

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT LONE TREE SCHOOL

DATE: **9-28-2010**

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

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Position: **Principal**

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Wheatland School District

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

School Profile

Lone Tree School is a Kindergarten – 5th grade school located on Beale Air Force Base. The school is a part of the Wheatland School District. The district is located in the southern portion of Yuba County.

The residents of the community are predominately military families, however some families from surrounding communities, such as Wheatland and Smartsville are served at the site. Currently, 48% of our enrollment consists of intra- or interdistrict agreements with most of our families living off base. We have unconfirmed information that the Air Force is looking to build or repair more housing on the base, with hope that this will bring more families back to the base. Most families served at the school are middle to low income. During the 2009-10 school year, the school population consisted of 11.7% African American, 3.2% Asian, 76.5% White, and 8.6% Other ethnicity group. 39.7% of the school population received free or reduced lunch. There were 14 students identified to receive ELL assistance. These demographics are representative of a typical school year.

The school population has experienced a decline in enrollment the last few years. During the 2009-10 school year, enrollment fluctuated from 347 – 362. For the 2008-09 school year, enrollment fluctuated from 365 - 396. During the 2007-2008 school year, enrollment fluctuated from approximately 411- 367. During the past seven years, due to world climates, we have seen a fluctuation in enrollment because of the high number of long term deployments in our military families and housing issues on the base. Most families are employed by the military, but other occupations of the parents range from unskilled to professional levels. Attendance is excellent. The average of 97.53% student attendance for the 2009-10 school year is representative of a typical school year.

Lone Tree School has a State Preschool Program serving 96 preschool age children for the 2009-10 school. This number is representative of a typical year. In addition, since the 2003-2004 school year, Lone Tree housed the Bridges County preschool program and from 2007-08 - 2009-10 school years, we were home to the K-3 Wings classroom that provided service to students with special needs that would be best served within a full day program. There are private and base-sponsored preschool and toddler programs in the area.

The school site comprises 15 regular education classrooms, a staffed library, a staffed computer lab, a multi-use room, and 2 RSP/SDC/Learning Center classrooms. The site also houses one kindergarten Montessori class, and one first grade Montessori, one second grade Montessori class, one third/fourth grade combination Montessori class, and one fourth/fifth grade combination Montessori class for the Wheatland Charter Academy. The two school programs, Lone Tree School and Wheatland Charter Academy share site services.

Class-size reduction was maintained from 1997 – June 2009. During the 2009-10 school year, 14 fully credentialed teachers and two special ed teachers provided student instruction. For 2010-11, 15 fully credentialed teachers and two special ed teachers provide student instruction. The total minutes of instruction for K – 3rd were 51,530 and 55,140 for 4th – 5th for 2009-10 and the same is calendared for 2010-11. Eleven minimum days are scheduled for the 2010-11 school year, as was the same for 2009-10.

The Lone Tree staff enjoys the advantage of excellent parental and community support through a volunteer system that allows parents to be involved in particular areas of interest and to give time to the school that fits their schedules. Positive attitudes toward school, teachers, adult support staff that

reciprocate each other are long-term educational goals for each student at Lone Tree School. The staff focuses on effective approaches in building self-esteem and teaching children to develop self-discipline.

Lone Tree school currently utilizes the following parental involvement policy and parental compact in compliance with state Title 1 regulations:

SCHOOL PARENTAL INVOLVEMENT POLICY

Based on Wheatland School District Board Policy 6020, adopted August 2010.

DISTRICT STRATEGIES FOR TITLE I SCHOOLS

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318)

The Superintendent or designee may:

- a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Governing Board.
- b. Invite input on the LEA plan from other district committees and school site councils.
- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input.
- d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
- e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan.
- f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.

2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance (20 USC 6318).

The Superintendent or designee may:

- a. Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues.
- b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities.
- c. Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops.
- d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress.

