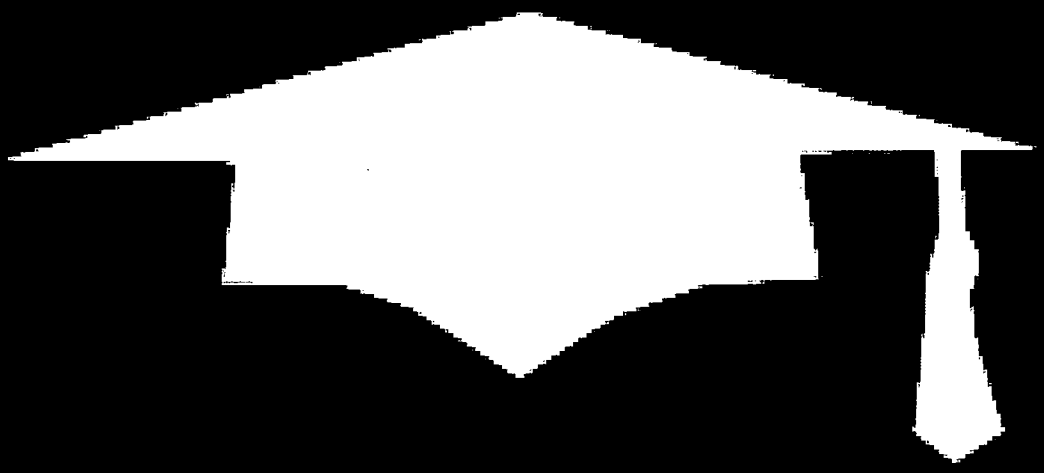
The District has contracted with the firm of LPA, Inc. to assist in preparation of the Lincoln High School/Phoenix High School Master Plan. The process started in February of this year and consisted of several meetings with the core committee, survey forms to the high school students, one public information meeting and several follow up meetings with the core committee and department chairs and staff of the two schools.

Enclosed is the document derived from the above process. Staff plans to use this document to shape the future of Lincoln High and Phoenix High Schools as we plan for enrollment growth throughout the District.

RECOMMENDATION:

None required.

9.2



W|P|U|S|D

WESTERN PLACER UNIFIED SCHOOL DISTRICT
FACILITY MASTER PLAN

Lincoln High School Master Plan
Phoenix High School Master Plan

NOVEMBER 2008

9.2.1

LPA

LINCOLN HIGH SCHOOL MASTER PLAN
PHOENIX HIGH SCHOOL MASTER PLAN

LPA

Master Plan Participants
Project Directory

1
Executive Summary
District Description
Purpose of Master Plan
Master Plan Process
Funding & Cost Summary
Summary of Project Scopes
Existing Campus Plan
Proposed Campus Plan
Proposed Academy Concept Plan
Implementation and Proposed Next Steps

2
Phasing Schedule
Introduction
Project Phasing

3
Meeting Minutes
Facility Advisory committee Meetings #1-4

4
Condition Assessment Reports
Architectural Assessment
Mechanical & Plumbing Assessment
Electrical Assessment

5
Student Responses
Representative Samples of Student Input

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A FACILITIES MASTER PLAN IS A "LIVING DOCUMENT" THAT WILL SERVE THE COMMUNITY BY DEVELOPING A "ROAD MAP" FOR THE FUTURE IMPROVEMENT OF THE DISTRICT'S EDUCATIONAL INFRASTRUCTURE.





9.2.2

Q.2.3

FACILITIES MASTER PLAN PARTICIPANTS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 Sixth Street, Fourth Floor, Lincoln, CA 95648
(916) 645-6350

Board of Education

Paul Carras, President
Brian Haley, Vice President
Ana Stevenson, Clerk
James McCloud, Member
Paul Long, Member

LINCOLN HIGH SCHOOL MASTER PLAN COMMITTEE

Scott Leaman, Superintendent
Cathy Allen, Asst. Sup., Facilities and Maint. Svcs.
Heather Marcione, Planner
Mary Boyle, Asst. Sup., Educational Svcs.
Frank Nichols, Director of Maint. Ops.
Dave Butler, Principal
Jan Smith, Asst. Principal
Amanda Wyatt-Retallack, Teacher
Jeff Dardis, Food Svc. Director

PLANNING TEAM

LPA Inc., Master Plan Architects
LP Consulting Engineers, Master Plan Engineers (MEP)

PHOENIX HIGH SCHOOL MASTER PLAN COMMITTEE

Scott Leaman, Superintendent
Cathy Allen, Asst. Sup., Facilities and Maint. Svcs.
Heather Marcione, Planner
Mary Boyle, Asst. Sup., Educational Svcs.
Frank Nichols, Director of Maint. Ops.
John Wyatt, Principal
Amanda Wyatt-Retallack, Teacher
Bob Woodward, Teacher
Cindy Farris, Teacher
Clint Nelson, Teacher

"EMPOWER STUDENTS WITH THE SKILLS, KNOWLEDGE AND ATTITUDES FOR SUCCESS IN AN EVER CHANGING WORLD..."
WPUSD MISSION STATEMENT



PLANNING TEAM

Western Placer Unified School District
600 Sixth St. Fourth Floor
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Scott Leaman Superintendent
Cathy Allen, Asst. Sup., Facilities & Maintenance Services
Heather Marcione, Planner
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Frank Nichols, Director of Maintenance Operations

Dave Butler Principal - Lincoln High School

John Wyatt, Principal - Phoenix High School

LPA Inc. - Master Plan Architects
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Paul Breckenridge, AIA, LEED AP, Associate
Alex Balais, LEED AP, Project Coordinator
John Gillmore, LEED AP, Project Coordinator
McKenna Long, Technical Designer

LP Consulting Engineers - MEP Engineers
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Roseville, CA 95661
P (916) 771 - 0778
F (916) 783 - 9446
www.lpengineers.com

Sean Pourvakil, P.E., LEED AP, President, Principal - Mechanical

THE WPUSD FACILITIES MASTER PLAN PROVIDES GUIDELINES, AND A LONG TERM VISION FOR THE FUTURE. IT ALSO HAS THE FLEXIBILITY TO ADDRESS UNKNOWN CONDITIONS, FUTURE TECHNOLOGIES & EDUCATIONAL METHODOLOGIES AS THEY ARISE.



9.2.5

HISTORY OF LINCOLN

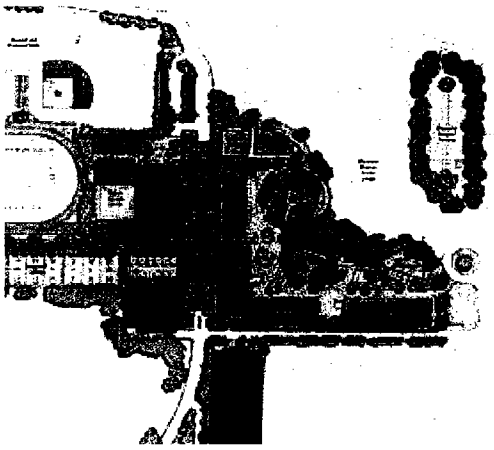
The original townsite was surveyed and laid out in 1859 by Theodore Judah along the proposed line of the California Central Railroad. The name "Lincoln" was conferred in honor of Charles Lincoln Wilson, one of the organizers and directors of the California Central Railroad. The CCRR was planned as a rail link between the cities of Marysville and Sacramento via a connection to the Sacramento Valley Railroad in Folsom. Grading from Folsom to Marysville commenced in 1858 and was completed to Marysville by 1860. Track laying began that same year and the rails reached the site of Lincoln in early 1861. At this point, due to a lack of funds, further construction on the California central was temporarily halted and Lincoln experienced a small-scale boom as the northern terminus of this new road. Within a few years, however, more investors were found and the line was extended to Wheatland, in Yuba County, bringing an end to this early stage of Lincoln's development.

When most of its population and business moved on with the railroad, the town settled into a lull until the early 1870's, when rich clay deposits of the Ione Formation were discovered nearby. This led to the establishment of Gladding, McBean, & Co., the pottery that Lincoln is famous, ushering in a new era of prosperity and growth.

Lincoln remained a sleepy town until the mid-1990s, when the suburbs of Sacramento started expanding out past nearby Roseville. The city is now enjoying a new period of growth. As of July 16th, 2007 the population has been said to be 39,566, a growth of 236.8% since 2000, making Lincoln the U.S.'s fastest growing suburb.

In June, 2004, Lincoln gained additional notoriety when it opened the first casino in the greater Sacramento area. In 2006, Lincoln was named an All-America City by the National Civic League. It was the only California city to be named an All-America City that year, and only one of 10 cities to receive the prestigious award.

THE MASTER PLAN PROGRAM WILL BE EVALUATED AND UPDATED ANNUALLY IN ORDER TO ADJUST THE PROJECT SCOPES TO REFLECT CURRENT BID MARKET CONDITIONS AND/OR THE SUCCESSFUL CAPTURE OF ADDITIONAL REVENUE FOR THE PROGRAM.





DISTRICT DESCRIPTION

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, 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."

WPUSD Vision Statement

DISTRICT DESCRIPTION

It wasn't too long ago that the population of the quiet little city of Lincoln, resting at the base of the Foothills of the Sierras in Lower Placer County, California, was a little over 17,000. But in early 2006, Lincoln's population reached over 33,000 reflecting the City's march forward on its "smart growth" plan.

Lincoln was named after Charles Lincoln Wilson, a transportation executive and the builder of the California Central Railroad. The first settlement in Lincoln was made in 1859 by John Chapman, G. Gray, John Ziegenbein, and E.A. Gibson. In 1862 and 1863, Lincoln became very prosperous and had a population between 400 and 500.

Lincoln is the home of one of Placer County's oldest businesses, the Gladding McBean terra cotta clay manufacturing plant, established in 1875, after Chicago resident Charles Gladding learned of a very large layer of clay near Lincoln. The plant is still in operation manufacturing primarily clay pipe used for city infrastructure.

WPUSD once included over fifteen individual districts that were unified in 1966. The first school board members were Conrad "Ed" Engler, Stanley Nader, Dorothy Bickford, Herbert Fowler, and Bill L. Williams. Carlin C. Coppin served as the first superintendent with a district enrollment of 1,895. The district is forecasted to have over 25,000 students by 2032

WPUSD serves students through quality kindergarten through twelfth grade programs in a one-hundred seventy-five square mile area in Placer County, California. Some unique programs include the largest school farm in California and a one-hundred eighty acre Outdoor Learning Environment. Three district partner programs were featured in City of Lincoln's application for All-America city destination application, including the Lighthouse Counseling Center, Zebra Housing Project, and Sun City Helping Our Outstanding Local Schools.

Schools in the Western Placer Unified School District are academically competent at the state and national levels. For 2007, the District met 29 of 30 criteria for adequate yearly progress (AYP) under Federal accountability standards. Additionally, graduation rates are above the statewide average.

"A DISTRICT ON THE MOVE..."

9.27

PURPOSE OF MASTER PLAN

Western Placer Unified School District and local residents feel strongly about continuing improvement of Lincoln's schools to provide the quality learning environments and facilities necessary to maintain student enrollment and retain excellent teachers.

INTRODUCTION

The District's Mission Vision states that the "Western Placer Unified School District (WPUSD), working collaboratively with parents and the community, will provide a quality learning environment in which all students develop competence in basic skill areas and are prepared to be responsible, contributing citizens." The District and community values include: LITERACY, TECHNOLOGY, PARITY, and HIGH EXPECTATIONS, all of which are reflected in the District's approach in the planning of their school educational programs and facilities.

As facilities age and demographics, educational programs, and technologies evolve, there is a need for facility renovations and new construction. In order to make sure dollars are spent wisely, establish priorities, and properly manage the anticipated construction projects, a plan needs to be in place to provide decision making guidelines. This Master Plan allows the District to look at the 'bigger picture', and provide a comprehensive plan that incorporates many integral factors that will shape Lincoln High 'School and Phoenix High School for years to come.

MASTER PLAN GOALS

This Facilities Master Plan as adopted by the Western Placer Unified School District represents specific, immediate guidelines, a long term vision for the future, and the flexibility to address unknown conditions, technologies, and educational methods in the future. An effective Facilities Master Plan is a "living document" that will serve the District best by addressing students' educational needs for years to come. This document provides a vision with markers, assisting future decision makers in making plans and design judgments that are in line with the District's goals and intentions that are set forth through this master plan development process.

The goals listed opposite reflect the District's commitment to provide State of the Art facilities:

GLOBAL DISTRICT GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.
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, local government, business, service organizations, etc. as partners in the education of our students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SITE SPECIFIC GOALS

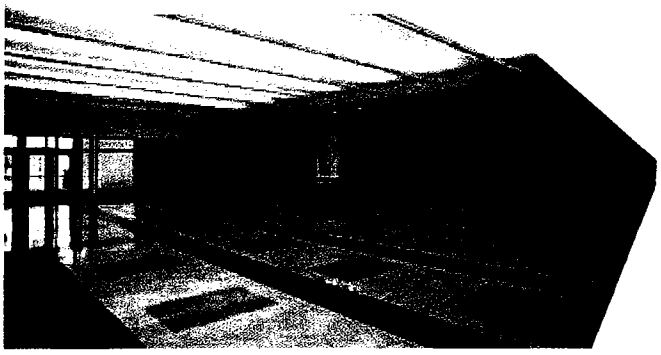
Lincoln High School

1. Expand capacity to accommodate a minimum of 2000 students. Additional teaching stations to include:
   - Nine standard teaching stations
   - One severe handicap suite
   - Two computer labs
   - Three science labs
   - One transportation lab
   - One 3-D art lab
   - One drama lab
   - One production/broadcast studio
2. Correct any undersized classrooms.
3. Incorporate a "Career pathway" concept, organizing departments into "academies," which will enable core curriculum and facilities to be focused on specific industry and business sectors.

Phoenix High School

1. Expand the administration space to provide additional office and conference room.
2. Provide outdoor athletic space for basketball, handball and weight lifting.
3. Provide library/tech facility.

A PRIMARY GOAL OF ANY MASTER PLAN IS IMPLEMENTABILITY.





9.2.8

PURPOSE OF MASTER PLAN

GUIDING PRINCIPLES & BROAD DISTRICT OBJECTIVES

The Implementation of the District Master Plan is a long term endeavor. Over the course of implementation, it is understood that programs, demographics, administrators and/or staff, and technologies will change. To ensure continuity, the District recognizes the importance of establishing a philosophy that will guide future architect, engineering, and construction teams in implementing the goals and philosophies set forth in this Master Plan. The District's guiding principles and objectives as established through this Master Plan are as follows:

PROVIDE QUALITY LEARNING ENVIRONMENTS

- Create superior teaching and high performance, indoor and outdoor learning environments that support the intellectual success of every student and enhance the quality of student life.
- Develop facilities that balance functionality, safety and security with designs that respect the surrounding community.
- Design facilities that address evolving educational program needs.

BUILD AND MAINTAIN SUSTAINABLE CAMPUSES

- Commit to responsible use of resources in construction as well as operations.
- Promote sensible use of renewable and alternative energy. Embrace sustainable technologies.
- Reduce maintenance and operating costs by specifying materials and products that meet the District's performance, durability, maintainability, and sustainability standards.
- Utilize site specific climactic factors and a focus on energy efficiency to drive appropriate building and mechanical systems selections.

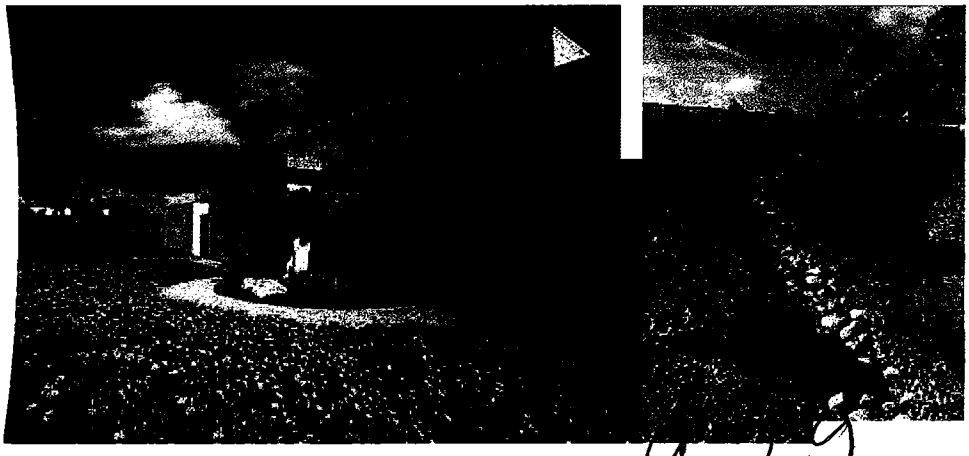
HAVE A LONG TERM VISION

- Design for flexible use of spaces with the future in mind.
- Integrate the technology of today and plan ahead for the technology of the future. Anticipate support for future technologies through design of redundant infrastructure.
- See District facilities as long term investments. Utilize life cycle planning and decision making strategies rather than making decisions driven by lowest first costs. Assess current conditions versus District's goals and integrate a plan to achieve these goals. Establish standards and metrics necessary to evaluate success.

SEEK FUNDING OPPORTUNITIES

- Acknowledge and seek maximum funding potential of projects from local, state and federal government.

GUIDING PRINCIPLE - TO EXHIBIT RESPONSIBILITY TOWARD THE ENVIRONMENT & USE OF LIMITED DISTRICT FINANCIAL RESOURCES THROUGH IMPLEMENTATION OF ENERGY EFFICIENT, SUSTAINABLE DESIGN PRACTICES APPROPRIATE TO EDUCATIONAL ENVIRONMENTS.



MASTER PLAN PROCESS

The process of preparing a Facilities Master Plan is the first step in the planning and development of a long range school facilities improvement program. WPUSD made sure that all groups were represented in the process.

COMMITTEES

The District Master Plan document is the result of the participation of many constituencies of the Western Placer Unified School District (WPUSD). The Facility Master Plan Committee comprised of select faculty, staff, administrators, teachers, parent organizations, and community representatives. They were the driving force in the Master Plan development process. The Committee attended scheduled meetings with the Planning Team between February 2008 and June 2008. During these meetings, the Committee provided specific feedback that reflected the needs of each group.

PROCESS

The Facility Master Plan development process included the following tasks:

INFORMATION GATHERING The Planning Team built upon existing needs assessment data, existing as-built drawings and recent modernization as-built drawings to gather information about the building and site conditions of each school site. In addition, the planning team walked, toured, inspected and documented both school sites with District representatives and met to discuss program deficiencies and needs. Mechanical, Electrical, and Plumbing site survey teams then went out and did more extensive field inspection surveys on the condition, age, and capacity of the systems serving each site. Demographic projections were provided by Ronald L. Feist, Ed. D.

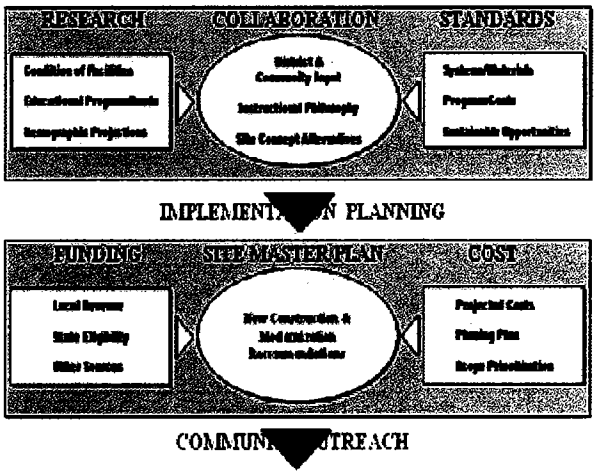
DISTRICT STANDARDS Existing District standards including preferred systems and materials, District program goals regarding long range educational and organizational strategies, and sustainability goals were all taken into account in developing the Master Plan.

COLLABORATION & DEVELOPMENT OF IMPLEMENTATION PLANS The Committee and Planning Team together, elicited District and Community input, discussed the District's instructional philosophy in order to establish site concept alternatives. Eventually, needs, funding, projected cost, established District standards and goals are consolidated to develop recommended new construction and modernization implementation plans for each of the sites. This Master Plans will state what prioritized actions are to be taken at each school.

COST PROJECTION AND ANALYSIS LPA worked to prepare budgets for the program. Once the list of scope had been finalized and costs associated with each project, the Committee met to prioritize scope. Then the resulting costs were prioritized to match the actual funding available from the potential State and Local revenue sources identified. The final component of this comprehensive plan was the development of a detailed Facilities Master Plan phasing plan schedule. The schedule analysis was prepared so that appropriate program cost escalation, soft costs, and contingencies were included in the project and program estimate totals. By tying identified needs to sources of revenue, this completed document will allow District staff and the Board of Education to speak with local community members, and District stakeholders, assuring each that improvements recommended will be implemented.

FUNDING ANALYSIS The Committee met and discussed potential sources of funding, both State and Local, available to the District at this time. Financial Hardship, CTE (Career Technical) funding, Developer Fees, potential Proposition 39 Local Bond, and Joint-Use funding were considered and evaluated against the projected costs.

PROCESS DIAGRAM



THE LPA TEAM STRIVES TO "EXCEED EXPECTATIONS" THROUGH THE DEVELOPMENT OF COMPREHENSIVE AND COST EFFECTIVE FACILITIES MASTER PLAN SOLUTIONS... ...SOLUTIONS THAT ARE REFLECTIVE OF THE DISTRICT STAFF, STUDENT, AND LOCAL COMMUNITY GOALS.



9.2.18

FUNDING & COST SUMMARY

The next phase of the District's Facilities Master Plan is the Implementation Phase - where specific phasing schedules & construction plans for each school site will be set, and compared with the project budgets established in this plan.

INTRODUCTION

The following summary outlines the total projected expenditures and projected income for the implementation of the Western Placer Unified School District (WPUSD), Facilities Master Plan program. The total projected expenditures reflect total project cost and include hard construction costs, cost of escalation based on a factor of 5% per year to the projected mid-point of construction for each project, and all construction soft costs associated with the program. The construction soft costs include professional services fees, permitting/ agency fees, appropriate construction contingencies, inspection fees, and other expenses as outlined in the cost estimates. Soft costs are estimated to be 25% of the total projected expenditures.

The costs totaled under "Projected Expenditures" reflect the program items within the Facilities Master Plan cost estimates.

*Note: Projected expenditures and projected funding source totals are based upon current economic conditions, bid market assumptions, and State funding eligibility projections. They are subject to change during the implementation of the WPUSD Facilities Master Plan program as conditions warrant.

See section 2, "Phasing Schedule For Estimated Costs Based on Proposed Project Completion."

PROPOSED BASE PROGRAM - PROJECTED EXPENDITURES

LINCOLN HIGH SCHOOL

New Classrooms	$ 5,040,750
New Covered Walk	$ 484,687
Campus Modernization	$ 1,202,847
New Classroom & Counseling Building	$ 15,186,325
New Food Service Facility	$ 9,243,850
New Additions to Buildings H & O	$ 3,631,512
New Pool Facility	$ 5,322,625
New Hardcourts	$ 808,500
New Entry/Exit to 9th Street	$ 505,312

PHOENIX HIGH SCHOOL

New Modular Administration Building	$ 200,000
New Outdoor Hardcourt Area	$ 175,000
Convert Existing Space to New Library/ Tech Facility	$ 100,000

THE DEVELOPMENT OF THIS MASTER PLAN DOCUMENT COULD NOT HAVE BEEN POSSIBLE WITHOUT THE INPUT, TIME & EXPERTISE OF MANY COMMITTEE MEMBERS, INCLUDING DISTRICT STAFF, TEACHERS, ADMINISTRATORS, ARCHITECTS, ENGINEERS & COMMUNITY MEMBERS.



4.2.11

SUMMARY OF PROJECT SCOPES

The District Master Plan Committee believes in implementing projects that create state-of-the-art comprehensive schools which will ultimately benefit the community. They desire cost effective improvements while maximizing opportunities to transform the campus environment.

INTRODUCTION

Through the master planning process, representatives from the Wester Placer Unified School District, along with the Planning Team endeavored to design site plans and written guidelines for the future development of each campus. Program educational and organizational needs and maintenance concerns were taken into account. In addition, results from site walks, detailed mechanical, electrical, and plumbing Field Inspection Surveys, and as-built drawings were carefully studied to ascertain current conditions as well as evaluate future expandability. The project scope recommendations for each of the sites include new construction and improvements to the existing school infrastructures. The scope was identified and prioritized by the Committee at a series of meetings.

Below are highlights from the scope summaries. They reflect the District's mission, overall goals, and philosophies.

DESIGN FOR EDUCATIONAL PROGRAM NEEDS

- Design new construction and additions to correct program deficiencies, accommodate program growths and develop complete schools.
- Renovate and re-configure existing spaces to address program shifts and desired instructional philosophy organization.
- Create "Academies" based on Lincoln High School's course offerings.

ENHANCE COMMUNITY CURB APPEAL

- Improve campus 'front door' and entry aesthetics.
- Create school identity and upgrade exterior aesthetics.
- Replace portable classrooms with new permanent construction.
- Improve student gathering areas and outdoor spaces including quad and cafeteria.
- Provide an aquatics complex.

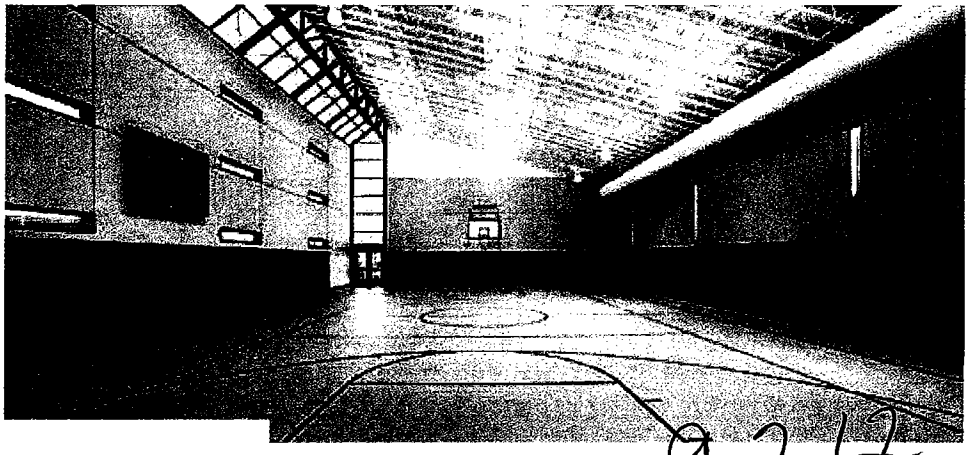
IMPROVE STUDENT SAFETY AND CIRCULATION

- Better define main campus malls and walkways.
- Enhance site fire and life safety.
- Provide ADA accessibility upgrades.

INCORPORATE SUSTAINABLE DESIGN STRATEGIES

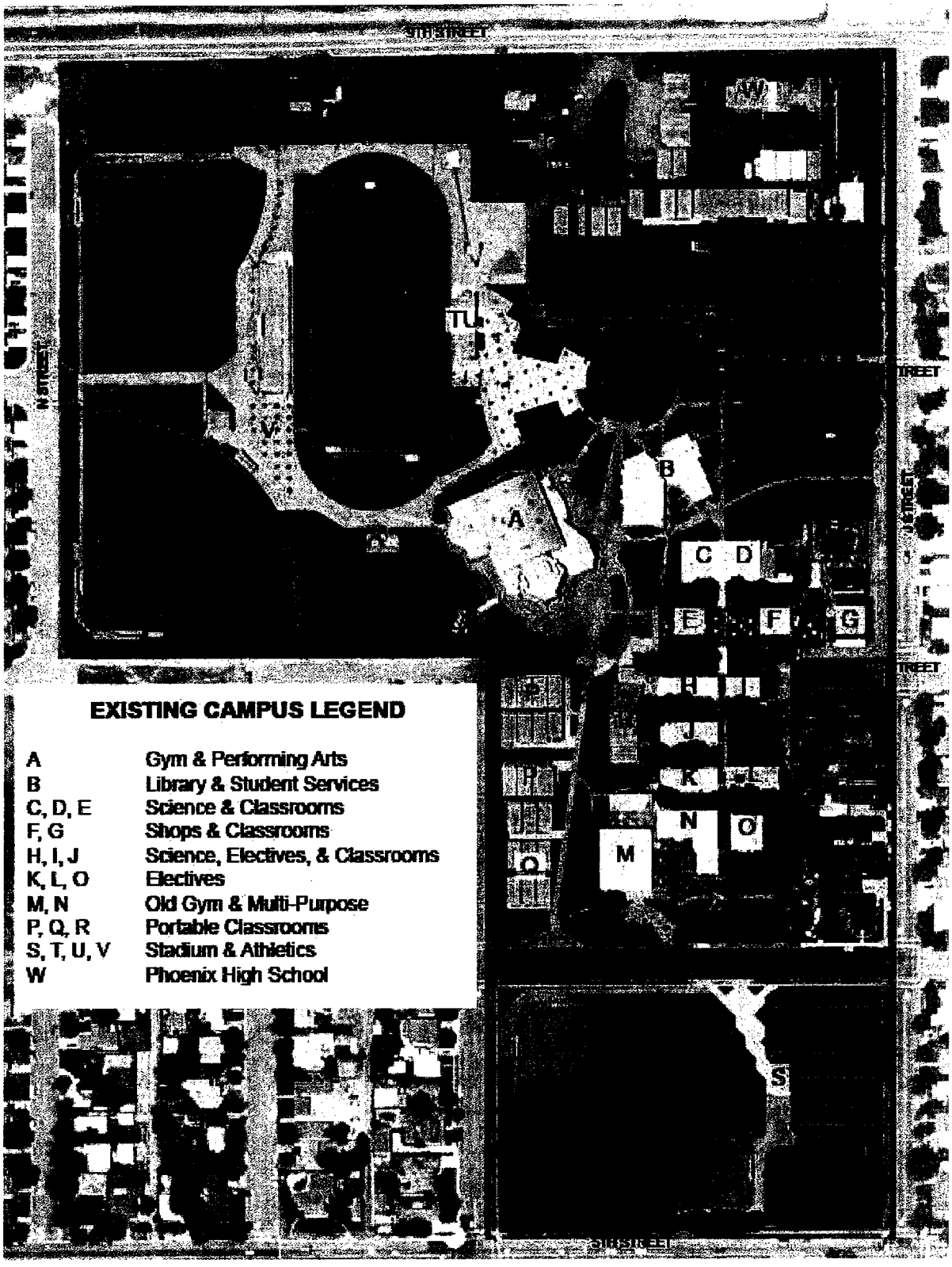
- Maximize solar orientation.
- Maximize the use of daylighting in spaces.
- Evaluate existing systems and design with energy efficient systems.

'ONES ACTIONS OUGHT TO COME FROM ACHIEVED STILLNESS: NOT RUSHING ON.' D H LAWRENCE



9.2.12

EXISTING CAMPUS PLAN



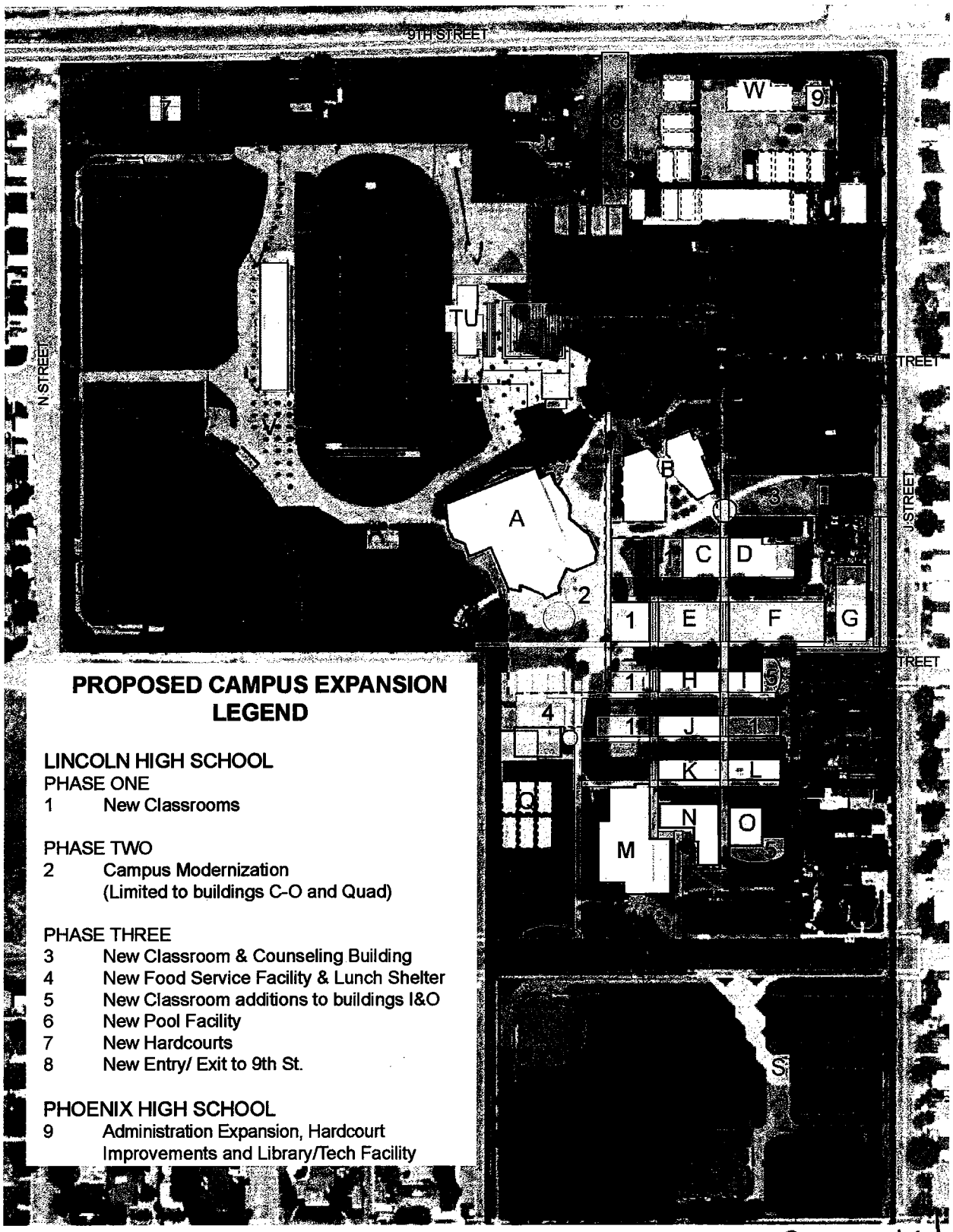
EXISTING CAMPUS LEGEND

A	Gym & Performing Arts
B	Library & Student Services
C, D, E	Science & Classrooms
F, G	Shops & Classrooms
H, I, J	Science, Electives, & Classrooms
K, L, O	Electives
M, N	Old Gym & Multi-Purpose
P, Q, R	Portable Classrooms
S, T, U, V	Stadium & Athletics
W	Phoenix High School

WPRUSD LPA

9.2.13

PROPOSED CAMPUS PLAN



PROPOSED CAMPUS EXPANSION LEGEND

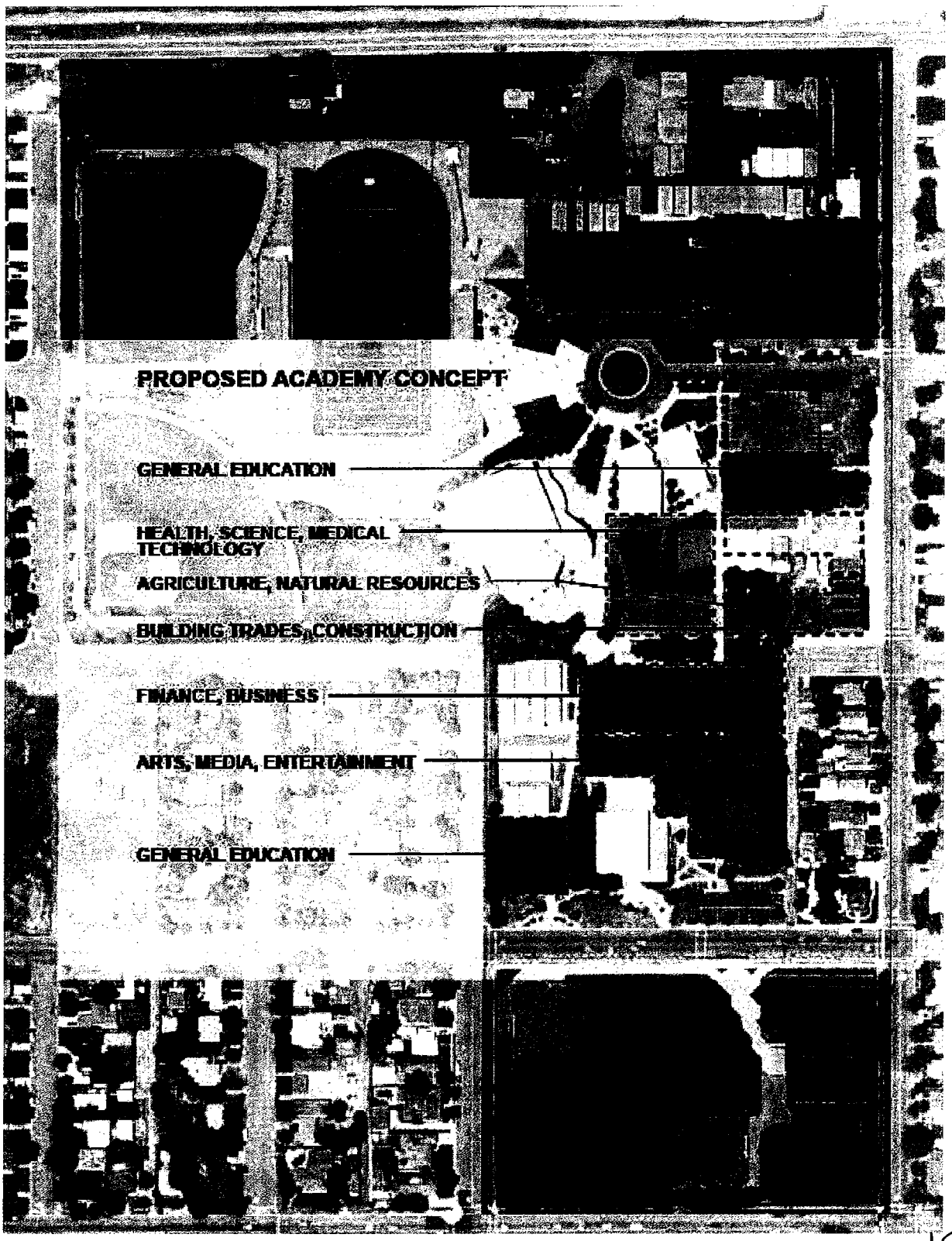
LINCOLN HIGH SCHOOL
PHASE ONE
1 New Classrooms

PHASE TWO
2 Campus Modernization
(Limited to buildings C-O and Quad)

PHASE THREE
3 New Classroom & Counseling Building
4 New Food Service Facility & Lunch Shelter
5 New Classroom additions to buildings I&O
6 New Pool Facility
7 New Hardcourts
8 New Entry/ Exit to 9th St.