3. Build the capacity of schools and parents/guardians for strong parent involvement (20 USC 6318).

The Superintendent or designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.
- c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools.
- d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education.
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.
- f. Provide other such reasonable support for parent involvement activities as parents/guardians may request.
- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students.

In addition, the Superintendent or designee may:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training.
- c. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions.
- d. Train parents/guardians to enhance the involvement of other parents/guardians.
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students.
- f. Adopt and implement model approaches to improving parent involvement.
- g. Establish a districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- i. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families.
- j. Provide a master calendar of district activities and district meetings.
- k. Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means.
- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.
- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed.
- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions.
- o. Regularly evaluate the effectiveness of staff development activities related to parent involvement.
- p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations.

4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs (20 USC 6318).

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements.
- b. Involve district and school site representatives from other programs to assist in identifying specific population needs.
- c. Schedule joint meetings with representatives from related programs and share data and information across programs.
- d. Develop a cohesive, coordinated plan focused on student needs and shared goals.

5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I (20 USC 6318).

The Superintendent or designee shall:

- a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC 6318).
- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318).
- c. Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code 11503).

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications.
- b. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged.
- c. Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement.

6. Involve parents/guardians in the activities of schools served by Title I (20 USC 6318).

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians.
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs.
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children.

The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC 6318).

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will: (20 USC 6318). Lone Tree School agrees to implement the following and in compliance with statutory requirements and Wheatland School District Board Policy 6020.

- Lone Tree's school will present the School Site Plan and Title I Parental Involvement Policy each year at the Fall Site Council Meeting.
- These items will be discussed at Back to School Night.
- Notices will be posted at school and on the website to invite parents to the school site council meeting.
- Copies of the Parent Involvement Policy will be posted on the school website and available in the office by request.
- The Parent Compact is included in the Wheatland School District Parent Handbook that is distributed on the first day of school.
- The policy will be translated into Spanish for Spanish speaking families.
- At this time all Lone Tree teachers are Highly Qualified, and all Lone Tree Programs have met annual academic goals so there is not the need to distribute Parent Deficiency Notices.
- The School Accountability Report Cards are located in the office and available upon parental request and are posted on the school website when released.
- Parents shall receive timely information about the programs and shall have opportunities to meet regularly to formulate program input if desired.
- Parents will be kept apprised of student progress with trimesterly progress reports and trimesterly report cards.
- Insofar as practical, individual parent-teacher conferences also shall be held to discuss the student's progress and placement and to describe methods the parents can use to complement the student's instruction.

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved.
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement. Lone Tree School will:

- Provide meeting notices of any school events or parental involvement meetings.
- Should parent involvement be low, an alternative time will be provided.

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314. Lone Tree School will provide information:

- Flyers, monthly calendars, and website notifications.
- Programs will be described in the Wheatland School District Handbook distributed on the first day of school.
- Programs are listed on the school website.
- Programs are discussed at New Parent Orientation and at Back to School Night.
- Programs are discussed at the fall Site Council Meeting.
- Programs are discussed at parent/teacher conferences.

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:

a. Timely information about Title I programs. Lone Tree School will provide information:

- Flyers, monthly calendars, and website notifications.
- Programs will be described in the Wheatland School District Handbook distributed on the first day of school.
- Programs are listed on the school website.
- Programs are discussed at New Parent Orientation and at Back to School Night.
- Programs are discussed at the fall Site Council Meeting.
- Programs are discussed at parent/teacher conferences.

b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Lone Tree School will provide information:

- Flyers, monthly calendars, and website notifications.
- Programs will be described in the Wheatland School District Handbook distributed on the first day of school.
- Programs are listed on the school website.
- Programs are discussed at New Parent Orientation and at Back to School Night.
- Programs are discussed at the fall Site Council Meeting.
- Programs and assessments are discussed at parent/teacher conferences.
- Progress reports and report cards.
- Website data for parents to review student progress (programs such as Accelerated Reader, Accelerated Math, and Math Facts in a Flash).
- School site plan outlines curriculum and assessment tools.

c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians. Lone Tree School will participate through:

- Site Council Meetings.
- ELAC/DLAC District Meetings.
- Parent Teacher Conferences.
- Student Study Team Meeting, if appropriate.
- Communication with the Principal.