PHOENIX HIGH SCHOOL
9 Administration Expansion, Hardcourt Improvements and Library/Tech Facility

9.2.14


PROPOSED ACADEMY CONCEPT
GENERAL EDUCATION
HEALTH, SCIENCE, MEDICAL TECHNOLOGY
AGRICULTURE, NATURAL RESOURCES
BUILDING TRADES, CONSTRUCTION
FINANCE, BUSINESS
ARTS, MEDIA, ENTERTAINMENT
GENERAL EDUCATION

9.2.15

NEXT STEPS

To ensure the future success of the Western Placer Unified School District (WPUSD) Facilities Master Plan program, timely implementation is essential. The following "Next Steps" should be taken into consideration for immediate action.

INITIATE LOCAL BOND CAMPAIGN

In order to fund the facilities improvement projects that the District Master Plan Committee has identified the Western Placer Unified School District should place a Prop 39 Local Bond on the ballot at the appropriate time. The revenue resulting from the successful passage of this measure will eliminate the gap between the total funding required to implement the Master Plan goals and the dollars available from other State and Local revenue sources.

LOOK INTO POTENTIAL ADDITIONAL REVENUE SOURCES

Other potential additional revenue sources that the District will look into, include:

Potential State Funding Sources:

1. Financial Hardship Program
2. Future CTE Program Funding
3. SFP Modernization Program Funding

INCORPORATE DISTRICT GOALS

In order for a Facility Master Plan to be useful and successful, the District needs to provide staff that will ensure that these goals and priorities are incorporated into projects. Design teams coming on board should be made aware of these goals.

The WPUSD is committed to environmental responsibility, efficient long term operations, reduction of life cycle costs, and efficient use of energy resources. To demonstrate this commitment, the District should pass a CHPS Board Resolution, where all new construction and major modernization projects will achieve certification.

The next steps to consider in order to implement the CHPS Board resolution include:

1. The District, together with the Design team should establish a framework with measurement metrics to gauge success and ensure goals are met. (e.g. Establish a minimum CHPS point criteria and baseline T-24 score).
2. Because budgets are always limited, a cost strategy needs to be identified early on. Prioritize options to spend money on 'best' investments, at the same time identify overall cost reduction items by utilizing life cycle planning analysis. Look into government and utility company incentives for sustainable measures.

UPDATING THE FACILITIES MASTER PLAN

The Facilities Master Plan is understood to be a living document that will be updated periodically by the District. Also, since not all projects will be completed at the same time escalation, assumptions, program considerations, technological and code changes may need to be re-evaluated as projects begin Schematic Design and Design Development phases.

THE DEVELOPMENT OF A FACILITIES MASTER PLAN IS THE FIRST STEP IN THE PROCESS TO ESTABLISH GOALS AND A "VISION" FOR THE FUTURE IMPROVEMENT OF THE DISTRICT'S SCHOOL FACILITIES TO BENEFIT BOTH THE STUDENTS AND SURROUNDING LOCAL COMMUNITIES.



9.2.16

section two

9 2 17

PROJECT PHASING INTRODUCTION

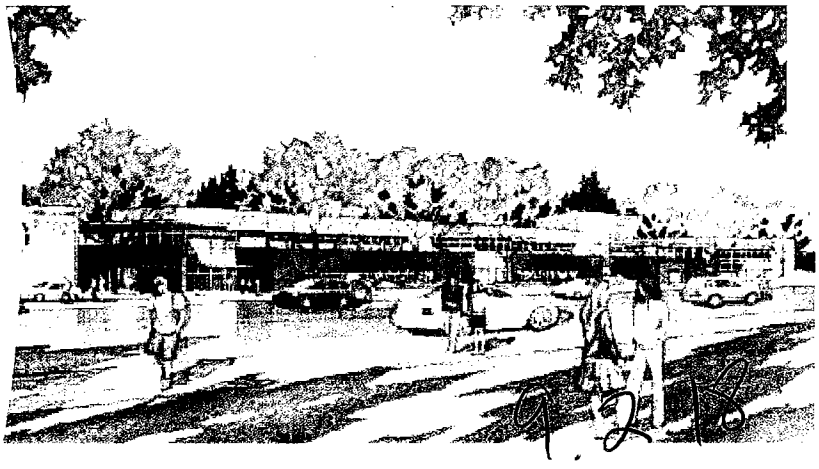
The following phasing plan was developed in order to accurately predict and anticipate total program costs based upon the specified project scopes and projected construction sequencing.

PROPOSED PROJECT PHASING

In order to develop an appropriate level of escalation dollars to allocate to each project in the Western Placer Unified School District's Master Plan Program the following draft project Phasing Schedule was developed. This schedule may be refined as the program moves forward based on more detailed input from District staff, and the development of project design, documentation, and agency review/ approval time frames.

The Schedule on the next page includes a projected construction kick-off date and the total anticipated construction duration for each project. Escalation was then estimated by calculating the time frame between the current cost estimate in mid-2008 dollars, and the projected mid-point of construction for the project. This schedule is subject to change as enrollment and curriculum needs change.

WE BELIEVE IT IS IMPORTANT THAT A SCHOOL BE 'LED' BY A SET OF AGREED SHARED BELIEFS. TO ACHIEVE THIS STAFF AND COMMUNITY NEED TO ENTER INTO 'LEARNING CONVERSATION'S TO DEFINE AND ARTICULATE SUCH A PHILOSOPHY. AS IT IS SAID: IF YOU STAND FOR NOTHING YOU WILL FALL FOR ANYTHING' OR 'CONTROL YOUR OWN DESTINY OR SOMEONE ELSE WILL'.



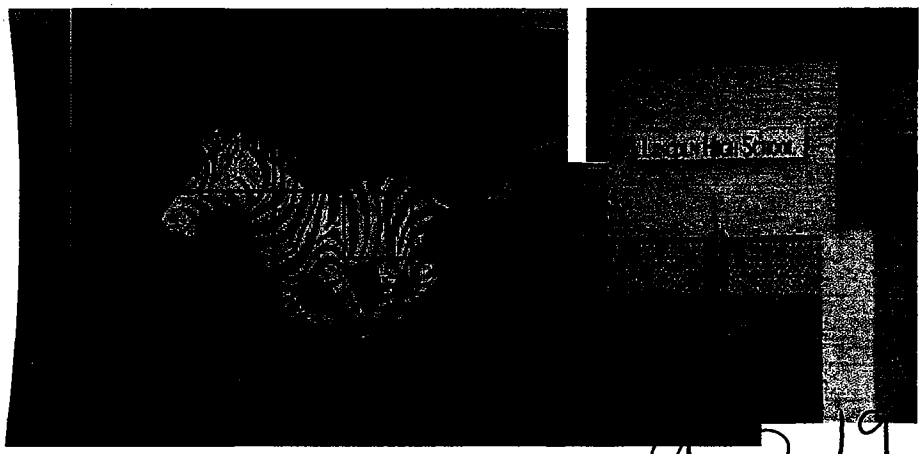
PROJECT PHASING SCHEDULE

LINCOLN HIGH SCHOOL

ITEM	2009	2010	2011	2012	2013
Anticipated Classrooms Needed per Ron Feist's Projections	4	3	3	3	5
Phase One					
Local Bond		★			
Phase Two					
Phase Three					

ITEM	BEGIN	COMPLETION
Phase One		
New Classrooms to Accommodate Enrollment Growth	June 1, 2009	August 1, 2013
These can be placed as needed, based on growth.		
New Covered Walk	June 1, 2009	August 1, 2009
Phase Two - *Based on a 2010 Local Bond*		
Campus Modernization	June 1, 2011	August 1, 2012
Phase Three - *Based on a 2010 Local Bond*		
New Classroom & Counseling Building	June 1, 2012	August 1, 2013
New Food Service Facility	June 1, 2012	August 1, 2013
New Additions to Buildings H & O	June 1, 2012	August 1, 2013
New Pool Facility	June 1, 2012	August 1, 2013
New Hardcourts	June 1, 2012	August 1, 2013
New Entry/Exit to 9th Street	June 1, 2012	August 1, 2013

'NEVER DOUBT THAT A SMALL GROUP OF THOUGHTFUL CITIZENS CAN CHANGE THE WORLD. INDEED IT IS THE ONLY THING THAT EVER HAS."
MARGARET MEAD



4.2.19

section three

9 2 20

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May 28, 2008

MEETING MINUTES NO. 3
LINCOLN HIGH SCHOOL MASTER PLAN
LPA PROJECT NO. 28001.10

DATE: May 19, 2008
TIME: 9:30 am
PLACE: WPUSD

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

Dave Butler, Principal
Jan Smith, Assistant Principal
Cathy Allen, Asst Sup, Facilities & Maint Services
Heather Marcione, Planner
Mary Boyle, Assistant Superintendent Ed. Services
Steve Newsom, LPA

DISTRIBUTION

Cathy Allen

DISCUSSION ITEMS

ACTION **ITEM NO.**

3.01 **Review of Teaching Station Count**

Steve Newsom presented the graduation requirements and estimated teaching station needs based on a peak student population of 2,000 with an estimated sustained population of 1,800. Comments from attendees noted below:

- Business Lab is not needed.
- 3 science labs are preferred to the 1 listed.

This input changes the permanent, additional classroom count to 19. In addition, 8 relocatable classrooms are proposed to house the peak population.

3.02 **Academy Concept Discussion**

Steve Newsom referred to the Academy Concept and the goals for the Masterplan. The group discussed the concept and reviewed the existing elective, vocational and ROP courses. Steve presented a possible Academy structure that incorporated the major courses offered. This provides 4 primary Academies, with names TBD:

9.2.21

LPA

1. Academy A
    a. Agriculture
    b. Horticulture
    c. Construction
    d. Robotics
    e. Automotive

2. Academy B
    a. Science
    b. Medicine

3. Academy C
    a. Business
    b. Finance

4. Academy D
    a. Art
    b. Textiles
    c. Animation

These Academies would provide instruction for both Lincoln HS and Twelve Bridges HS students, reducing the need for duplicate facilities, and creating a strong connection between the two campuses.

Discussion

Additional discussion regarding the Masterplan included the following:

3.03

- More students are taking fourth year foreign language, so a teacher will be added, regardless of anticipated student population change.
- There are currently 5 science labs.
- Old Gym and Cafeteria need air conditioning.
- There may be state modernization eligibility at the site, which should be pursued. LPA and Cathy Allen to research. The first phase of work may be under Financial Hardship, but the district has some new construction eligibility.
- The primary North-South walkway is often congested. Removing lockers from this area may help. Grouping students, classes and lockers based on the Academy Concept may help relieve this congestion. Additionally, secondary walkways can be created as new construction occurs.
- Courtyards in between building wings could be utilized for instructional spaces at each Academy or group gathering areas with places for displays, etc.
- The Foreign Language portables adjacent to the old District Office are rented and the district would like to remove these as soon as possible.

9.2.22

LPA

- Portable classrooms 46, 47 & 48 are the newest, and the District intends to purchase these soon.
- There is an immediate need for outdoor eating space, and the courtyard between Wings I & L was discussed. LPA will review this need and come up with a preliminary site plan with options that reinforce the Masterplan goals. Food Service facilities may or may not remain in its existing location, which will affect the location of outdoor eating spaces. Possible food service locations discussed were: Adjacent to existing outdoor stage or near the stadium entrance on the North side of the existing gym.
- "Curb Appeal" was discussed, with a desire to improve the appearance of the school along the East side, and identify the site entry for visitors.
- The existing Administration Building does not provide a clear "front door" for visitors, and a more visible identification is needed. With the needed addition of classrooms on the site, a possible location for some of the administration space could be in the first floor of a multi-story classroom building East of the existing Administration Building.
- Because the school lacks the hardcourt space required by the California Dept. of Education, a possible location for outdoor basketball courts could be along L Street, where most of the existing portables now sit.

3.04 Upcoming Dates

- May 22, 2008
  - Community Forum
- June 2, 2008
  - Community Forum Download
- June 17, 2008
  - Cost Estimate Presentation & Prioritization
- July 1, 2008
  - Masterplan Complete

Submitted by: Steve Newsom, AIA

9.2.23

Architecture
Planning
Interior Design
Landscape Architecture
Engineering
Graphics

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April 14, 2008

MEETING MINUTES NO. 2
PHOENIX HIGH SCHOOL MASTER PLAN
LPA PROJECT NO.

DATE: April 7, 2008
TIME: 9:00 am
PLACE: WPUSD

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT	DISTRIBUTION	CONSULTANTS (as indicated)
Bob Woodward, Teacher Cindy Farris, Teacher Clint Nelson, Teacher Steve Newsom, LPA Paul Breckenridge, LPA	All Present	

DISCUSSION ITEMS

ACTION	ITEM NO.	
	1.01	If You Could Dream, Part II

- Too close to Lincoln High School, inviting trouble. School built in 1980 out of Quanset Hut and container. Current campus is portables (many need to be replaced).
- Current enrollment is plus 95 kids.
- Needs larger office with Counselor and Conference Room.
- No room to gather all students, but there is enough room for 150 kids.
- Need half court basketball, handball, and weightlifting with restroom and showers.
- School is out at 12:30 (lunch at 12:10) and Ten to twelve students return for tutoring.
- Nee custodian area, greater security to close it off.
- Better visibility from Principal's Office, P.E. Facilities.
- Would like a CTE program and could move campus to the "Farm".
- Need Library; Library / Tech Facility would work well.
- Easily maintained Restrooms (hose it out).
- Need computers in rooms.
- Eighteen to twenty students per class, currently.
- Science Lab, computers, and Library.

Submitted by: Steve Newsom, AIA

9.2.25

Architecture
Planning
Interior Design
Landscape Architecture
Engineering
Graphics

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April 14, 2008

MEETING MINUTES NO. 2
LINCOLN HIGH SCHOOL MASTER PLAN
LPA PROJECT NO. 28001.10

DATE: April 7, 2008
TIME: 9:00 am
PLACE: WPUSD

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

Dave Butler, Principal
Jan Smith, Assistant Principal
Heather Marcione, Planner
Mary Boyle, Assistant Superintendent Ed. Services
Jean Walsh, Funding Coordinator
Jason Noonan, Teacher
Amanda Wyatt-Retallack, Teacher
Jeff Dardis, Food Service Director
Frank Nichols, Maintenance
Paul Breckenridge, LPA
Steve Newsom, LPA

DISTRIBUTION

All Present

CONSULTANTS
(as indicated)

DISCUSSION ITEMS

ACTION	ITEM NO.	
		"IF You Could Dream" Part II
	2.01	Technology

- Need more Tech Labs (There are fewer labs compared with similar schools).
- Tech and ROP are beginning to collaborate more, including Video Production, Journalism, and podcasts. Need facilities to control sound! Need central Production Room with access and flexibility for multiple uses. Room 28 was originally planned as a production space.
- Need wiring extended throughout campus, existing conduit is full.
- Room 2 currently is ROP for Computer Studies.
- Room 5 teaches Video Productions.
- Room 38 teaches Virtual Enterprise.
- Could have Internet Cafes allowing only internet access for downloading / printing homework. Now they have to go into a classroom to do this. Wireless is too slow, currently.
- They have a large screen for production, but students have

9.2.26

LPA

to turn to view it.

- Course expansion is desired, which could be done with more labs.
- Journalism will be al virtual next year
- Science needs lab space (5 on campus and 1 on farm currently),
- Nine teachers, so four don't have a lab. (See Amanda's sheet).
- Chemistry needs a lab, currently in a portable.
- Rooms 13 and 16 are pre-wired and pre-plumbed.
- Contract calls for 26 students, but may change if needed.
- Amanda is in Room 12. AP Physics and AP Biology planned for next year.
- Also need more storage and common prep space: overhead projector desired

2.02 Food Service

- Need another point of service on campus on north end with convection oven, steamer, wok, with seating. West of Building C could house new kitchen and seating. Could make old Cafeteria into P.E. space to accommodate wrestling, dance, etc and provide new facility to north.
- Existing kitchens problems:
- Drains don't work
- Electric is inadequate
- Existing Food Service is too congested.
- Concessions at visitor side is never used but could be.
- Thirty one percent free and reduced lunches at school.
- Juniors and Seniors can leave campus, but he'd like to keep kids around more

2.03 Unsightly items:

- Windows at Auto Shop and Gym are broken.
- New fencing to replace chain link.
- Gate at Marquee doesn't stop vandals / thieves.
- Area to east of Building B used to house portables and could house 2 new buildings.

9.2.27

LPA

2.04 High achieving students don't have a place to identify with. "Middle College" Program could be a program offered.

Scott's ranking:

- Beautify
- Identify pathways
- Science and Technology more centralized.

Upcoming Meetings:

- May 15th – Info gathering from Twelve Bridges MS Open House meeting.
- May 22- Community Forum for Lincoln High School 6:30 – 8 pm.

Submitted by: Steve Newsom, AIA

9.2.28

Architecture
Planning
Interior Design
Landscape Architecture
Graphics

LPA

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February 22, 2008

MEETING MINUTES NO. 01
LINCOLN HIGH SCHOOL AND PHOENIX HIGH SCHOOL
LPA PROJECT NO. 2800110

DATE: February 19, 2008
TIME: 8:30 a.m.
PLACE: Facilities Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT	DISTRIBUTION
Cathy Allen - WPUSD	Cathy Allen - WPUSD
Frank Nichols - WPUSD	
Heather Marcione - WPUSD	
John Wyatt - PHS	
Dave Butler - LHS	
Jan Smith - LHS	
Steve Newsom - LPA	
Paul Breckinridge - LPA	
Jean Walsh - LPA	

DISCUSSION ITEMS

ACTION **ITEM NO.**

1.01 Phoenix High School

- Lincoln High School and Phoenix High School share fields.
- Lincoln High School has independent study portable on the north side. Phoenix students have food brought at noon, eat in room 3 or outside. Phoenix facilities are driven by number of teachers. Since they are small, they have no labs and population is transient (especially because of housing slump). NCLB requires a science teacher who is credentialed. Having a room with some science capabilities (at teacher station) would help.
- Must be 16 years old and 25 units behind to go to Phoenix. They are there for 1 trimester or more. They graduate when they are done-anytime. Very few go back to high school. Parents think Phoenix is for "bad" students. Due to budget cuts, Art will be out next year at Phoenix. Currently, approximately 3 computers per class room and teacher.

9.2.29

LPA

Indoor exercise room exists, but no teacher. Multipurpose room would be good for lunch and P.E. Class is out after lunch, so students are gone around 12:20 pm.

- Parking is ok, many from Sheridan ride bus. Future road off Nicholas Road could provide another access for both schools.
- Office expansion is needed to accommodate staff, and meetings with parents or staff.
- One hundred percent of Phoenix School is portables.

1.02 Lincoln High School

- Only 1 lunch at this time. If it is raining, they use old gym, new gym, and cafeteria. With 500 more kids this would still work.
- Computer Lab: (1) Large room holding approximately 60-70 students with folding wall to divide into (2) Room 28 is currently "Title 1" room.
- "The Farm" has some existing classrooms and students take Agricultural Science, Biology, and Farm Management classes. A bus takes them there. CTE Program could be part 2 of Master Plan. "The Farm" is not CDE approved.
- District may want to consider a CTE or I.B. small high school on site to get small high school funds. Career Center needed, possibly adjacent to CTE Program.
- Railroad car is used for District storage and would be costly to remove, so that area would not be available.
- Office for Sandy Miller (High School Psychologist).
- If counselors moved to new space, additional vice principals could be housed in (E) Administration. They currently have 4 counselors, will grow to 5-6 and nurse plus 1-2 secretaries. Conference room for at least 12 people.
- Create a "Freshman Center" ?
- Talk to Jeff Dardis regarding food service. Most food cooked at Glen Edwards, then distributed.
- Light the softball/baseball fields
- Need dance/wrestling room. Need to address wrestling mat problem at gym. Need more storage for athletics.
- Theater is fine.

9.2.30

LPA

- Look at fire access work with local Fire Department.
- Next meeting March 20th- all day to cover Food Service, Science, Tech, and Phoenix High School

9.2.31

Architecture
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June 3, 2008

MEETING MINUTES NO. 4
LINCOLN HIGH SCHOOL MASTER PLAN
LPA PROJECT NO. 28001.10

DATE: June 2, 2008
TIME: 9:30 am
PLACE: WPUSD

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

Dave Butler, Principal
Jan Smith, Assistant Principal
Cathy Allen, Asst Sup, Facilities & Maint Services
Heather Marcione, Planner
Mary Boyle, Assistant Superintendent Ed. Services
Frank Nichols, Director, Maintenance & Facilities
Jeff Dardis, Food Service Director
Steve Newsom, LPA
Paul Breckenridge, LPA

DISTRIBUTION

Cathy Allen

DISCUSSION ITEMS

ACTION **ITEM NO.**

4.01 **Presentation of Opportunities and Constraints**

Paul Breckenridge presented a graphic representation of the site conditions influencing future construction. The major elements discussed were:

- Opportunities to reinforce major vehicular entries (including a new entry on 9th Street) and improve views of the campus from surrounding streets. The new entry on 9th Street would coincide with the future bypass and other road improvements in Lincoln.
- Existing East-West axis of buildings is preferred for solar orientation and reduced energy use.
- Major North-South pedestrian axis and opportunities for secondary pedestrian paths.
- Areas for future expansion of classrooms and a multi-story building to the East of the existing Administration Building.
- Opportunity to improve and expand the Quad area.
- Additional areas for expansion and improvement include:
  - Plaza to East of stadium.
  - Area where existing portables sit along L Street.
  - Field area at Northwest corner of 5th and J Streets.

9,232

LPA

- Possible closure of 6th Street between J and L Streets could be pursued by the district in order to improve pedestrian safety during school hours. This is primarily an operational issue and could be discussed between the district and city.

4.02 **Campus Build-Out Discussion**

Steve began the discussion by stating the purpose of the Masterplan is to provide a roadmap to where the district envisions the campus heading over the next 10-20 years. There may not be a funding plan in place to accomplish all of the goals, but one of the purposes of the Masterplan is to prevent decisions being made that may contradict the direction the school is headed. Some of these goals include:

1. Eliminating most of the portables
2. Providing modern facilities to handle the increased population
3. Modernize the existing Practice Gym and Multi-Use Building
4. Replacement of the existing Food Service Facility
5. Improvement of the campus image from surrounding streets

Additional comments from students (provided by a questionnaire circulated recently by the Principal) include:

1. Modernizing the existing restrooms
2. New competitive swimming pool

The site plan presented the possible incremental additions of classrooms based on an "upscale" modular construction. This would keep costs down while providing a more attractive building that would have "at grade" entry and blend into the existing campus.

Several other buildings and additions are critical to the appearance of the campus, and would most likely be "stick built", as opposed to modular. They include:

1. New classroom building East of the existing Administration Building. This building would also house some Administrative spaces to help direct visitors and students.
2. Food Service and Cafeteria Facility. In the interim, it may be necessary to provide a modular facility or food carts until funding is in place for a new building.
3. Addition to the East end of Building I. This building would create a new image at the end of 6th Street.
4. Arts, Media & Entertainment addition at the existing Building O. This building would create a new image at the South end of the campus, along with modernization of the existing Practice Gym and Multi-Use Building.

9.2.33

LPA

4.03 **Academy Concept Discussion**

Steve Newsom referred to the Academy Concept and the goals for the Masterplan. Steve presented a possible Academy structure that incorporated the major courses offered. This provides 6 primary Academies, with names TBD. Using the Dept. of Education's Industry Sector names, they are:

1. **Agriculture & Natural Resources**
   a. Agriculture
   b. Horticulture
2. **Building Trades & Construction**
   a. Construction
3. **Transportation**
   a. Automotive
   b. Robotics
4. **Health Science & Medical Technology**
   a. Science
   b. Sports Medicine
5. **Finance & Business**
   a. Accounting
   b. Financial Services
6. **Arts, Media & Entertainment**
   a. Art
   b. Textiles
   c. Animation

These Academies would provide instruction for both Lincoln HS and Twelve Bridges HS students, reducing the need for duplicate facilities, and creating a strong connection between the two campuses.
Incorporating and emphasizing the existence of a traditional college preparation curriculum was discussed and is important for the overall identity of Lincoln HS. The District and Site Staff will work on appropriate Academy names, including the college prep pathway.

4.04 **Discussion**

The following input on the draft Masterplan Build-Out was given by District and Site Staff:

- The existing field to the West of the main Gymnasium is used as a practice field, and should not be developed for any other purpose.
- New hardcourts are a low priority and could be accomplished by providing backboards and striping at the

9.2.34

LPA

existing parking lot to the East of the shot put area.

- The existing trees at the campus create pollen, they're brittle and smell, so removing or replacing these should be considered.
- Special Education classes should be distributed throughout the campus, per the Dept. of Education's requirements for mainstreaming students.
- The classroom next to the library is equipped for broadcasting, and should be examined in light of the proposed location for a new Broadcast Room.
- New North Entry at 9th Street should be landscaped and provide a driveway connection to the Early Development Center.
- Phoenix HS should be clearly separated from LHS and the Early Development Center.

4.04 Upcoming Dates

- **TBD**
  - Revised Campus Build-Out Plan
  - Toilet Fixture Count
  - Modernization Eligibility
- **June 17, 2008**
  - Cost Estimate Presentation & Prioritization
- **July 1, 2008**
  - Masterplan Complete

Submitted by: Steve Newsom, AIA

9.235

section four

9.2.36

Architecture
Planning
Interior Design
Landscape Architecture
Graphics

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CONDITION ASSESSMENT REPORT

Project: **LINCOLN HIGH SCHOOL AND PHOENIX HIGH SCHOOL**
WESTERN PLACER UNIFIED SCHOOL DISTRICT
LPA PROJECT NO. 28001.10

Date: April 28, 2008

Prepared By: John Gilmore, LPA

PART 1 – INTRODUCTION

- **Project Description:** The purpose of the assessment was to determine the general condition of the existing campus facilities and to make recommendations for future modernization and enhancement work necessary to correct present issues. This information is intended to be used to understand the magnitude of necessary corrective work in relation to the development of the campus master plan and the prioritization of all future work on the campus.
- **Date:** Assessments were performed on April 3, 2008 and April 24, 2008.
- **Assessment Team:**

LPA, Inc.
1548 Eureka Road, Suite 101
Roseville, CA 95661

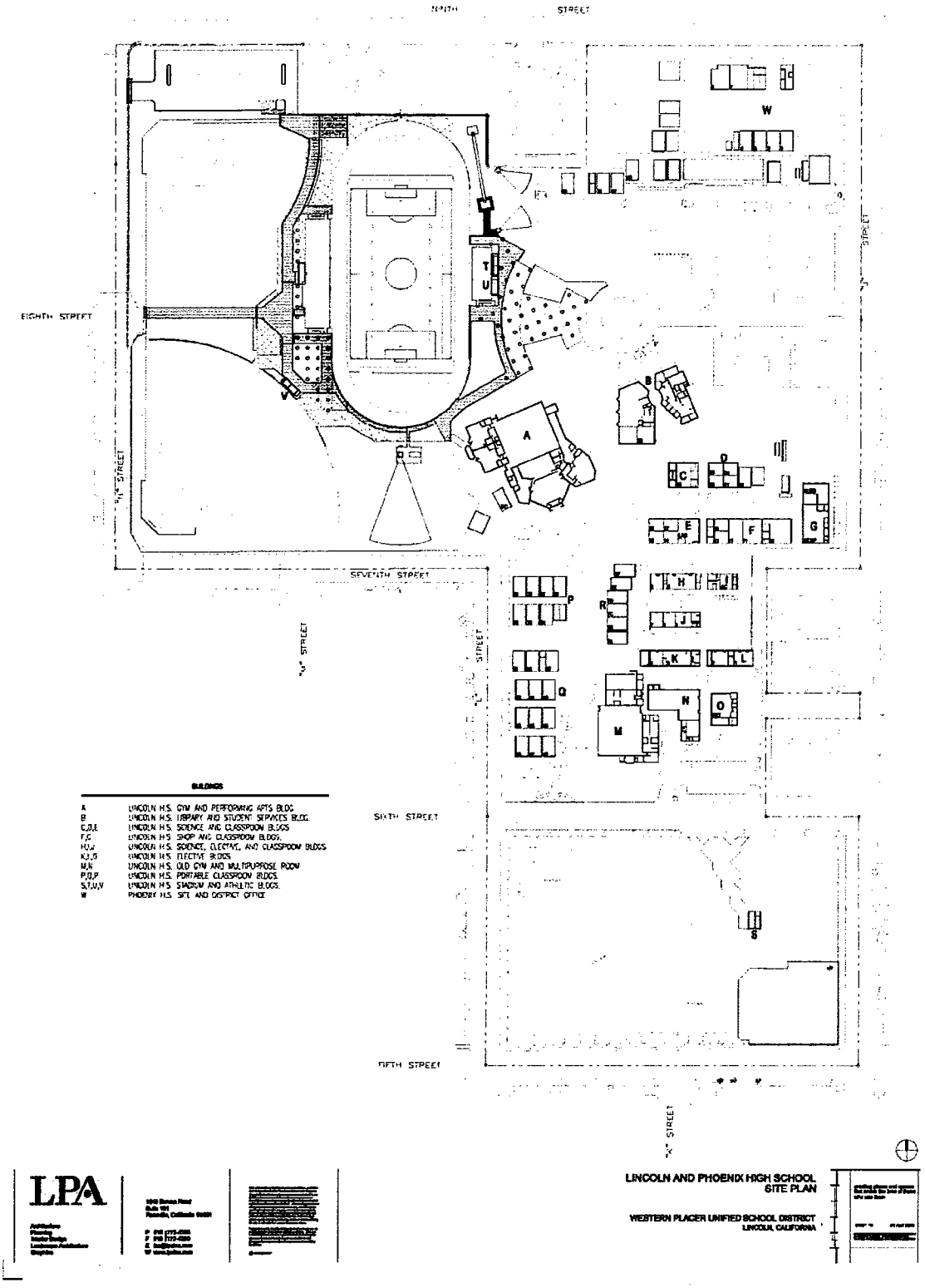
John Gilmore, McKenna Long– Architecture

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Sean Pourvakil – Mechanical Engineer
James Lim- Electrical Engineer

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LPA



The building numbers were assigned randomly for identification purposes and may not match the school's current designations.

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PART 2 – ARCHITECTURAL ASSESSMENT

- Assessment Process: The architectural assessment included the evaluation of the existing buildings with regards to general construction type, disabled access requirements, and exterior and interior aesthetic condition.
- General Notes:
  - Campus consists of about 16 permanent buildings.
  - Phoenix High School was established in 1978, and was constructed using modular buildings.
  - Original construction of the core buildings occurred in 1952.
  - Various new buildings have been built, and additions and remodels have taken place, with the latest in 2004.
  - The classrooms in general are the proper size. There are 5 classrooms used for electives that are undersized. Some Special Ed. and ESL classrooms, the greenhouse, parts of the activities center, and the computer lab in the shop building are undersized, but may be adequate for their purpose. In building D and E there were groups of 2 classrooms that were split in half to make 4 small classrooms. These classrooms should be evaluated to determine if adequate.

- Building A– Gym and Performing Arts Building:
  - Original construction in 1994.
  - General: Building is in good condition.
  - Exterior: Building consists of CMU bock building, with metal standing seam roof. Exterior walks and stage at back of building are typically compliant with ADA. Entry doors and hardware are showing signs of wear. Typical sun-exposed hollow metal doors need painting. District should review doors and hardware, as some hardware was noted as failing or damaged from use. Select exterior CMU walls are showing signs of efflorescence at surface.
    - Metal roofing appears to be in good condition.
    - Flat roof sections not reviewed, however it was noted on interior that some ceilings show signs of water penetration.
  - Interior:
    - Gymnasium- Floor is in excellent shape. Walls are typically in good condition. Ceiling is exposed structure and structural members.
    - Locker Rooms- Flooring is in an acceptable condition, select walls have been damaged.
    - Auditorium- Rooms are in good condition with recent carpet replacement. Needs repainting.
    - Toilets: Wall and floor tile is in good condition. Walls are typically in good condition. Ceiling is exposed structural members.
  - Accessibility:
    - Due to code changes, select items will need further review to determine compliance with applicable codes.
    - Toilets rooms are generally compliant
    - Accessible lockers and changing table not provided.
    - Entrances are generally compliant. Select doors do not provide strike side clearance.

- Building B– Library and Student Services Building:
  - Original construction in 1994.
  - General: Building is in good condition.

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- Exterior: Building consists of CMU block building. Exterior walks at entrances of building are typically compliant with ADA. Entry doors and hardware are showing signs of wear. Typical sun-exposed hollow metal doors need painting. District should review doors and hardware, as some hardware was noted as failing or damaged from use. Select exterior CMU walls are showing signs of efflorescence at surface.
    - Flat roof sections not reviewed, however it was noted on interior that some ceilings show signs of water penetration.
- Interior:
    - Floor is in excellent shape. Walls are typically in good condition. Ceiling systems vary but are mainly are suspended acoustical ceiling.
    - Library- Room is in good condition, Needs repainting.
    - Toilets: Wall and floor tile is in good condition. Walls are typically in good condition. Ceiling is gypsum board.
- Accessibility:
    - Due to code changes, select items will need further review to determine compliance with applicable codes.
    - Toilets rooms are generally compliant
    - Accessible checkout station is provided.
    - Accessible Computer workstations were not reviewed.
    - Entrances are generally compliant. Select doors do not provide strike side clearance.

- **Building C– Science Building:**
    - Original construction in 1966.
    - Exterior: Building consists of Concrete brick building. Exterior walks at entrances of building are typically 1 - 1 ½" above exterior walk surface. Recent modernization work installed new concrete thresholds to correct elevation issue; however DSA no longer recognizes this as a compliant correction. Finishes on exterior is in good condition. Windows have shading and good protection from large overhangs.
        - Roofing has been recently replaced with single ply and is in excellent condition, however it was noted on interior that some ceilings show signs of water penetration (old).
    - Interior:
        - Floor is in excellent shape. Walls are typically in good condition. Ceiling systems vary but are mainly are glue on acoustical tile ceilings.
        - Science casework typically is in poor condition.
        - Toilets: Wall and floor tile is in poor condition. Ceiling is gypsum board. Lighting is poor.
        - Mechanical systems were replaced and original units still remain above ceiling.
    - Accessibility:
        - Due to code changes, select items will need further review to determine compliance with applicable codes.
        - Toilets rooms are generally non-compliant
        - Exterior accessible lockers were not apparent.
        - Accessible workstations were not provided.
        - Accessible Hoods not reviewed.
        - Select doors do not provide strike side clearance.
        - No apparent accessible signage.

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- **Building D– Classroom Building:**
  - Original construction in 1966. – Greenhouse and relocatable added in 2002-2003.
  - Exterior: Building consists of Concrete brick building. Exterior walks at entrances of building are typically 1 - 1 ½" above exterior walk surface. Recent modernization work installed new concrete thresholds to correct elevation issue; however DSA no longer recognizes this as a compliant correction. Finishes on exterior is in good condition. Windows have shading and good protection from large overhangs. Relocatable building and green house exterior in good condition.
    - Roofing has been recently replaced with single ply and is in excellent condition, however it was noted on interior that some ceilings show signs of water penetration (old).
  - Interior:
    - Floor is in excellent shape. Walls are typically in good condition. Ceiling systems vary but are mainly glue on acoustical tile ceilings.
    - Casework typically is in poor condition.
    - Toilets: Wall and floor tile is in poor condition. Ceiling is gypsum board. Lighting is poor.
    - Mechanical systems were replaced and original units still remain above ceiling.
    - Relocatable building and green house interior not reviewed.
  - Accessibility:
    - Due to code changes, select items will need further review to determine compliance with applicable codes.
    - Toilets rooms are generally non-compliant
    - Exterior accessible lockers were not apparent.
    - Accessible workstations were not provided.
    - Select doors do not provide strike side clearance.
    - No apparent accessible signage at older building, Greenhouse and Relocatable have compliant signage.

- **Building E– Classroom Building:**
  - Original construction in 1960. –
  - Exterior: Building consists of concrete brick building. Thresholds at entrances of building are typically 1" above exterior walk surface. Recent modernization work installed new concrete thresholds to correct elevation issue; however DSA no longer recognizes this as a compliant correction. Finishes on exterior is in good condition. Windows have shading and good protection from large overhangs.
    - Canopy from Building C/D and to H/I has significant debris built up.
    - Roofing is built up roof with gravel surfacing. District Staff have indicated that there are multiple failures on roof and roof needs replacement. Roofing continues to building F.
  - Interior:
    - Floor is in excellent shape. Walls are typically in good condition. Ceiling systems vary but are mainly are glue on acoustical tile ceilings. Large crack at concrete slab, visible thru VCT flooring, and continues to exterior.
    - Mechanical systems were replaced and original units still remain above ceiling.
  - Accessibility:

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- Due to code changes, select items will need further review to determine compliance with applicable codes.
- Exterior accessible lockers were not apparent.
- Accessible workstations were not provided.
- Select doors do not provide strike side clearance.
- No apparent accessible signage at building.

- **Building F– Classroom Building- Metal Shop:**
  - Original construction in 1960. –
  - Exterior: Building consists of concrete brick building. Thresholds at entrances of building are typically 1" above exterior walk surface. Recent modernization work installed new concrete thresholds to correct elevation issue; however DSA no longer recognizes this as a compliant correction. Finishes on exterior is in good condition. Windows have shading and good protection from large overhangs.
    - Canopy from Building C/D and to H/I has significant debris built up.
    - Roofing is built up roof with gravel surfacing. District Staff have indicated that there are multiple failures on roof and roof needs replacement. Roofing continues to building E.
  - Interior:
    - Floor is in good condition. Walls are typically in good condition. Ceiling systems vary but are mainly are glue on acoustical tile ceilings. Mechanical systems were replaced and original units still remain above ceiling.
    - Metal Shop ceiling is typically Gypsum board. Mechanical systems were replaced and original units still remain above ceiling. Floor in Metal shop is exposed concrete. Walls are exposed concrete brick.
  - Accessibility:
    - Due to code changes, select items will need further review to determine compliance with applicable codes.
    - Exterior accessible lockers were not apparent.
    - Accessible workstations were not provided.
    - Accessible Hoods not reviewed.
    - Select doors do not provide strike side clearance.
    - No apparent accessible signage at building.