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district. Lone Tree School families will be encouraged to:

- Meet with the teacher to work to rectify the problem.
- Meet with the principal as a second step to seek resolution.
- If problem is not rectified, parents will put their concerns in writing and deliver to the school office.
- Principal will deliver written concerns to the district superintendent with response to parents forthcoming.

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards. Lone Tree School agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- A) that parents play an integral role in assisting their child's learning;*
- B) that parents are encouraged to be actively involved in their child's education at school;*
- C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- D) the carrying out of other activities, such as those described in section this section for school compliance.*

See Lone Tree School Compact that follows.

This compact shall address the following. Please see Lone Tree School Compact that follows.

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards.
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and

participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time. See Lone Tree School Compact that follows.

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
- (2) Frequent reports to parents/guardians on their children's progress
- (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above.

8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318).

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318).

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC 6318).

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504).

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education.

- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.
- c. Provide parents/guardians with information about students' class assignments and homework assignments.

2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits.
- b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing.
- c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees.

3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.
- c. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications.
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand.
- e. Develop mechanisms to encourage parent/guardian input on district and school issues.
- f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
- g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care.

4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504).

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy.
- b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications.

5. Integrate parent involvement programs into school plans for academic accountability.

The Superintendent or designee may:

- a. Include parent involvement strategies in school reform or school improvement initiatives.
- b. Involve parents/guardians in school planning processes.

Narrative of Summary for Lone Tree School:

Lone tree will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

Lone Tree will describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and address the importance of communication between teachers and parents on an ongoing basis through their child's class and observation of classroom activities.

The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

Compact will be on the School Website, in the School Handbook, and distributed the first day of school for all students (via Parent Handbook). The individual compact distributed on the first day of school will be signed by parent and child and returned to the school office. Compact will be reviewed at Back to School Night and New Parent/Student Orientation Meetings. School Compact will be provided in student's native language, insofar as possible.

The school, will with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following:

- The State's academic content standards,
- The State's student academic achievement standards.
- The State and local academic assessments including alternate assessments,

- The requirements of Title I,
- How to monitor their child’s progress, and
- How to work with educators:

This will be done with in District workshops, through parent- teacher conferences, and informational meetings at the school site.

The school will, with assistance of its district, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, and Preschool, and conduct other activities such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable in a language the parents can understand by any of the means below:

- Through notices sent home with students.
- By posting on the school’s message board.
- By posting in the school newsletter.
- Through use of the District’s all call system.
- Posting on the website

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by _____.

This policy was adopted by Lone Tree School on _____ and will be in effect for the period of one year. The school will make this policy available to all parents of participating Title I, Part A children on or before 12/1/2010. It will be made available to the local community on or before 12/1/2010 and posted on the school website. Lone Tree School’s notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

(Signature of Authorized Official)

(Date)

WHEATLAND SCHOOL DISTRICT

“Where Children Succeed”

(Extracted and as written in the 2010-11 Parent Handbook)

Dear Parents,

Please review the Handbook for Parents and the Student Planner pages with your child. Sign the signature page (page 4) and return to the school office.

Student Pledge

I agree to carry out these responsibilities to the best of my abilities:

1. Come to school on time, ready to learn, and with all necessary materials.
2. Work hard and participate fully in all daily assignments and class activities.
3. Write down assignments, do my homework every day, and turn it in when it is due.
4. Let my teacher and family know when I need help.
5. Read on my own and with my family every day.
6. Work on math and reading at home with the materials my teacher sends home.
7. Know and follow school and class rules.
8. Treat all staff, classmates, and families in a safe, respectful, and responsible manner.

Family/Parent Pledge

I agree to carry out these responsibilities to the best of my abilities:

1. Provide a quiet place and time for homework.
2. Monitor TV & video game viewing.
3. Read to my child or listen to my child read every day (20 minutes K-3rd, 30 minutes for 4th and 5th).
Practice sight words in grades K-2 or as appropriate.
4. Play number games weekly and practice math facts.
5. Monitor my child's progress at school daily, communicating with the teacher or the school when I have a concern.
6. Make every effort to volunteer at school and participate in conferences and events.
7. Ensure that my child arrives at school on time every day, and gets adequate sleep and nutrition.
8. Support homework, discipline, attendance and dress code policies.
9. Communicate the importance of education and learning to my child.
10. Treat all staff, students and families in a safe, respectful and responsible manner.

Teacher Pledge

I agree to carry out these responsibilities to the best of my abilities:

1. Provide high quality state adopted curriculum and instruction, identifying and supporting the individual learning needs of each student.
2. Motivate students to learn.
3. Maintain a classroom atmosphere that is safe, threat-free, positive, and motivating.
4. Encourage students to ask clarifying questions and let me know when they need assistance.
5. Communicate regularly with families about student progress or behavior.
6. Communicate homework and classwork expectations, teaching necessary concepts before assigning independent work.
7. Participate in professional development activities with an ongoing commitment to improve instruction.
8. Participate in collaborative planning, interacting with each staff member in a collegial, professional and supportive manner.

- 9. Support homework, discipline, attendance and dress code policies.
- 10. Treat all staff, students and families in a safe, respectful and responsible manner.

The Wheatland School District will pursue a positive, consistent system of behavior through:

- 1. Emphasis on appropriate behavior through recognition and awards.
- 2. Student orientation to school rules and regulations.
- 3. Parental awareness and support for school rules and disciplinary measures.

We will ask these questions to guide all of our actions:

- Is it safe?
- Is it responsible?
- Is it respectful?
- Is it beneficial to all?

*** Note: The school is not responsible for student property that is damaged or lost.*

My child(ren) _____ and I have reviewed the Wheatland School District Compact and will support this pledge. ***I have also reviewed the Handbook for Parents, Student Planner*** pages, and the Annual Notification to Parents and Guardians with my child. ***We are also aware of the Wheatland School District’s “Zero Tolerance Policy” regarding student discipline.***

Education Code Section 48982 requires parents or guardians to sign and return this acknowledgment.

By signing below, I am neither giving nor withholding consent for my child(ren) to participate in any program. I am merely indicating that I have received and read the booklet with notices regarding my rights relating to activities which might affect my child(ren).

Printed Name of Parent/Guardian

Signature of Parent/Guardian

Printed Name of Student

Printed Name of Student

Printed Name of Student

Date

(If there are more than 3 students in your family, they may print their name(s) below.)

With respect to site discipline, life skills and self-management skills are reinforced throughout the year in all classrooms. The Lone Tree staff is deeply committed to providing and maintaining a strong positive reinforcement program for students which is related to the discipline policy for students. We believe that all students have the right to a quality education. We firmly believe that each student has the right to attend school where they can learn and play in a positive, safe, threat-free environment.

Discipline is education that enables students to make appropriate choices in a climate of respect, warmth and support, beginning with clear, concise limits and consistent follow-up and consequences. Appropriate discipline builds character and fosters the development of strong academic skills. During the 2009-10 school year, a total of 10 student suspensions occurred.

For 2010-11, a school counselor is available four days per week. Counseling services are provided to students referred by parents or staff due to concerns regarding issues such as student adjustment, self-esteem, and emotional health. Lone Tree is enjoying its third year with a probation officer on campus to assist with behavioral and emotional support for students through a Safe Harbor/SRO grant. The School Resource Officer utilizes the Second Steps program to teach and reinforce empathy, problem solving, anger management, and positive choices.