- **Building G– Shop:**
  - Original date of construction unknown. Addition of shop on north side (what is now the Auto Shop) in 1960. Modernization of original section of building (south side) in 1991.
  - Exterior:
  - Interior:
    - A computer lab was recently added to the Auto Shop, however it is undersized.
  - Toilets:

- **Building H– Classroom Building:**
  - Original date of construction unknown. Addition of classroom on west side (what is now the Construction classroom) in 1952. Modernization in 1991.
  - Exterior:
  - Interior:
    - Classroom #9, currently used as a Construction classroom is undersized.
  - Toilets:

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- **Building I– Elective Building:**
  - Original construction in 1952.
  - Exterior:
  - Interior:
    - Classroom AC (Activities Center), currently used for Leadership, History, Drivers Ed., and Yearbook is undersized.
  - Toilets:

- **Building J– Classroom Building:**
  - Original date of construction unknown. Modernization in 1991.
  - Exterior:
  - Interior:
    - Classroom #5, currently used for the ROP Graphics, Video, Art, and Animation class is undersized.
  - Toilets:

- **Building K– Elective Building:**
  - Original date of construction unknown. Modernization in 1991.
  - Exterior:
  - Interior:
    - Classroom #4, currently used for Clothing Design, is undersized.
  - Toilets:

- **Building L– Elective Building:**
  - Original date of construction unknown. Modernization in 1991.
  - Exterior:
  - Interior:
    - Classroom #2, currently used for the ROP Computer Studies and Business Technology class is undersized.
  - Toilets:

- **Building M– Old Gymnasium:**
  - Original date of construction unknown. Gym rebuilt in 1952. Addition in to Boy's Locker Room in 1966. Modernization in 1991.
  - Exterior:
    - Glass block vandalized.
  - Interior:
  - Toilets:

- **Building N– Multipurpose Room:**
  - Original date of construction unknown. Modernization in 1991.
  - Exterior:
  - Interior:
  - Toilets:

- **Building O– Art Building:**
  - Construction in 1966.

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- Exterior:
- Interior:
- Toilets:

- **Building P– Portable Classroom Buildings:**
  - Original date of placement unknown.
  - Exterior:
  - Interior:
  - Toilets:

- **Building Q– Portable Classroom Buildings:**
  - Original date of placement unknown. Classroom #38, 39, and 40 placed in 2004.
  - Exterior:
  - Interior:
  - Toilets:

- **Building R– Portable Classroom Buildings:**
  - Original date of placement in of southern four portables unknown. Northern two placed in 2002.
  - Exterior:
    - The ramps and site on the East side of the classrooms are not accessible.
  - Interior:
  - Toilets:

- **Building S– Athletic Equipment Building:**
  - Original placement in 2004.
  - Exterior:
  - Interior:
  - Toilets:

- **Building T– Stadium Restroom Building:**
  - Original placement in 2004.
  - Exterior:
  - Interior:
  - Toilets:

- **Building U– Stadium Concession Building:**
  - Original placement in 2004.
  - Exterior:
  - Interior:
  - Toilets:

- **Building V– Stadium Supply and Visitors Concession Building:**
  - Original placement in 2004.
  - Exterior:
  - Interior:
  - Toilets:

- **Building W– Phoenix High School:**

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- Original date of placement unknown.
- Exterior:
- Interior:
- Toilets:

PART 3 – MECHANICAL ASSESSMENT

PART 4 – ELECTRICAL ASSESSMENT

PART 7 – SITE ASSESSMENT

- Fields:
- Parking:
  - The ramps up from the accessible parking spaces north of Building B along the circular drive need detectible warning surfaces.
- Typical Conditions that apply to the entire site:

END OF REPORT

APPENDIX – ASSESSMENT SUMMARY TABLE

BUILDING		ASSESSMENT			
		Arch.	Mech.	Elec.	SUMMARY
A	Gym & Performing Arts				
B	Library & Student Services				
C	Science				
D	Classroom				
E	Classroom				
F	Classroom				
G	Shop				
H	Classroom				
I	Elective				
J	Classroom				
K	Elective				
L	Elective				
M	Old Gymnasium				
N	Multipurpose				
O	Art				

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P	Portable Classroom				
Q	Portable Classroom				
R	Portable Classroom				
S	Athletic Equipment				
T	Stadium Restroom				
U	Stadium Concession				
V	Stadium Supply & Visitor's Concession				
W	Phoenix H.S.				

LEGEND:

MIN	Minimal Renovation
MOD	Moderate Renovation
EXT	Extensive Renovation
FA	Further Analysis Required

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- Building A (901) – Administration:
  - Original construction in 1960 with a remodel in 2001.
  - Exterior: Painted exterior plaster and brick appears to be in fair condition; doors appear to be in fair condition; operable windows appear to be in poor condition.
  - Interior: Doors appear to be in fair condition; finishes consist of carpet, painted gypsum board, suspended t-bar ceiling which appear to be in fair condition.
  - Toilets: Fixtures, accessories and finishes appear to be accessible and in fair condition.
  - Generally this building appears to be accessible and in fair condition.
  - Recommend moderate renovation of exterior/interior finishes, and window replacement.
- Building AA (920) – Counseling:
  - This is a portable building depressed so the finish floor is level with the exterior finish surface; we have no record of when it was installed.
  - Exterior: Painted exterior plaster appears to be in fair condition; doors and operable windows appear to be in fair condition.
  - Interior: Doors and windows appear to be in fair condition; finishes consist of carpet, painted gypsum board and suspended t-bar ceiling which appears to be in fair condition.
  - Toilets: Fixtures, accessories and finishes appear to be accessible and in fair condition.
  - Generally this building appears to be accessible and in fair condition.
  - Recommend moderate renovation of exterior/interior finishes.
- Building AAA (922) – Attendance Office:
  - This is a portable building depressed so the finish floor is level with the exterior finish surface; we have no record of when it was installed.
  - Exterior: Painted exterior plaster appears to be in fair condition; doors and operable windows appear to be in fair condition.
  - Interior: Doors and windows appear to be in fair condition; finishes consist of carpet, painted gypsum board and suspended t-bar ceiling which appear to be in fair condition.
  - Generally this building appears to be accessible and in fair condition.
  - Recommend moderate renovation of exterior/interior finishes.
- Building B (911) – Health Services:
  - Original construction in 1960.
  - Exterior: Painted exterior plaster is in fair/poor condition; operable windows are in poor condition; doors appear to be in fair/poor condition.
  - Interior: Doors and windows appear to be in fair/poor condition; finishes consist of carpet, gypsum board, suspended t-bar/gypsum board ceiling which appear to be in fair/poor condition.
  - Toilets: Fixtures, accessories and partitions appear to be in poor condition and inaccessible.
  - Generally this building appears to be poor condition.
  - Recommend extensive renovation of exterior/interior finishes, doors/windows and plumbing fixtures for accessibility.
- Building C (906) – Library:
  - Original construction in 1960 with a more recent undocumented modernization for the complete interior of the building.
  - Exterior: Painted exterior plaster and brick appear to be in fair condition; doors and operable windows appear to be in fair condition.

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- Interior: Doors and windows appear to be in fair condition; finishes consist of carpet, gypsum board and suspended t-bar ceiling which appear to be in fair condition; library shelving appears to be in fair condition.
- Toilets: Fixtures, accessories and partitions appear to be in fair condition and accessible.
- Generally this building appears to be in fair condition.
- Recommend minimal renovation of finishes.

- **Building D (100) – Classrooms & Student Store:**
  - Original construction in 1960 with undocumented upgrades to toilet rooms and student store.
  - Exterior: Painted exterior plaster and brick appears to be in fair/poor condition; doors and operable windows appear to be in fair/poor condition; mechanical closets appear to be in poor condition; metal lockers appear to be in poor condition.
  - Interior (Classrooms): Doors appear to be in fair/poor condition; finishes consist of VCT, gypsum board and suspended t-bar ceiling which appear to be in fair/poor condition.
  - Interior (Student Store): Finishes consist of painted concrete, gypsum board and suspended t-bar ceiling which appear to be in fair condition.
  - Toilets: Fixtures, accessories and finishes appear to be in fair condition; minor upgrades may be required for accessibility.
  - Generally this building is in fair/poor condition.
  - Recommend extensive renovation of exterior/interior finishes, doors/windows and plumbing fixtures for accessibility.
- **Building E (800) – Science Labs:**
  - Original construction in 1960 with a modernization in 1999.
  - Exterior: Painted exterior plaster and brick appear to be in fair condition; doors appear to be in fair condition; operable windows appear to be in fair/poor condition.
  - Interior: Doors appear to be in fair condition; finishes consist of VCT, gypsum board and suspended t-bar ceiling which appear to be in fair condition; science casework appears to be in good/fair condition.
  - Generally this building is in good/fair condition.
  - Recommend minimal renovation.
- **Building F – Cafeteria:**
  - Original construction in 1960 with and remodeled in 2000.
  - Exterior: Painted exterior plaster appears to be in fair condition; doors appear to be in fair condition; operable windows appear to be in poor condition.
  - Interior (Kitchen): Doors appear to be in fair/poor condition; finishes consist of quarry tile, FRP and suspended t-bar ceiling which are in fair/poor condition; stainless steel sinks and counters appear to be in fair/poor condition.
  - Interior (Dining): Doors appear to be in good condition; finishes consist of quarry tile, gypsum board and glue-on ceiling tiles which appear to be in fair condition.
  - Toilet: Fixtures and accessories and finishes appear to be in poor condition and are not accessible.
  - Generally this building is in fair/poor condition.
  - Recommend extensive renovation of exterior/interior finishes, doors/windows and plumbing fixtures for accessibility.
- **Building G/H/P Gym & Lockers/Showers:**
  - Original construction in 1968 with additions in 1969, 1978 and 2000.
  - Exterior (Gym): Painted exterior plaster, brick and concrete appear to be in fair condition; doors and windows appear to be in fair condition.
  - Exterior (Lockers/Showers): Painted exterior plaster appears to be in fair/poor condition; doors appear to be in fair condition; operable windows appear to be in poor condition.

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- Interior (Gym): Doors appear to be in fair condition; finishes consist of raised wood athletic floor, concrete and glue-on ceiling tiles which appear to be in fair condition.
- Interior (Lockers/Showers): Doors and windows appear to be in fair condition; finishes consist of painted concrete, ceramic tile, gypsum board, ceramic wall tile, gypsum board ceiling which appear to be in fair condition; metal lockers appear to be in fair/poor condition.
- Toilet: Fixtures, accessories and finishes appear to be in good/fair condition.
- Generally this building appears to be in fair/poor condition.
- Recommend extensive renovation of exterior/interior finishes, doors/windows.

- **Building J (500) Shops:**
  - Original construction in 1960 with an addition in 1978.
  - Exterior: Painted exterior plaster appears to be in fair/poor condition; doors appear to be in fair/poor condition; operable windows appear to be in poor condition; metal lockers appear to be in poor condition.
  - Interior: Doors and windows appear to be in fair/poor condition; finishes consist of painted concrete, plaster/gypsum board and suspended t-bar ceiling which appear to be in poor condition; sinks, drinking fountains and workbenches appear to be in poor condition.
  - Generally this building appears to be in poor condition.
  - Recommend extensive renovation of exterior/interior finishes, doors/windows and plumbing fixtures for accessibility.
- **Building K (700) Classrooms/Art:**
  - Original construction in 1978.
  - Exterior: Painted exterior plaster and CMU appears to be in fair condition; doors and operable windows appear to be in fair/poor condition; lockers appear to be in poor condition.
  - Interior (Classrooms): Doors and windows appear to be in fair condition; finishes consist of carpet, gypsum board/tack board and suspended t-bar ceiling which appear to be in fair/poor condition; casework appears to be in fair condition.
  - Interior (Art): Doors and windows appear to be in fair condition; finishes consist of carpet, VCT, painted concrete, gypsum board, tack board, suspended t-bar ceiling which appear to be in fair/poor condition; casework appears to be in fair/poor condition.
  - Toilets: Fixtures, accessories and finishes appear to be in fair/poor condition, upgrades for accessibility will be required.
  - Generally this building is in fair/poor condition.
  - Recommend extensive renovation of exterior/interior finishes, doors/windows and plumbing fixtures for accessibility.
- **Building L (400) Classrooms:**
  - Original construction in 1968 with an addition in 1969 and a remodel in 2000.
  - Exterior: Painted exterior plaster appears to be in fair condition; operable windows appear to be in poor condition; doors appear to be in fair condition.
  - Interior (Staff Lounge): Doors appear to be in fair condition; finishes consist of carpet, gypsum board and suspended t-bar ceiling which appear to be in fair/poor condition; casework/sinks appear to be in fair condition.
  - Interior (Media/Computer): Doors and windows appear to be in fair condition; finishes consist of carpet, gypsum board, tack board, glue-on ceiling tiles which appear to be in fair/poor condition.
  - Interior (Classrooms): Doors and windows appear to be in fair condition; finishes consist of carpet, gypsum board and glue-on ceiling tiles which appear to be in fair condition.
  - Toilets: Fixtures, accessories and finishes appear to be in fair condition and appears to be to have been upgraded for accessibility.
  - Generally this building is in fair/poor condition.

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  - Recommend extensive renovation of exterior/interior finishes, doors/windows and plumbing fixtures for accessibility.
- Building N (200) – Theater/Music:
  - Original construction in 1978 with an addition in 2002.
  - Exterior (Theater): Painted exterior plaster and CMU appear to be in fair condition; doors appear to be in fair condition.
  - Exterior (Music): Painted exterior plaster and CMU appear to be in fair condition; doors appear to be in fair condition.
  - Interior (Theater): Doors and operable windows appear to be in fair condition; finishes consist of carpet, painted concrete, raised wood stage, plaster, wood paneling, suspended t-bar ceiling which appear to be in fair/poor condition; fixed theater seating appears to be in fair condition.
  - Interior (Classroom): Doors and windows appear to be in fair condition; finishes consist of sheet vinyl, gypsum board and suspended t-bar ceiling which appear to be in fair condition.
  - Interior (Music): Doors and windows appear to be in fair condition; finishes consist of carpet, gypsum board and suspended t-bar ceiling which appears to be in fair condition.
  - Generally this building is in fair condition.
  - Recommend moderate renovation of finishes.
- Building O (500) Dance Studio:
  - Original construction in 1969 with remodel in 2004.
  - Exterior: Painted exterior plaster appears to be in fair condition; doors and operable windows appear to be in fair condition.
  - Interior: Doors and windows appear to be in fair condition; finishes consist of VCT, raised wood dance floor, gypsum board, mirrors, suspended t-bar ceiling which appear to be in fair condition; casework and lockers appear to be in good/fair condition.
  - Toilets: Fixtures, accessories and finishes appear to be in good/fair condition.
  - Generally this building is in good/fair condition.
  - Recommend minimal renovation.
- Building W – Weight Training:
  - This is an undocumented portable building installed sometime between 1978 and1997.
  - Exterior: Painted exterior plaster appears to be in fair condition; doors and operable windows appear to be in poor condition.
  - Interior: Doors appear to be in poor condition; finishes consist of sheet vinyl, rubber covered plywood, gypsum board, spray-on acoustic ceiling which appears to be in fair/poor condition; casework, sinks, drinking fountains appear to be in poor condition.
  - Generally this building is in fair/poor condition.
  - Recommend extensive renovation of exterior/interior finishes, doors/windows and plumbing fixtures for accessibility.
- Building WW – Weight Room:
  - This is a portable building installed 2004.
  - Exterior: Painted exterior plaster appears to be in good/fair condition; doors and operable windows appear to be in good/fair condition.
  - Interior: Finishes consist of rubber covered plywood, painted wood, exposed wood ceiling which appears to be in good/fair condition.
  - Generally this building is in good/fair condition.
  - Recommend minimal renovation.

PART 3 – STRUCTURAL ASSESSMENT

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- **Assessment Process:** The structural assessment included the evaluation of the existing buildings with regards to potential seismic hazards utilizing the FEMA-154 Rapid Visual Screening of Buildings for Potential Seismic Hazards Data Collection Form and protocol. Buildings determined to require further study will be evaluated in more detail in an effort to determine the viability of retrofit, upgrade, or replacement.
- **Building A** serves as the Administration Building for the high school. Based on as-built drawings (showing only the roof framing) the building was designed in 1960 and has an approximate floor area of 3,740 square feet. It is a rectangular 1-story wood framed building. A portion of the north wall (approximately two-thirds) is brick. Additional drawings of the floor and roof plans are available from what appears to be a remodel in 2001. The west side of the building has a canopy supported by pipe columns. The north and south sides of the building have overhangs that cantilever off the building at the roof. Based on the FEMA-154 Data Collection Form, a detailed evaluation is not required.
- **Building AAA** (Attendance) is a small building located east of the Administration building. Based on the as-built drawings, it was designed in 2001 and has an approximate floor area of 570 square feet. It is a 1-story wood framed building. All four sides of the building have an overhang at roof level. Based on the FEMA-154 Data Collection Form, a detailed evaluation is not required.
- **Building B** serves as the schools health services offices. Based on as-built drawings (showing only the roof framing) the building was designed in 1960 and has an approximate floor area of 1,650 square ft. It is a rectangular 1-story wood framed building. There are overhangs on all four sides of the building cantilevering at roof level. Based on the FEMA-154 Data Collection Form, a detailed evaluation is not required.
- **Building C** is the schools library. Based on as-built drawings (showing only the roof framing) the building was designed in 1960 and has an approximate floor area of 9,936 square feet. It is a rectangular 1-story wood framed building with the north and south walls having brick veneer. On the roof there are seven mechanical units. Based on the FEMA-154 Data Collection Form, a detailed evaluation is not required.
- **Building D** is used for classrooms at the high school. Based on as-built drawings it was designed in 1960 and has an approximate floor area of 9,180 square feet. It is a rectangular 1-story wood framed building. A portion of the south-west wall (short direction) has brick veneer. The south-east and north-west sides (long direction) of the building have a long overhang (approximately 10 feet) cantilevering off the roof. These overhangs run past the building on the south-west side and connect to an existing canopy. Based on the FEMA-154 Data Collection Form, a detailed evaluation is not required.
- **Building E** is used for classrooms at the high school. Based on as-built drawings it was designed in 1960 and has an approximate floor area of 10,800 square feet. It is a rectangular 1-story wood framed building. The south-east wall (short direction) has brick veneer. The south-west and north-east sides (long direction) of the building have a long overhang (approximately 10 feet) cantilevering off the roof. These overhangs run past the building on the south-east side and connect to an existing canopy. The building was remodeled in 1999, and the drawings are available. Based on the FEMA-154 Data Collection Form, a detailed evaluation is not required.
- **Building F** serves as the school's cafeteria. Based on as-built drawings, it was designed in 1960 and has an approximate floor area of 5,374 square feet. It is a 1-story wood framed building. The building has two roof levels, the common area/eating area has a high roof and the kitchen and back rooms are low. Over the kitchen is a mechanical area containing 5 mechanical units and 3 exhaust fans. The east side of the building has a canopy at the lower roof elevation running the full length of the building and wrapping around to the south face. Based on the FEMA-154 Data Collection Form, a detailed evaluation is not required.
- **Buildings G, H and P** is one building, built in multiple phases, containing the gymnasium, middle room, and boys' and girls' locker rooms. The locker rooms, designated as buildings G and H, were originally designed in 1960. These are 1-story wood framed buildings. Then the gymnasium, building P, was added in 1967 with a two inch separation from the existing locker rooms. The