Instruction and Assessment

The teachers at Lone Tree School teach the state adopted standards in English Language Arts, Mathematics, Science and Social Studies using state approved, district adopted curriculum as follows:

- English Language Arts Open Court
- Mathematics Harcourt
- Science Houghton Mifflin
- Social Studies Scott Foresman

Our academic focus is on developing reading and math skills. Science and social studies instruction is integrated during reading and math instruction and supplemented using the Houghton Mifflin and Scott Foresman materials as necessary to teach the standards.

Formal and informal methods are used to assess student learning on a schedule corresponding to our trimester reporting periods. Assessment results are used to plan instruction, in class remediation and a variety of student interventions. In addition to using a variety of curriculum based chapter and unit assessments, the following assessments are performed:

	Trimester		
	1st	2nd	3rd
District Standards Assessment for Reading and Math	K – 5 th	K – 5 th	K – 5 th

District Writing Assessments through actual work via an integrated writing instruction method that is a fusion of Step of to Writing and Lucy Calkins methods. This is conducted throughout the school year for K – 5th grades.

STAR Assessment (Accelerated Reader)	1 st – 5 th	1 st – 5 th	1 st – 5 th
STAR Assessment (Math Grade-Equivalent)	1 st – 5 th	1 st – 5 th	1 st – 5 th
Early Literacy Assessment	K	K	K
K Pre-Post Standards Assessment	K		K

	Trimester		
	1st	2nd	3rd
CELDT testing	K-5 th		
BPST	K-1 st	K-1 st	K
SORT	K-2 nd	K-2 nd	K-2 nd
CAT-6 /CST			2 nd –5 th
Terra Nova			1 st

A continuum of interventions is in place to promote academic achievement of at risk students as follows:

General Education

- School wide homogeneous ability groupings for reading.
- Pre-teaching and re-teaching of standards to at risk students.
- In K-1st grade para-educators provide tutoring.
- Homogeneous grouping for math in 4th and 5th grade.

Early Intervention

- Special Education teachers with para-educator support provide small group instruction to groups of at risk students to accelerate achievement and prevent students from falling farther behind.

After School Instruction

- At risk students receive explicit instruction in math and or reading to support standards mastery. All trimesterly intervention instruction is assessment driven. Classes are offered for 1st – 5th grades for the first session and for K – 5th grades for the second session.
- A 4th – 5th grade homework support class is provided four days per week after school. Students learn study skills and organization of materials and notes to complete the higher level thinking expectations of these grade-levels and the task management for project completion.

Life Skills instructor

- A para-educator teaches students alternatives to inappropriate behavior and works with students who due to behavior and inattention require individualized instruction. Alternative educational environments are provided for students who need modified instruction.

Renaissance Theme-Based Incentive Program

- 2010-11 marks the third year that Lone Tree School has participated in a theme-based incentive program for students. The program is enhanced with growth each passing year. This year, a 4th/5th grade Reni Club leadership based class is included. All campus students work towards established curricular and behavioral goals throughout the year. Student achievement is celebrated in Reni Rallies (parents invited), through recognition field trips, and through campus activities. Renaissance focus is to build community spirit, dedication to personal best, and celebration of the student.

During trimester grade level meetings, teachers plan interventions to accelerate academic achievement of at-risk students. All student progress is monitored yearly on the District Response to Intervention

(RTI) form. Student progress on identified interventions will be monitored and discussed at trimesterly grade level meetings. Based on assessment, students are also referred to the After School Academic Intervention (AI). Instruction in the AI program is based on assessment results and instruction targets standards students did not master in the previous trimester. When a student has received an ongoing, intensive and systematic program of explicit instruction and fails to demonstrate accelerated academic growth it may be appropriate to consider a psycho-educational assessment. Students are also referred for the Early Intervention (EI) model, where students receive intensive instruction through the Learning Center for specific standards or skills and falls under the Response to Intervention model. Students with identified special education needs are included in a general education classroom. Modified instruction from the classroom teacher is available in the general education classroom. Specialized instruction is available through the Learning Center staff as specified in the student's IEP.

Staff Development

A minimum of three staff meetings are scheduled this year with the focus for teachers to review grade level progress towards standards as well as individual student achievement. Time will also be allotted to discuss classroom response to intervention checklists. Issues related to appropriate implementation of the English Language Arts and Math curriculum are also discussed. During these meetings, student placements in the homogeneous reading groups are also reviewed and adjusted if necessary.

Each year the district offers a variety of staff development opportunities targeting instructional skills and research based practices in the teaching of reading and math. During the 2003-2004 school year and for at least two years following, the staff had several opportunities to work with representatives of the Districts adopted Open Court Reading series. During the 2010-11 school year the district will provide ongoing training in the use of the Accelerated Reader and Accelerated Math programs through a staff consultant who is also a retired teacher. We continue our work with Step Up to Writing/Lucy Calkins methods for writing instruction.

For 2010-11, staff is receiving development opportunities for our DataWise program to log, store, and track student performance and assessment data for longitudinal information. Further, DataWise allows the creation and administration of grade-level and standards-specific assessment tools that staff can create and bank to build a file of tools for assessment. The District Standards Assessments will be standards-driven and built within this DataWise program. The goal for this year is to build the Response to Intervention (RTI) database within the DataWise program.

For 2010-11, staff is receiving development opportunities for the implementation and use of grade reporting through our attendance system of Aeries. Aeries was adopted as the attendance tool in 2009-10. The grade reporting will eventually be available to parents to check online through our website link and standards-based report cards are being refined to be printed directly from the grading input through Aeries.

During 2002-2003, the school site began working with Dr. Marilyn Bates, a school improvement staff development consultant. Dr. Bates is respected internationally for her knowledge of research based instructional techniques. In addition to providing group staff development, Dr. Bates assisted the site leadership in the walkthrough supervision process. With her support, the teachers participated in reflective conferencing to improve their application of effective instructional techniques. The staff development on a calendared event scheduled for Dr. Marilyn Bates ended in 2009-10; however, administration continues the support and promote of the effective teaching strategies and has the support of Dr. Marilyn Bates for communication.

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: At each grade level in the district, teachers used the state content area standards in reading and math to identify essential standards. Student instruction, assessment and promotion are based on mastery of these essential standards. State adopted curriculums, Harcourt Math and Open Court Reading, are used at Lone Tree School. Both of these curriculums are fully standards based and utilize an explicit research based sequence of instruction. The core instructional materials to be used with the adoptions were purchased through district textbook funds and are used within each classroom. Each year textbook funds are used to expand standards based materials.

2. Availability of standards-based instructional materials appropriate to all student groups: The Harcourt and Open Court series incorporate social studies and science into their instructional activities throughout the year. As a result, the vocabulary and content incorporate diversity and are thus of interest to an ethnically diverse student population. In addition, the Scott Foresman Social Science curriculum and Houghton Mifflin Science curriculum have EL components, as well as leveled readers and computer based programs which make it accessible to all students in a classroom. At Lone Tree, approximately 40% are socio-economically disadvantaged. All students benefit from curriculum that is repetitious, explicit and sequential (i.e. small steps build progressively). Both Open Court, Harcourt, Scott Foresman, and Houghton Mifflin have these features built into their activities, materials and instructional sequence.

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

Staff development focuses on these areas:

- Research based instructional techniques: Essential Instructional Skills will continue with staff and administrative communication. Input sessions and classroom walk-through observations identify and expand appropriate application of this information. Walk through observations will be followed up by reflective conferences to further discuss and elaborate on instruction.
- Content specific instructional techniques: Through the Harcourt and Open Court publishers, reading and math specific staff development sessions are available to teachers on a yearly basis through webcasts. Additionally, teachers have been provided with training in the use of Accelerated Reader and Math programs, Read Naturally, SIPPS, Step Up to Writing, and Early Literacy. Staff development support of Accelerated Reader and Accelerated Math continues.