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gymnasium is made of reinforced concrete and has a large concrete parapet (roughly 7 feet) with arches. In 1969, the locker rooms were expanded with additional wood framing. Then, in 1978, the middle room was added. The middle room is wood framed and is attached to the concrete walls of the gymnasium and the existing structure for the locker rooms. Therefore, the middle room ties the gymnasium, locker rooms and middle room together as one (non-separated) building. The approximate floor area for the entire structure is 21,250 square feet. The building has three different roof levels: the high roof is at the gymnasium, middle roof at the middle room, and the low roof is at the locker rooms. There are also a total of 12 mechanical units: 4 over the gymnasium, 2 over the middle room and 6 over the locker rooms. The gymnasium also has 2 smaller 1-story brick buildings attached on the east and west sides of the building designed at the same time as gymnasium (1967). As-built drawings are available for all phases of Buildings G, H and P. Based on the FEMA-154 Data Collection Form, **a detailed evaluation is required.**

- **Building J** is used for the schools' wood and metal shops. Based on as-built drawings, it was designed in 1960 and has an approximate floor area of 6,960 square feet. It is a rectangular 1-story wood framed building. The roof slopes from high on the north side to low on the south side. The north side of the building has a large overhang cantilevering off the high side of the roof. The roof also has one mechanical unit on it. The west side of the building is separated from a newer building (Building J-J, 1978) with a two inch separation. Based on the FEMA-154 Data Collection Form, a detailed evaluation is not required.
- **Building J-J** is used for the schools' drafting shops. Based on as-built drawings, it was designed in 1978 and has an approximate floor area of 2,960 square feet. It is a rectangular 1-story wood framed building. The roof slopes from high on the north side to low on the south side. The north side of the building has a large overhang cantilevering off the high side of the roof. The roof also has one mechanical unit on it. The west side of the building is separated from an older building (Building J, 1960) with a two inch separation. Based on the FEMA-154 Data Collection Form, a detailed evaluation is not required.
- **Building K** is used for classrooms at the high school. Based on as-built drawings, it was designed in 1978 and has an approximate floor area of 17,155 square feet. Building K is composed of two 1-story CMU buildings connected by a common roof. The roof holds a total of 3 mechanical units, two on the southern building, and one on the northern building. There are overhangs and parapets on both buildings. Based on the FEMA-154 Data Collection Form, **a detailed evaluation is required.**
- **Buildings L and L-L** is actually one building constructed in two different phases. Building L was designed in 1967, and then Building L-L was added in 1969. Based on the as-built drawings, the total structure has an approximate floor area of 12,630 square feet. The single structure is just called Building L and is used for classrooms at the high school. It is a rectangular 1-story wood framed building. The north wall (short direction) has brick veneer. The west and east sides (long direction) of the building have a long overhang (approximately 10 feet) cantilevering off the roof. There are 3 mechanical units on the roof (north end). Based on the FEMA-154 Data Collection Form, a detailed evaluation is not required.
- **Building N** is used for performances at the high school and is known as the Little Theatre. Based on the as-built drawings, it was designed in 1978. The floor plan in the as-built drawings does not match the actual floor plan of the structure based on the site visit. A band room was added in 2002 (separated by a 4 inch seismic gap) where, according to the original as-built drawings, part of the original Building N was, however there are no as-built drawings showing the demolition of this portion. Therefore, the approximate floor area for Building N was determined to be 10,060 square feet. It is a 1-story CMU building with parapets. The floor plan is irregular as the north side of the building has a pentagonal shaped entrance with a lower roof height than the rest of the building. The roof has 6 mechanical units, 3 on the western portion and 3 on the eastern. Based on the FEMA-154 Data Collection Form, **a detailed evaluation is required.**
- **Building N-N** is used as the Music Room for the high school and is considered part of Building N. It is actually seismically separated from Building N with a 4 inch seismic gap. Based on the as-built drawings, it was designed in 2002 and has an approximate floor area of 2,206 square feet. The

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building is a 1-story CMU building with a rounded wall on the west face. The roof has a parapet (approximately 3 feet) and has 2 mechanical units. Based on the FEMA-154 Data Collection Form, a detailed evaluation is not required.

- **Building O** serves as the high school's dance studio. Based on the as-built drawings, it was designed in 1969 and has an approximate floor area of 3,840 square feet. It is an L-shaped, 1-story wood framed building. The roof slopes from high on the north side to low on the south side. There is an overhang that wraps around three sides of the building (north, west, and east sides). The roof has 2 mechanical units on it. Based on the FEMA-154 Data Collection Form, a detailed evaluation is not required.
- **Custodial Office Building** is located south of Building J. It has an approximate floor area of 2,400 square feet. As-built drawings are not available and the year of design is not known, however based on site plans, it was constructed after 1978. It is a 1-story building that appears to have a steel frame system for seismic restraint. The walls are made of steel metal (decking). There are no parapets or units on the roof. Based on the FEMA-154 Data Collection Form, a detailed evaluation is not required.

PART 4 – MECHANICAL ASSESSMENT

- General Notes:
  - Campus includes a wide variety of HVAC system solutions;
  - 2000 Modernization project added a Honeywell DDC control system to the campus which controls much (but not all) of the campus HVAC systems;
  - Most recent HVAC system modifications have installed rooftop, single-zone gas/electric packaged units (almost exclusively Carrier 48HJ series);
  - Recommend considering Carrier 48PG series and 48XP series for future gas/electric package unit installations;
  - Consider adding multi-speed fans on packaged units along with Honeywell DDC controllers that allow teacher to adjust fan speed (auto/off/low/high);
  - Many classrooms appear to be somewhat under ventilated based on the HVAC system outside air intakes;
  - Many classroom buildings include single-pane, operable slider windows that do not appear to be used;
- Building A (901) – Administration:
  - Includes original (circa 1965) three-zone, 4-pipe air handling unit located in an interior mechanical room and served by campus 4-pipe central plant loop;
  - System controls were upgraded to Honeywell DDC system during 2000 modernization --- appears to operate as a single zone system;
  - System in generally poor condition with limited outside air, deteriorating pipe insulation; no zone control;
  - (4) Fujitsu "mini-split" AC units have been added to provide additional cooling to principal and assistant principal offices;
  - If building is modernized, recommend complete replacement of mechanical systems with a retrofit to high-efficiency rooftop gas/electric packaged units controlled by Honeywell DDC system. Recommend convert existing mechanical room to storage closet.
- Building AA (920) – Counseling:
  - Single, rooftop gas/electric packaged unit serves small pre-fabricated building;
  - HVAC controls include non-programmable electric thermostat with 6-hour twist-timer;
  - If building is modernized, recommend controls upgrade Honeywell DDC system.
- Building AAA (922) – Attendance:

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- Single, rooftop gas/electric packaged unit serves small building;
- HVAC controls include programmable electric thermostat with 6-hour twist-timer;
- If building is modernized, recommend controls upgrade Honeywell DDC system.

- **Building B (911) – Health Services:**
  - Includes original (circa 1965) two-zone, 4-pipe air handling unit located in an interior mechanical room and served by campus 4-pipe central plant loop;
  - System controls were upgraded to Honeywell DDC system during 2000 modernization --- appears to operate as a single zone system;
  - System in generally poor condition with limited outside air, deteriorating pipe insulation; no zone control;
  - If building is modernized, recommend complete replacement of mechanical systems with a retrofit to high-efficiency rooftop gas/electric packaged units controlled by Honeywell DDC system. Recommend convert existing mechanical room to storage closet.
- **Building C (906) – Library:**
  - Building served by 8 total rooftop gas/electric packaged units (Carrier 48HJ) installed in 2000, ranging from 2 to 7.5 tons;
  - Units larger than6-tons include air-side economizers;
  - HVAC Controls are Honeywell DDC system;
  - Window air-conditioning unit provides dedicated cooling to a multi-media equipment room;
  - Recommend maintaining existing systems;
- **Central Plant (in Building C):**
  - Four-pipe central chilled and hot water plant located in Building C (906, Library) serves buildings D (100), E (800), A(901), B (911);
  - 100-ton Hitachi absorption chiller with associated forced-draft variable-speed cooling tower, pumps, and controls is located in a mechanical room. Chiller installed in 1990. Cooling tower installed in 2002;
  - Boiler located on roof, and installed in 2004;
  - 4-pipe distribution runs underground to fan coil units and air handling units
  - System is maintenance intensive, requires use of an outside maintenance contractor, and falls short of capacity in cooling mode according to Jim Poltl, Executive Director of Maintenance, Operations, and Transportation for the District.
  - Recommend removing system and replacing any HVAC systems in buildings currently served by the system that will be maintained;
- **Building D (100) – Classrooms & Student Store:**
  - Includes original (circa 1965) 4-pipe fan-coil units located in console areas, accessed from the exterior, serving each classroom;
  - Chilled and hot water piping distributed above roof and dropped to individual fan coil units;
  - Fan coils were cleaned and system controls were upgraded to Honeywell DDC system during 2000 modernization;
  - System in generally poor condition with very limited outside air, difficult maintenance access, dirty coils, poor air distribution, etc;
  - Building includes three mini-split systems for supplemental cooling of conference rooms, etc.
  - If building is modernized, recommend complete replacement of mechanical systems with a retrofit to high-efficiency rooftop gas/electric packaged units (1 per classroom) controlled by Honeywell DDC system.
- **Building E (800) – Science Labs:**
  - Includes original (circa 1965) 4-pipe fan-coil units located in console areas, accessed from the exterior, serving each classroom;
  - Chilled and hot water piping distributed above roof and dropped to individual fan coil units;

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- Fan coils were cleaned and system controls were upgraded to Honeywell DDC system during 2000 modernization;
- System in generally poor condition with very limited outside air, difficult maintenance access, dirty coils, poor air distribution, etc;
- If building is modernized, recommend complete replacement of mechanical systems with a retrofit to high-efficiency rooftop gas/electric packaged units (1 per classroom) controlled by Honeywell DDC system.

- **Building F – Cafeteria:**
  - Cafeteria served by kitchen exhaust fans and evaporatively cooled make-up air units, all located on the roof;
  - Was not able to inspect systems closely but appear to be in good condition;
  - If building is modernized, recommend updating controls to Honeywell DDC system;
- **Building G/H/P Gym:**
  - Main gym served by four, likely original, 100% outside air rooftop gas-fired heat/vent units;
  - Wresting room by rooftop gas-fired heat/vent unit;
  - Locker rooms served by relatively new, Reznor rooftop gas-fired heat/vent units;
  - Coaches offices served by two rooftop gas/electric packaged units;
  - If building is modernized, recommend maintaining systems serving locker rooms and coaches offices, adding systems to campus Honeywell DDC controls network;
  - Recommend adding high-efficiency rooftop gas/electric packaged units controlled by Honeywell DDC system for the main gym and wrestling room;
- **Building J (500) Shops:**
  - Room 501, Wood Shop, includes a dust collector system and gas-fired shop heaters, but no central heating or cooling system;
  - Room 502, metal shop, includes no HVAC systems;
  - Room 503, Drafting Shop, includes 3-ton rooftop packaged gas/electric unit (Carrier HJD036) as well as a mini-split cooling unit; Controls are electric thermostats with 6-hour twist timers;
  - If building is modernized, recommend adding high-efficiency rooftop gas/electric packaged units controlled by Honeywell DDC system

- **Building K (700) Classrooms:**
  - Includes three constant-volume DX air handling units located in interior mechanical rooms serving single-duct reheat zone box at each classroom;
  - Three roof-mounted DX condensing units provide cooling capacity; One boiler located in a mechanical room provides heating capacity;
  - System controls are electric, not part of campus Honeywell DDC system;
  - Air Handling Systems in generally poor condition with limited outside air, abandoned economizer controls, and poor zone controls;
  - If building is modernized, recommend complete replacement of mechanical systems with a retrofit to high-efficiency rooftop gas/electric packaged units controlled by Honeywell DDC system. Recommend convert existing mechanical rooms to storage closet.
- **Building L (400) Classrooms:**
  - Each classroom includes a vertical water-source heat pump located in the corner of the classroom, served by local (not networked DDC) thermostats;
  - Cooling tower and pumps serving WSHP loop were recently replaced; Equipment is located in a mechanical room along with residential water heater for heating source.
  - WSHP units are generally in poor condition and poor indoor air quality is evident throughout building;

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- Two rooftop gas/electric packaged units have been added to serve teachers lounge and copy room;
- If building is modernized, recommend complete replacement of WSHP systems with a retrofit to high-efficiency rooftop gas/electric packaged units controlled by Honeywell DDC system. Recommend convert existing mechanical room to storage closet.

- Building N (200) – Theater/Music:
  - Band room served by two rooftop gas/electric packaged units and theater building served by six total two rooftop gas/electric packaged units (all Carrier HJ series);
  - HVAC units are relatively new (2-3 years) and are controlled by Honeywell DDC system;
  - Units larger than6-tons include air-side economizers;
  - Recommend maintaining existing HVAC systems but making modifications as required for re-purposing of building and necessary re-roofing;
- Building O (500) Dance Studio:
  - Building served by 2 rooftop gas/electric packaged units installed around 2005
  - HVAC Controls are stand alone programmable thermostats;
  - Small solar hot water system on roof --- unclear what this serves;
  - Recommend maintaining existing systems, and consider adding systems to campus Honeywell DDC controls network;

PART 5 – PLUMBING ASSESSMENT

- General Notes:
  - Site and building plumbing services are in generally good condition with no known problems, with the exception of the parking lot storm drain system, which needs increased capacity and additional drainage inlets to alleviate pooling and backup of storm water.
  - With few exceptions, all buildings are in need of ADA upgrades to existing drinking fountains, restrooms and classrooms fixtures.
  - There are numerous backflow prevention items requiring attention throughout the campus.
  - Water heaters are generally in aged/poor condition and missing code required components.
  - Buildings determined to be overall acceptable for remodel will be good candidates for replacement of plumbing fixtures and ADA remodel, as the existing building domestic water, sewer, and vent systems in all cases appear to be suitable for reuse. In such cases, reconfigured plumbing fixtures can reconnect to the nearest existing corresponding plumbing services of adequate depth and capacity.
- Site Utilities:
  - Site domestic water distribution piping was replaced in the last modernization project and has no known problems.
  - Site sewer piping was replaced in the last modernization project and has no known problems.
  - Site gas piping was replaced in the last modernization project and has no known problems. There are (2) main gas services serving the campus, located along San Marcos Boulevard. Suggest provision of seismic gas shut-off valves, as none exist. The existing gas systems are medium pressure (assumed 5 PSI, to be confirmed), with gas pressure regulators serving standard delivery pressure (8" w.c.) systems at each building.
  - Site storm drain piping is not of adequate capacity to serve all areas of the campus. Per M&O staff, the West parking lot has only (1) drain, and backs up during rainstorms. The main storm drain line serving the parking lot is undersized at 10".
- Typical Conditions that apply to All Buildings:
  - Interior and exterior hose bibs missing vacuum breakers throughout.

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- Lavatories missing ADA hot water supply covers.
- Vents thru roof not outfitted with vandal proof vent caps.

- **Building A (901) – Administration:**
  - Existing sprinkler heads in Office Storage Closet and Custodian Storage Closet appear to be tied to the potable water system without proper backflow prevention, and have are not interconnected with the existing fire alarm system, which is manual. These limited sprinkler areas may not be required per current fire codes.
  - Interior drinking fountain not configured for ADA compliance.
  - Restroom floor drain trap primers could not be located.
  - Water closet flush valves roughed in such that vacuum breaker/critical line is less than 6" above the toilet top spud.
  - Water heater missing code required thermal expansion tank and seismic strapping.
  - Recommendations: Suggest removing fire sprinklers if not required per current fire code, upgrade drinking fountain to ADA compliant model, add trap primers for restroom floor drains, repair flush valve rough-ins, and add water heater thermal expansion tank and seismic strapping for code compliance.
- **Building AA (920) – Counseling:**
  - Kitchen sink not configured for ADA compliance.
  - No dedicated shut-off valves for restrooms.
- **Building AAA (922) – Attendance:**
  - No plumbing fixtures.
- **Building B (911) – Health Services:**
  - Kitchen sink not configured for ADA compliance.
  - Boy's and Girl's restroom fixtures not configured for ADA compliance.
  - No dedicated shut-off valves for restrooms.
- **Building C (906) – Library:**
  - Roof drain downspout/leader at northwest corner of building appears to have been replaced with an exposed, undersized PVC roof drain downspout/leader.
  - Exterior drinking fountain not configured for ADA compliance.
  - Restroom floor drain trap primer could not be located.
- **Building D (100) – Classrooms & Student Store:**
  - Domestic water supply and shut-off valves serving the Boy's and Girl's gang restrooms is run exposed in the adjacent electrical room.
  - Exterior drinking fountain not configured for ADA compliance.

- **Building E (800) – Science Labs:**
  - Science lab portables do not appear to have emergency gas shut-off valves.
- **Building F – Cafeteria:**
  - Men and Women's staff restroom fixtures not configured for ADA compliance.
  - Service sink missing vacuum breaker.
- **Building G/H/P Gym & Lockers/Showers:**
  - Exterior drinking fountain not configured for ADA compliance.
  - Water heater missing code required thermal expansion tank.
- **Building J (500) Shops:**
  - Shop sinks not configured for ADA compliance.
- **Building K (700) Classrooms/Art:**
  - Kitchen/counter sinks not configured for ADA compliance.
  - Classroom sinks not configured for ADA compliance.

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- Art room sinks not configured for ADA compliance.
- Boy's and Girl's restroom fixtures not configured for ADA compliance.
- Exterior drinking fountain not configured for ADA compliance.
- Boiler makeup water appeared to be missing proper (RPP) backflow prevention device at connection to potable water system.
- Water heater missing code required thermal expansion tank, seismic strapping substandard.

- Building L (400) Classrooms:
  - Water heater missing code required thermal expansion tank.
- Building N (200) – Theater/Music:
  - Per Music Teacher roof leaks, possibly due to condensate.
  - Classroom sinks not configured for ADA compliance.
  - Exterior drinking fountain not configured for ADA compliance.
  - Water heater appeared aged and rusted, nearing end of life cycle.
  - Water heater missing code required thermal expansion tank and seismic strapping.
- Building O (500) Dance Studio:
  - Locker room lavatories not configured for ADA compliance.

PART 6 – ELECTRICAL ASSESSMENT

- General Notes:
  - The fire alarm system is a manual system in good condition throughout the campus, but per the States "Green Act" legislation the buildings modernized will be required to have an automatic system.
  - All 4,160 volt transformers must have the insulating oil tested in order to determine if any internal arching exists.
  - Six (6) of the existing 4,160 volt substations have oil fused cutouts that must be replaced. The district has most of the fused switches necessary for this work.
  - The secondary switchgear associated with seven (7) of the existing substations is in poor condition due to age. The equipment is at an age where replacement breakers are extremely expensive and in some cases approaching the total cost of a new switchboard.
  - The substation near the football field will need to be replaced in order to serve new fields lighting.
  - The old panel boards in most buildings need to be replaced, except for buildings A, AA, C, E, F, and MN.
- Building A (901) – Administration:
  - There is new lighting, except for the hallways.
  - The power and communications are in good condition.
  - In the hallway, there exists an old panel board cover. When opened, live power writing is exposed. From a safety standpoint, this needs to be protected by a cover that is fastened with screws to prevent easy access.
- Building AA (920) – Counseling:
  - The electrical systems in this building are in good condition.
- Building AAA (922) – Attendance:
  - The electrical systems in this building are in good condition.
- Building B (911) – Health Services:
  - The electrical systems in this building are in good condition.