4. Services provided by the regular program to enable under-performing students to meet standards: Within the regular classroom, the teacher will provide daily interventions for students who have not mastered the standards with whole group and small group instruction alone. Based on ongoing assessments, small group workshops pre-teach and re-teach standards. Additionally, for one half hour daily, the students receive intensive reading instruction in school wide homogeneous ability groups. The curriculum for the lower groups is a state adopted intervention program, John Shefelbine's Systematic Instruction in Phonics and Phonemic Awareness (SIPPs). The mid-level groups will be working with Read Naturally to better develop comprehension strategies, and the high-level groups will be working with Accelerated Reader Power Lessons. Step Up to Writing Program/Lucy Calkins

techniques are in place for writing in each grade level. In each classroom, a bank of computers makes it possible to supplement and reinforce instruction with additional practice. Software is available for reading and math practice as well as English Language Development. Additionally, our technology infrastructure has been updated to allow each classroom to access Accelerated Reader and Math, Math Facts, Harcourt Math, and Read Naturally programs. In the kindergarten and first grade classrooms, age appropriate software is available in the areas of reading, math, English Language Development, auditory processing and cognitive development. The regular use of the computer station to supplement instruction throughout the day allows the teacher to incorporate more small group instruction at these grade levels.

5. Services provided by categorical funds to enable under-performing students to meet standards: Special Education: Educational assessments are provided for those students who have received a variety of general ed and specialized interventions and continue to experience academic failure. The special education program also provides intervention for identified special education students as prescribed in their IEP's. Early Intervention: Interventions are available through specially structured groups. Small group instruction is available to at-risk students who have not mastered grade level standards as a result of general education instruction and intervention. The learning center also provides intervention to at-risk students in need of small group instruction. This service is provided as a pre-referral intervention and is intended to be a timely means of preventing children from falling irreparably behind. This early intervention service is utilized after daily general education small group instruction has been insufficient to accelerate progress towards standards. K-1st Intervention program: Achieving our goal of having every child at grade level in reading and math requires that no child falls behind in the beginning. Therefore additional resources are applied at the K-1st grade levels to accelerate and support learning of our at-risk students. A tutor is in place within each kindergarten and 1st grade classroom. Tutors provide small group and individual instruction to at-risk students in addition to providing supplemental math and reading instruction during center time. A special education aide provides reading intervention to the most at-risk kindergartener's using Scott Foresman's research based "Early Reading Intervention" program. After School Program: The after school program provides homework support, enrichment activities, and specific remedial academic instruction in the areas of reading and math.

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

A variety of assessments are available to guide instruction.

- Kindergarten pre and post standards based assessment
- Trimester Kindergarten and 5th grade Standards Based Report Card
- Trimester District Standards Assessment K- 5th
- Writing samples and portfolios that can be reviewed each trimester.
- Data from the Trimester District Standards and Writing portfolios are used to create the RTI data bank. This data is reviewed to evaluate individual student standards mastery as well as grade level and school wide progress toward academic goals.
- Data from trimester accountability assessments in reading and math (STAR Early Literacy, STAR Reading, STAR Math as well as DSA) is compiled and evaluated at a staff meeting for each classroom, grade level and for the whole school. Based on this needs are identified and an action plan is developed. Also, students performing at far below, below basic, and basic levels are identified, goals made, and interventions are put into place.

- Star Literacy/SIPP/SORT reading fluency scores are obtained each trimester and are used to group students for reading.
- CELDT testing is administered to all new second language students for whom assessment results are not available and to all English Learners to determine their English proficiency and to measure their progress toward becoming fluent English proficient.
- CAT-6 is administered annually to all students 2nd through 5th to measure student achievement in comparison to a national norm. In addition, this information is used to identify areas of weakness in the site program, and used to create an action plan for site program improvement. First grade students take the Terra Nova.