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  - Near the east entry, there is a large wall mounted emergency lighting wall pack that is a possible head clearance hazard. Relocation would be recommended.
- Building C (906) – Library:
  - The electrical systems in this building are in good condition.
- Building D (100) – Classrooms & Student Store:
  - Minimal power is provided via surface mounted raceway for data outlets.
  - Panel board "D" is in poor condition and needs replaced.
  - All other electrical systems in this building are in good condition.
- Building G/H/P Gym & Lockers/Showers:
  - New fluorescent lighting has been installed and the lighting in the gymnasium area is in good condition. The lighting in the other areas needs to be upgraded.
  - The existing substation will need to be increased in capacity to serve air conditioning. The equipment is in need of replacement due to age in any case.
- Building J (500) Shops:
  - The lighting is in poor condition with yellowed lenses.
  - The power wiring is old and the old panel boards need replaced. A power upgrade will be needed to add air conditioning.
- Building K (700) Classrooms/Art:
  - The lighting in this building is in need of an upgrade.
  - Minimal power is provided via surface mounted raceway for data outlets.
  - The existing panel board needs to be replaced.
- Building KK:
  - The lighting in this building is in need of an upgrade.
  - Minimal power is provided via surface mounted raceway for data outlets.
  - The existing panel board needs to be replaced.
- Building L (400) Classrooms:
  - The existing panels in the mechanical room are in very poor condition and need replaced. The 400 amp main disconnect is a safety hazard and should not be operated under any circumstances.
  - The lighting in this building, except for Room 401 and the Staff Lounge, is in need of an upgrade.
  - Data network wiring in most of the rooms is exposed and could be concealed with a suspended ceiling.
  - Room 402 has an IDF for computer room data exposed. It is functional, but could be concealed in a room.
  - The power serving the computers appears to be very minimal and should be checked to assure proper loading.
- Building N (200) – Theater/Music:
  - The lighting in this building is in need of an upgrade.
  - All other electrical systems appear to be adequate.
- Building O (500) Dance Studio:
  - The electrical systems in this building are in good condition.
- Building W & WW – Weight Training:
  - Electrical systems are adequate, except an upgrade to the lighting is needed.

PART 7 – LANDSCAPE & SITE ASSESSMENT

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- General Notes:
  - A portion of the campus site work near the gym has been recently modernized.
  - The majority of the campus site work is in poor condition.
  - Irrigation systems use potable water not reclaimed.
  - There are 3 controllers for the site irrigation.
  - Main POC for water is along San Marcos Blvd.
  - Additional POC for water behind softball field.
  - Campus is broken up by buildings. There is no continuity of space.
  - Lunch is served from multiple points on campus.
  - There is one main lunch shelter area and additional lunch tables in a park setting.
- Building A & D and adjacent area:
  - Replace 50% of concrete in this area.
- Building B & E and adjacent area:
  - Replace 50% of concrete in this area.
  - Relocate existing irrigation backflow out of main pathway.
  - Replace concrete at north side of Building E near portables.
  - Provide new curb ramp at parking lot entrance adjacent to Building E.
- Main Courtyard around Building C:
  - Provide new permanent canopy at lunch line and book window line.
  - Replace 100% of concrete on south side of Building C.
  - Repair broken and chipped CMU walls and wall caps.
  - Re-grade courtyard to move drainage from v-ditch gutter into planters.
  - Provide new courtyard design to create center of campus in this area.
- Building D & N and adjacent area:
  - Steep slope behind Building NN adjacent to portables; drainage issues. This causes an air quality issue in the portable classrooms.
  - Revise slope and provide drainage to remove standing water at the bottom of the slope.
  - Replace 90% of concrete in this area.
  - Re-grade and replace flatwork at lunch table seating area to alleviate ponding water.
  - Replace large drain grate.
  - Provide new bike rack and skateboard locker area with concrete pad and enclosure.
  - Re-grade and replace flatwork at portables to alleviate severe warping of concrete.
- Building F and adjacent area:
  - Recently modernized.
  - Re-grade and replace concrete to alleviate ponging at lunch canopy area.
- Gym area:
  - Replace ramp and stairs at rear of Gym adjacent to Building L.
  - Replace all concrete on south side of Gym.
  - Re-grade and replace concrete on West side of Gym. Provide Trees and shading courtyard in this area.
- Building K & L and adjacent area:
  - Replace 75% of concrete in this area.
  - Replace palms to provide consistent tree palette and shade.
- Fields:
  - Football field recently modernized with synthetic track and field.
  - Re-grade and repair softball field.

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  - Upgrade irrigation system at softball field.
  - Provide new softball backstop, dugouts and bull pens. This field is not equal to the baseball field.
- **Parking:**
  - ADA stalls in all parking lots do not meet code.
  - Provide new layout and design for ADA stalls, ramps and cross walks.
  - Drainage in West parking lot is a critical issue. All water on site culminates at this area in one catch basin. This catch basin is not a large storm drain; too small. Flooding occurs in this area.
- **Typical Conditions that apply to the entire site:**
  - Replace all exterior drinking fountains.
  - Replace all handrails at stairs and ramps.
  - Prune and root prune trees as needed.
  - Repair broken and chipped CMU walls and wall caps.

END OF REPORT

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APPENDIX – ASSESSMENT SUMMARY TABLE

BUILDING		ASSESSMENT					
		Arch.	Struc.	Mech.	Plumb.	Elec.	SUMMARY
A	901/Admin.	MOD	-	EXT	MOD	MIN	MOD
AA	920/Counseling	MOD	-	MIN	MOD	-	MOD
AAA	922/Attendance	MOD	-	MIN	-	-	MOD
B	911/Health	EXT	-	EXT	EXT	-	EXT
C	906/Library	MIN	-	-	MIN	-	MIN
D	100/Classrooms	EXT	-	EXT	MIN	MOD	EXT
E	800/Science	MIN	-	EXT	-	-	MIN
F	Cafeteria	EXT	-	MIN	EXT	-	EXT
G/H/P	Gym/Lockers	EXT	FA	MOD	MIN	MOD	MOD
J	500/Shops	EXT	-	MIN	MIN	MOD	MOD
K	700/Class./Art	EXT	FA	EXT	EXT	MOD	EXT
L	400/Classrooms	EXT	-	EXT	MIN	EXT	EXT
N	200/Perf. Arts	MOD	FA	MIN	MOD	MOD	MOD
O	505/Dance	MIN	-	MIN	MIN	-	MIN
W	PE Weight	EXT	-	-	-	MOD	MOD
WW	Athletic Weight	MIN	-	-	-	MOD	MIN

LEGEND:

MIN	Minimal Renovation
MOD	Moderate Renovation
EXT	Extensive Renovation
FA	Further Analysis Required

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LP Consulting Engineers, Inc.

CONDITION ASSESSMENT REPORT – MECHAICAL AND PLUMBING

Project: Lincoln High School, Western Placer Unified School District
Date: April 24, 2008 and May 5, 2008
By: Steve Zagyi, P.E.

Project Description: The purpose of the assessment was to determine the general condition of the mechanical and plumbing systems and equipment and to make recommendations for future modernization. Buildings A through O, the Facility Annex portable, and most of the portables at Phoenix High School where reviewed.

General:

1. The assessment was performed on May 5, 2008.
2. The original construction of the main Lincoln High School campus occurred in 1951 of buildings C through O.
3. Building-A (Gymnasium and Performing Arts) and Building-B (Administration, Library and Student Services) were added to the campus approximately 13 years ago.

Site:

1. The site is served by three medium pressure natural gas services. The gas pressure is regulated to ¼ PSIG at each location. Gas pressures and capacities will need to be confirmed with PG&E.
    a. J Street – Serves Buildings D through G. Meter Number: 31354202.
    b. Building K – Serves Buildings H through O. Meter Number: 27730164.
    c. Building A – Serves Building A. Meter Number: 9125194.
2. The site is served be two domestic water services (Seventh Street and Sixth Street) that are cross connected. Water pressures are high but should be confirmed with the utility district. No water pressure issues have been reported.
3. There is approximately 160 feet of iron domestic cold water distribution piping located in a utility tunnel routed along the south side Building K and between Buildings M and N. The iron piping is prone to leakage because of the age and type of material. The piping is not assessable because of the asbestos insulation on the abandoned steam and condensate piping that shares the same utility trench. There is also approximately 200 feet of iron domestic water distribution piping buried under the concrete walkway from Building K to Building H. The iron piping is prone to leakage because of the age and type of material. Repairs can only be made by removing sections of the concrete walkway.
4. There are fire hose cabinets located on the buildings but no fire sprinkler systems in any of the buildings.
5. Drinking fountains do not meet ADA requirements. Recommend that fixtures be replaced.
6. Boys', girls', and staff restrooms all appear to have been updated with newer plumbing fixtures and can be reused. However, the ventilation will need to be added in the boys' and girls' restrooms to meet code requirements and control odors.

9.2.63

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7. The energy management system is Novar and controls the operation of the existing mechanical systems on campus. The main controller is located in Building J. This system will need to be enhanced to meet current district standards for operation of systems and equipment.

Mechanical/Plumbing:

The original mechanical systems consisted of central steam plant that distributed steam to the buildings that was used primarily by unit ventilators and unit heaters. As the campus was expanded, boilers where added to several classroom buildings added to the campus for generating heating hot water. The heating hot water was used by unit ventilators. In 1991, heat pumps with supplemental electric heaters replaced the heating and ventilating units and unit heaters. The central steam plant was removed at this time. However, the steam distribution piping with asbestos insulation was abandoned in place in the utility trench and underground. In addition, gas piping was routed to other buildings and gas fired unit heaters used for heating. In 1996, rooftop air conditioning units with gas furnaces sections replaced the unit ventilators in some of the classroom buildings. The heating hot water boiler systems where removed. However, the unit ventilators and hydronic piping was abandoned in place. Gas piping was routed on the roof to serve the gas fired equipment. The gas piping is not anchored nor have proper seismic separation at building expansion joints.

<u>Buildings C, D, E, F</u>

1. Each classroom space is served by "Carrier" rooftop packaged gas/electric air conditioning units that are approximately 12 years old. Each unit incorporates a minimum outside air intake hood with fixed damper. Units do not have seismic restraints to anchor the units to the curbs. Units have been failing with parts and repairs costly as reported by WPUSD maintenance. Recommend units be replaced.
2. The original unit ventilators, ductwork, and piping where abandoned in the ceiling soffits of each classroom. Units are not functional. Recommend that units and all ductwork and piping be removed.
3. The outside air intake hood for the abandoned unit ventilators are now used to relieve the building static pressure. They can still be used for the same purpose unless the new packaged rooftop units incorporate economizers with powered exhaust. If this unit configuration is chosen, then the outside air intake hood (now relief hoods) can be removed.
4. There are barometric relief dampers above the doors in each of the science classrooms in Building F. Again, they can still be used for the same purpose unless the new packaged rooftop units incorporate economizers with powered exhaust. If this unit configuration is chosen, then the barometric relief dampers can be removed.
5. Two exhaust fan where added for fume hoods in Building F. One exhaust fan was never had electrical power connect to it. Both fans are in good condition. Recommend that they be reused.
6. All other exhaust fans are operational and can be reused.
7. There is an existing acid neutralization tank used by the science labs in Building that is in working condition according to WPUSD maintenance.
8. Air and gas outlets are at the student and instructors desks and appear to be in good condition. Gas has emergency shut-off as required.
9. Agricultural/Welding Shop (Part of Building F):

9.2.64

a. The space is served by three "Carrier" rooftop packaged gas/electric air conditioning units that are approximately 12 years old. Each unit incorporates a minimum outside air intake hood with fixed damper. Units do not have seismic restraints to anchor the units to the curbs. Units have been failing with parts and repairs costly as reported by WPUSD maintenance. Recommend units be replaced with larger units that have a larger percentage of outside air so they can be used to provide some of the make-up air requirement when the exhaust fans are used.

b. There is an exhaust hood and two exhaust fans for the arc welding area. Recommend that fan capacities be verified to ensure minimum velocities for smoke and fume capture and discharge.

c. The original unit ventilators, ductwork, and piping where abandoned in the ceiling soffits of each classroom. Units are not functional. Recommend that units, all ductwork including outside air intake hoods, and piping be removed.

d. Old paint booth is now used as a storage room. Existing ductwork has asbestos insulation/lining. Associated exhaust fan is not used. Recommend that fan and ductwork be removed.

e. Wall exhaust fan with gravity louver is in south wall. Recommend that the fan be replaced with larger roof exhaust fan that can serve entire space.

f. The drinking fountain, wash sink, and emergency eye wash are old. Recommend that the fixtures be replaced.

g. Area drain needs to be added near northwest corner of shop and connected to storm drain system because of flooding in wet weather.

Buildings G

1. Wood Shop:

a. Space is served by four gas unit heaters. The flues are single wall copper pipe and transite pipe. Ventilation to the space is provided by operable windows. As a minimum it is recommended that the flues at the equipment and thru the roof be replaced. As an alternative, the unit heaters can be replaced with a packaged gas/electric air conditioning unit that can be used to provide some of the make-up air requirement when the exhaust fan for the dust collector is used and to provide proper ventilation, heating, cooling, and air distribution in the space.

b. No ventilation or heat in instructor's office.

c. Finish room is now used as a storage room. The space has a wall exhaust fan that is not used. Recommend that a filter bank with filters, pre-filters, and make-up air be added if finishing is to occur.

d. Saw dust collector ductwork is not connected to all equipment. Some ductwork sections have been tapped which is not air-tight. Flexible metal dryer vent has been extended to some equipment. The dust collector is older and appears undersized for the amount of equipment in the shop. Recommend that the dust collection system be completely replaced with new exhaust ductwork.

e. The sink with bubbler is in good shape and can be reused. Recommend that an emergency eye wash/shower be added.

9.2.65

f. Recommend that the compressed air piping in the shop be replaced with larger capacity piping and routing to facilitate shop requirements.

2. Auto Shop:

a. Space is served by two gas unit heaters. The flues are single wall copper pipe and transite pipe. A direct evaporative cooling unit (swamp cooler) is used to provide cooling and ventilation to the space. As a minimum it is recommended that the flues at the equipment and thru the roof be replaced. As an alternative, the unit heaters and swamp cooler can be replaced with a packaged gas/electric air conditioning units that can be used to provide some of the make-up air requirement when the exhaust fan for the auto motive exhaust is used and to provide proper ventilation, heating, cooling, and air distribution in the space.

b. The instructor's office is served by a split system heat pump without ventilation. Unit is currently not working. Recommend that the space be provided with air from a packaged gas/electric air conditioning unit that was recommended for the shop.

c. An exhaust fan and ducted manifold is used for vehicle exhaust in the space. This system is not adequate. Recommend that a vehicle exhaust system with make-up air replace the existing system.

d. An exhaust hood and fan was used for an older welding station. It is no longer used and should be removed.

e. The paint booth is adjacent to the automotive shop and includes an exhaust fan with 30% efficient single ply panel filters at the inlet exhaust plenums. The make-up air is drawn into the paint booth from one end and is filtered with 30% efficient pleated media filters. Compressed air is used for the spray equipment. Recommend that the paint booth be replaced ventilation and filter equipment that meets current code requirements.

f. The air compressor serves the automotive shop, wood shop, agricultural shop, and the two science labs in Building F. The piping is not sized or routed properly. Recommend that a larger capacity air compressor be installed with larger capacity piping and routing to facilitate all shop and classroom requirements.

g. An oil interceptor is located along J Street and serves one large drain in the automotive yard. No other drains are connected to the oil interceptor. Recommend that drains be added at automotive bays and routed to existing oil interceptor.

h. The wash sink is old and in poor condition. Recommend that the fixture be replaced and an emergency eye wash/shower be added.

<u>Building I</u>

1. Building is served by single "Carrier" rooftop packaged gas/electric unit that is estimated at 15 years old. The unit incorporates a minimum outside air intake hood with fixed damper with horizontal supply air and return air discharge. Unit sits on wooded rails placed on roof without seismic restraints to anchor the unit structure. Recommend unit be replaced.

<u>Buildings H, J, K, L</u>

1. Each classroom space is served by "Bard" wall mounted packaged electric heat pump units that are approximately 17 years old. Each unit incorporates a minimum outside air intake hood with

9.2.66

fixed damper. Units are costly to operate as reported by WPUSD maintenance. Recommend that the heat pumps be replaced with rooftop packaged gas/electric air conditioning units.

2. Air distribution in consists of a plenum on the wall adjacent to each heat pump unit with supply air grilles on the face. The return air is configured the same way. Recommend that the supply and return air ductwork be replaced with overhead ductwork to improve air distribution.
3. The outside air grille on the exterior wall used by the original unit ventilators where abandoned in the exterior wall of each classroom. Units and piping have been removed. Recommend that the outside air grille be removed.
4. Gas unit ventilators, ductwork, and piping where abandoned in the ceiling soffits of each classroom. Units are not functional. Recommend that units and all ductwork and piping be removed.
5. Relief vents are mounted on several of the classrooms. Recommend that they be removed.
6. A split system heat pump serves a data closet that contains the campus energy management system and an adjacent women's restroom in Building J. The unit is in good condition. Recommend that the unit be salvaged and be reused for another application and the data closet served by a cooling only ductless split system and the women's restroom served with air from an adjacent room form a packaged rooftop air conditioning unit.
7. A split system heat pump serves an office between the computer lab classrooms in Building L. The unit is not operational. Recommend that the unit be removed.
8. Some of the classrooms have a sink with bubbler. Most are in good shape but the sink handle will need to be replaced with blade type and push button on bubbler added to satisfy ADA requirements. Counter height may need to be adjusted.

Building M

1. The gymnasium is served by two gas unit heaters, one on each end of the space, for heating and two roof mounted exhaust fan for ventilation. The unit heater in the north end of the space does not work as reported by WPUSD maintenance. Recommend that the unit heaters and exhaust fans be replaced with air conditioning units with supply and return ductwork that can provide proper ventilation, heating , cooling, and air distribution in the space.
2. The Boys' Locker is served a gas unit heater and gravity ventilator. Recommend that the unit heater and gravity ventilator be replaced with an air conditioning unit and exhaust fan with supply, return, exhaust ductwork that can provide proper ventilation, heating, cooling, air distribution, and odor control in the space.
3. The Boys' shower is served a gas unit heater that is not operational and gravity ventilator. Recommend that the unit heater and gravity ventilator be replaced with an air conditioning unit and exhaust fan with supply, return, exhaust ductwork that can provide proper ventilation, heating, cooling, air distribution, and odor control in the space.
4. The Boys' weight room is served a gas unit heater and direct evaporative cooling unit (swamp cooler). Recommend that the unit heater and swamp cooler be replaced with an air conditioning unit and exhaust fan with supply, return, exhaust ductwork that can provide proper ventilation, heating, cooling, air distribution, and odor control in the space.
5. The Girls" Locker is served a gas unit heater and gravity ventilator. Recommend that the unit heater and gravity ventilator be replaced with an air conditioning unit and exhaust fan with supply,

9.2.67

return, exhaust ductwork that can provide proper ventilation, heating, cooling, air distribution, and odor control in the space.

6. The Girls' shower is served a gas unit heater that is not operational and direct evaporative cooling unit (swamp cooler). Recommend that the unit heater and swamp cooler be replaced with an air conditioning unit and exhaust fan with supply, return, exhaust ductwork that can provide proper ventilation, heating, cooling, air distribution, and odor control in the space.

Building N

1. The dining area is served by three gas unit heaters for heating and two roof mounted exhaust fan for ventilation. The unit heater in the north end of the space does not work as reported by WPUSD maintenance. Recommend that the unit heaters and exhaust fans be replaced with air conditioning units with supply and return ductwork that can provide proper ventilation, heating , cooling, and air distribution in the space. In addition, the two abandoned unit ventilator and associated piping should be removed.
2. The refrigerated water cooler is in good shape and can be reused.
3. Kitchen:
    a. The kitchen is served by a direct evaporative cooling unit (swamp cooler) and roof relief vents. Recommend that the swamp cooler be replaced with an air conditioning unit with supply and return ductwork that can provide proper make-up air when the exhaust fan is used, ventilation, heating, cooling, and air distribution in the space.
    b. The exhaust hood was once used as a grease hood, but does not have fire suppression. It is not only used as a Type 1 hood used for removing heat. Recommend that capacity and size of the exhaust hood be reviewed for code compliance.
    c. Recommend that the fan above the exterior door be replaced with a fly fan.
    d. The pot sink is newer but has ABS waste directly connected to the sanitary sewer. Not grease trap or interceptor was noticeable. Recommend that the waste piping be replaced with approved material, indirect waste connection, and grease interceptor added.
    e. The freezer is served by the original refrigeration equipment. Recommend that the system be thoroughly reviewed.
    f. Gas water heater is newer and in good condition. Recommend that the flue through the roof be replaced.
    g. The hand sink, water closet, and lavatory are in good condition and can be reused.

Building O

1. The space is served by two fan coil units with gas furnace sections and a single split air conditioning unit. The HVAC equipment is good condition and can be reused. An older inline exhaust fan serves the art gallery are of the building and is not needed. Recommend that the inline fan be removed.

Facility Annex

1. The space is served newer electric heat pump with overhead air distribution ductwork and exhaust fan for the restroom. The equipment is in good shape and can be reused.

9.2.68

2. The restroom fixtures are in good shape and will meet ADA requirements. Insulation will need to be added to the trap waste piping at the lavatory.
3. There is a two compartment kitchen sink with spray washer in the counter top along the north wall that is in good shape and can be reused.

Portables

1. South side portables:
    a. The portables on the south side of the campus are served by older electric heat pumps with supply and return air grilles at the wall adjacent to the heat pump. Recommend that these units be replaced and overhead supply air ductwork be added to provide proper ventilation, heating, cooling, and air distribution in the space.
    b. The sink with bubbler in each of the portable classrooms on the south side of the campus is in good shape but the sink handle will need to be replaced with blade type and push button on bubbler added to satisfy ADA requirements. Counter height may need to be adjusted.
    c. Dining Portable - There is a single compartment kitchen sink with spray washer in the counter top near the south wall that is in good shape and can be reused. Recommend that a hood with exhaust fan and grease filter be added above the range for odor control.
2. North side portables:
    a. The portables on the north side of the campus are served by newer electric heat pumps with pump with overhead air distribution ductwork. The equipment is in good shape and can be reused.
    b. The sink with bubbler in each of the portable classrooms on the south side of the campus is in good shape but the sink handle will need to be replaced with blade type to satisfy ADA requirements. Counter height may need to be adjusted.
    c. The lavatories in the restrooms are in good shape and meet ADA requirements. Insulation will need to be added to the trap waste piping at each of the lavatories. The water closets are child size and tank type. Recommend that the water closets be replaced with ADA compliant type.
    d. Wall exhaust fans with minimum ventilation rates are in each of the restrooms. Recommend that larger exhaust fans with higher ventilation rates be used in each of the restrooms to control odors.
    e. Plumbing fixtures in laundry rooms are in good shape and can be reused.
    f. Plumbing fixtures in kitchen are in good condition and can be reused.
3. Restroom side portables:
    a. The plumbing fixtures in the boys' and girls' restrooms are in good shape and meet ADA requirements. Insulation will need to be added to the trap waste piping at each of the lavatories.
    b. The drinking fountain on exterior wall will need to be replaced to meet ADA requirements.

9.2.09

c. The service sink and electric water heater in the Janitor's closet are in good shape and can be reused. It is recommended that an exhaust fan be added improve ventilation and odor control.

d. Wall exhaust fans with minimum ventilation rates are in each of the restrooms. Recommend that larger exhaust fans with higher ventilation rates be used in each of the restrooms to control odors and improve space temperature during summer months. Electric Radiant heaters ion the ceiling can be added to improve temperature during winter months.

End of Report

9.2.10

LP Consulting Engineers, Inc.

CONDITION ASSESSMENT REPORT – ELECTRICAL

Project: Lincoln High School, Western Placer Unified School District
Date: May 7, 2008
By: James G. Lim

Project Description:

The purpose of the assessment was to determine the general condition of the existing campus facilities electrical and low voltage systems and to make recommendations for future modernization and/or additions. Buildings A through O, the Facility Annex portable, and most of the portables at Phoenix High School where reviewed.

General:

1. The assessment was performed on May 5, 2008.
2. The original construction of the main Lincoln High School campus occurred in 1951 of buildings C through O.
3. Building-A (Gymnasium and Performing Arts) and building-B (Administration, Library and Student Services) were added to the campus approximately 13 years ago.

Electrical Distribution System:

1. The original campus electrical service, exterior Main Switchboard, was replaced in 2004 at the same location to 1600 amperes, 208Y/120 volt, 3 phase, 4 wires. This Main Switchboard is located outside east of building L and is fed underground from the PG&E's pad mounted transformer located nearby adjacent.
    a. Depending on the existing maximum peak demand load and future improvement electrical load requirements, the existing 1600 amperes main switchboard may have the capacity for load additions. It has available spaces for adding circuit breakers.
2. A second electrical service, exterior Main Switchboard, was added approximately 13 years ago when building A (Gymnasium and Performing Arts) and building B (Administration, Library and Student Services) were added to the campus. The electrical service is 2000 amperes, 277/480 volt, 3 phase, 4 wires. This Main Switchboard is located outside of the concrete enclosure for the compactor southwest of building A and is fed underground from the PG&E's pad mounted transformer located nearby adjacent.
    a. Depending on the existing maximum peak demand load and future improvement electrical load requirements, the existing 2000 amperes main switchboard may have the capacity for load additions. However, it has no available spaces for adding circuit breakers. Require to add on new distribution section to the main switchboard if additional circuit breakers are required to be added to feed new distribution panel(s) and/or equipments.

9.2.71

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3. A third electrical service was added/upgraded with the addition of the Phoenix High School portable classrooms and upgrading of the football stadium and the District's modular offices. The electrical service is 800 amperes, 277/480 volt, 3 phase, 4 wires. This Main Switchboard is located outside west of the District modular office building and is fed underground from the PG&E's pad mounted transformer located nearby adjacent. Depending on the existing maximum peak demand load and future improvement electrical load requirements, the existing 800 amperes main switchboard may have the capacity for limited load additions. Major electrical load additions would require removal of major existing electrical loads from this main switchboard. It has available spaces for adding circuit breakers.

General Lighting:

1. Buildings C through O:
    a. All the fluorescent lighting fixtures were retrofitted approximately during 1997 to T-8 lamps and electronic ballast and incandescent light fixtures were replaced with compact fluorescent lamps. It appeared that the light fixtures are fairly maintained and functioning properly.
    b. All interior lighting fixtures are manual toggle switching.
    c. Typical classroom are ceiling pendant suspended direct/indirect fluorescent lighting fixtures.
    d. In building F, Ag classroom are ceiling suspended industrial louver fluorescent lighting fixtures.
    e. In building G, Wood shop and Automotive shop are ceiling suspended strip fluorescent lighting fixtures
    f. .In building M, Gymnasium are metal halide lighting fixtures. Lockers and coaches offices are ceiling surface fluorescent wraparound light fixtures.
    g. The Cafeteria and Kitchen are ceiling surface fluorescent wraparounds. Some of the fixtures lenses are not securely fastened in place in the Cafeteria area.
    h. The fluorescent lamps installed are mixed lamp color temperatures.

2. Exterior lighting fixtures are metal halide, wall mounted on buildings and ceiling surface mounted on covered walkways.
    a. The exterior lighting is not connected to a lighting control system. All the exterior lighting fixtures are remain on 24 hours per District standard throughout the District school campuses.
3. The portable classrooms are T-bar lay-in 2x4 fluorescent light fixtures controlled by manual toggle switches.

Emergency Lighting:

1. Lighted exit signs are installed in egress doorways.
2. Wall mounted emergency battery pack twin heads are installed in Gymnasium, Multi-purpose, Cafeteria and Kitchen areas.

Power:

9.2.12

1. Depending on the existing connected loads and future improvement electrical load requirements, further investigation of the campus wide existing distribution panels and branch panels is required to determine if they have the capacity for load additions
2. General use receptacles are installed in walls throughout with added receptacles in the computer stations for computers.
3. Power disconnects and connections are installed for HVAC and plumbing equipment.
3. Dedicated receptacles are provided for shop equipments and appliances.
4. Per the District maintenance & facilities staff, the two existing panels in Building F, Ag Shop: are the original construction panels and problem maintaining proper voltages for operation of the shop equipments.

Telephone/Data:

1. The telephone service MPOE to the main telephone backboard located in building A, MPOE room.
2. The main communication control center is located in the Administration office in building B.
3. The data system MDF is located in building A, Library. Fiber optic connection is installed to District's I.T. office in the District's modular building north of the campus.
4. Data IDF are located in each building. Fiber optic connection installed to the MDF.
5. Cat-5 cables are installed from data outlets to each respective building IDF.
6. Per the District I.T., would like to replace the existing 100mg data switches with faster switches.
7. In building A, MPOE room, there are two 3" empty conduits and four 1" empty conduits stubbed out to underground pull boxes for future use.
8. There are capacity and space available in the existing MDF for additions to new building IDF with fiber optic extensions utilizing the existing empty conduit stubbed outs.

Public Address, Intercom and Master Clock Systems:

1. The main public address, intercom and master clock systems is manufactured by Dukane and is located in building A, MPOE room. It has space and capacity for additions. The system master control panel is located in building B, administration office.
2. Speakers are located throughout the campus interior and exterior buildings.
3. Secondary clocks are located throughout the campus interior buildings.
4. The intercom system is a one-way activation from the administration office to each classroom. Teacher may reply only when intercom is activated from the administration office.
5. Two way communication occurred by the telephone system.

Surveillance CCTV System:

1. CCTV exterior surveillance cameras were installed early part of 2008 by system distributor/installer contracted by the District.
2. The central monitoring station is located building H.
3. There are total of eight exterior surveillance cameras located between buildings C and O in exterior walkway areas. There are total of four exterior surveillance cameras located at two of the Phoenix portable classrooms.

9.273

Fire Alarm System:

1. Building B has the campus wide main fire alarm control panel located in the administration office and is a FCI #7200 addressable fire alarm system. It has the space and capacity for additions. However, the FCI #7200 has been discontinued by the manufacturer. Adding new devices will not be compatible with the existing fire alarm control panel. This fire alarm control panel serves buildings A and B automatic addressable devices. It also connects interfaced with the two other existing fire alarm panels on campus for monitoring of those two panels. The main fire alarm control panel FCI #7200 is connected to a central monitoring station through dedicated telephone lines for fire alarm system monitor.
    a. Recommend upgrade and replacement of the obsolete FCI #7200 fire alarm control panel when new building(s) are added and/or modernization of the existing buildings fire alarm system.
2. Building C through O is being served by a Silent Knight analog fire alarm panel. It consists of only manual pull stations and horns inside the classrooms and throughout the exterior buildings C through O.
3. The Phoenix portable classrooms are being serviced by a Silent Knight 5820XL fire alarm panel. It consists of only manual pull stations and strobe/horn inside each classroom and exterior wall mounted horns.
4. The District modular office is being serviced by a Fire-Lite MS-9200 fire alarm panel. It consists of manual pull stations and some strobes/horns. No ceiling mounted smoke detectors. However, there are heat detectors installed above the ceiling.
5. Other than buildings A and B, the campus wide existing building and portable building has not been modernized to current DSA fire alarm standards.

Opinion of Recommendations:

1. Add new distribution section to the 2000 amperes, 277/480 volt, 3 phase, 4 wire Main Switchboard that is located in the vicinity of building A. This Main Switchboard has no available spaces for adding circuit breakers. Adding a new distribution section to the main switchboard will able to provide additional circuit breakers to feed new distribution panel(s) and/or equipments.
2. Though it is not required, adding room occupancy sensors to control lighting in buildings C through O will switch off lighting in unoccupied rooms to conserve energy.
3. Add exterior lighting control (photocell) to turn on exterior light fixtures after dark and turn them off during daylight.
4. Upgrade and modernize the campus wide existing buildings and portable buildings to an automatic addressable fire alarm system to comply with the current DSA fire alarm standards.

- End of Report -

9.2.14

9.2.15

Section five

9.2.16

WESTERN PLACER UNIFIED SCHOOL DISTRICT WOULD LIKE YOUR INPUT ABOUT OUR HIGH SCHOOL OFFERINGS!

Your opinion matters! As we look at a **new school master plan for the district including Lincoln High School**, Western Placer Unified would like to know what our parents think.

1) What are the things **you like best about Lincoln High School**?
2) What facilities would you **improve at Lincoln High**?
3) Are there any **programs/services/facilities that you think need to be added** in order to better serve our students?

When completed, please hand in to your homeroom teacher or the school office by the end of the school day Thursday May 22, 2008. Also, if you or your parents are interested in attending our public forum, it will be held at 6:30 p.m on May 22, 2008 in the Performing Arts Building.

Thank you for your time!

- SWIMMING pool (pe classes; SWIM TEAM)
- better computer technology & ADVANCES
- GIRLS' sports conditioning classes
- WOMEN specific sports training
- Acceptable Ag. & Auto shops w/ equipment
- student Government class
- Another facility closer to the MIDDLE of CAMPUS for SNACKS DURING BREAKS, & for MORE ROOM to eat.

Name (Not Required)

5/21/08
Date

9.2.77

WESTERN PLACER UNIFIED SCHOOL DISTRICT WOULD LIKE YOUR INPUT ABOUT OUR HIGH SCHOOL OFFERINGS!

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Thank you for your time!

good: football fields, lockers.

improve: Bathrooms (mirrors, lighting,) foot ball statium needs shade! modern class rooms

new: Library, kichen, food, pool, more quad area w/ seating, computer lab.

get rid of: portables in parking lot.

Name (Not Required)

5/21
Date

9.2.78

WESTERN PLACER UNIFIED SCHOOL DISTRICT WOULD LIKE YOUR INPUT ABOUT OUR HIGH SCHOOL OFFERINGS!

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3) Are there any **programs/services/facilities that you think need to be added** in order to better serve our students?

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Thank you for your time!

1) good football field, i like having lockers
2.) improve bathrooms, theater (too small), security
3.) more quad areas with shade and seating, healthier food, no portables in the parking lot, computer lab with printers

Name (Not Required)

May 21, 2008
Date

9.2.79

WESTERN PLACER UNIFIED SCHOOL DISTRICT WOULD LIKE YOUR INPUT ABOUT OUR HIGH SCHOOL OFFERINGS!

Your opinion matters! As we look at a **new school master plan for the district including Lincoln High School**, Western Placer Unified would like to know what our parents think.

1) What are the things **you like best about Lincoln High School**?
2) What facilities would you **improve at Lincoln High**?
3) Are there any **programs/services/facilities that you think need to be added** in order to better serve our students?

When completed, please hand in to your homeroom teacher or the school office by the end of the school day Thursday May 22, 2008. Also, if you or your parents are interested in attending our public forum, it will be held at 6:30 p.m on May 22, 2008 in the Performing Arts Building.

Thank you for your time!

① New bathrooms ② better locker rooms ③ pool ④ more quad areas with shade & seating ⑤ 2 story buildings less portables ⑥ healthier food with full service kitchen ⑦ longer passing period ⑧ Libiary outdated ⑨ A computer room with printers

Name (Not Required)

5-21-08
Date

9.2.80

WESTERN PLACER UNIFIED SCHOOL DISTRICT
WOULD LIKE YOUR INPUT ABOUT OUR
HIGH SCHOOL OFFERINGS!

Your opinion matters! As we look at a **new school master plan for the district including Lincoln High School**, Western Placer Unified would like to know what our parents think.

1) What are the things **you like best about Lincoln High School**?
2) What facilities would you **improve at Lincoln High**?
3) Are there any **programs/services/facilities that you think need to be added** in order to better serve our students?

When completed, please hand in to your homeroom teacher or the school office by the end of the school day Thursday May 22, 2008. Also, If you or your parents are interested in attending our public forum, it will be held at 6:30 p.m on May 22, 2008 in the Performing Arts Building.

Thank you for your time!

The football feild is the best thing on this campus. We need to improve our locker rooms really badly and the bathrooms are unsanatary and plain nasty. better machines for the weight room. More seating and shade for lunch. Computer labs are needed badly the two we have are taken by classes during all periods two story portables would be nice and bring the ones from the parking lot in.

Name (Not Required)

5/21/08
Date

9.2.81

WESTERN PLACER UNIFIED SCHOOL DISTRICT
WOULD LIKE YOUR INPUT ABOUT OUR
HIGH SCHOOL OFFERINGS!

Your opinion matters! As we look at a **new school master plan for the district including Lincoln High School**, Western Placer Unified would like to know what our parents think.

1) What are the things **you like best about Lincoln High School**?
2) What facilities would you **improve at Lincoln High**?
3) Are there any **programs/services/facilities that you think need to be added** in order to better serve our students?

When completed, please hand in to your homeroom teacher or the school office by the end of the school day Thursday May 22, 2008. Also, if you or your parents are interested in attending our public forum, it will be held at 6:30 p.m on May 22, 2008 in the Performing Arts Building.

Thank you for your time!

Library is outdated, No portables in parking lot, theater is to small, more quad areas with shade & seating, Pool, new bathrooms, healthier food with full service kitchen, bring back the Rotc program with Army or Marine corps (because every guy wants to be a Marine and it will teach core values) 2 story buildings and less portables, And more computer access facilities for students, better security, more books, Sturday school for students that have too many detent And Better A.C Conditioners

080521
Date

Name (Not Required)

9.2.82

WESTERN PLACER UNIFIED SCHOOL DISTRICT
WOULD LIKE YOUR INPUT ABOUT OUR
HIGH SCHOOL OFFERINGS!

Your opinion matters! As we look at a **new school master plan for the district including Lincoln High School,** Western Placer Unified would like to know what our parents think.

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Thank you for your time!

I really like the football field, I would want to improve the library, and longer passing periods. I think our school should have a better food cart like Subway and other better choices. I also would like better bathrooms because their already old and aren't very clean. We also need more computers with printers

Name (Not Required) _____ Date 5/21/08

9.283

WESTERN PLACER UNIFIED SCHOOL DISTRICT WOULD LIKE YOUR INPUT ABOUT OUR HIGH SCHOOL OFFERINGS!

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① healthier food full with service kitchen!
② All indoor school
③ More quad areas with shade & seating!
④ pool
⑤ No portables in the parking Lot!
⑥ New bath rooms
⑦ better class rooms!

Name (Not Required)

5/21/08
Date

9.284

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1. • I like the new gym its a lot bigger and a lot nicer

2. I would improve the old gym because some of the teams still have to play in it and it isn't as good as the new gym.

3. I would like to see a swimming pool put in. A lot of other schools in WPUSD have pools so we should too.

Name (Not Required)

5-21-08
Date

9.2.85

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Thank you for your time!

1.) What I like about lincoln high School is all the activities that we have.
2) the facilities I would improve would be the Auto and Welding Shop and different activity for P.E.
3) • A Swimming pool so we can have a Swim team
• A better Auto Shop class

Name (Not Required)

Date

9.2.86