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

performance: At Lone Tree School 100% of the teachers are fully credentialed and have a CLAD or English Language Development equivalent requirements met. All grade levels and student sub-groups have experienced systematic progress towards academic goals, in addition to meeting API and AYP goals. Lone Tree has had an API of over 800 for the past 7 years. The API for 2009-10 is 858, which is up 9 points from an API of 849 for 2008-09.

8. Family, school, district and community resources available to assist these students: The Family Resource Center provides intergenerational literacy activities to socio-economically challenged families. These include English Language Development meetings at the Bear River School site. The Lone Tree School Family Resource Center hosts activities for parents to get information about the area, opportunities for parents to come to school for family activities (i.e. pancake breakfast). Our excellent volunteer parents are involved with campus fundraisers to provide opportunities for field trip experiences for students, art docent program to culminate in an annual art show to increase parent and student participation at school, assistance in the classrooms with projects and curriculum support (i.e. Accelerated Math tutoring), physical activity enhancements for students (i.e. Jump for Heart), and mentoring involvement from school parents and community members reaches many of our 4th and 5th grade students. Lone Tree houses a State Preschool program. Sunset Housing and Bear River Apartments offer affordable housing within the Wheatland city limits. The military base offers a Family Support service which provides counseling, respite, and parent education classes. The military base also has a variety of medical and community resources for military families. Other families are limited by Wheatland and Smartsville's geographic isolation and the lack of affordable transportation.

9. School, district and community barriers to improvements in student achievement: Many of our families are military. This creates a concern because of high transition rates. Our student population is in constant in-flux and children transfer in from numerous other states, as well as countries. This poses a problem because of inconsistencies in expectations and standards in other locations. Also, many families become "single" families because of military deployments. This causes many emotional concerns for children, as well as parents, especially in this time of war overseas.

Some of our non-military families have difficulty participating in and fully supporting their children's education due to limited access to medical and community resources, lack of public transportation and poverty. Additionally, there are a small percentage of students impacted by parental drug abuse, poor nutrition, inappropriate discipline, physical abuse and transience.

10. Limitations of the current program to enable under-performing students to meet standards: The greatest limitations are time and finances for adequate planning, staffing, training and supervision.

Enabling under-performing students to meet standards requires regular planning time together as a staff to review assessment results and plan individual student programs. It requires additional personnel to provide the individualized and small group instruction that under-performing students require. It requires staff development to ensure that all staff are adequately trained using content specific instructional techniques that are grounded in research. It requires supervision to ensure that application of skills is consistently applied within the classrooms. These areas are all addressed in our current school plan; however, the time and finances to carry out all aspects of the plan are an ongoing issue.

Student Performance Data:

CA Standards Test (CST) Summary Report 2010

Appendix A

Performance on this test results in a student distribution by percentage into Advanced, Proficient, Basic, Below Basic and Far Below Basic performance levels. The schools annual Yearly Progress is calculated from the CST. Eighty percent of the Academic Performance Index is based on CST performance.

CA Standards Test (CST) Summary Report 2009

Appendix B

Academic Performance Index (API) School Report and School Demographic Characteristics 2009-10

Appendix C

The API is a system for ranking schools statewide according to results from the Stanford 9 standardized test of student performance. The ranking includes ten deciles, decile one being the lowest. The report of demographic data is from the October 2009 California Basic Educational Data System (CBEDS) data collection, the 2010 Standardized Testing and Reporting (STAR) student answer document, and the STAR Apportionment data collection.

Academic Performance Index (API) School Report and School Demographic Characteristics 2008-09

Appendix D

CA English Language Development Test (CELDT) Summary Report 2009

Appendix E

This test assesses the English proficiency of our second language speakers.

Lone Tree School Safety Plan

Appendix F

Adopted August 2010 by the Wheatland School District Board. The plan was updated in coordination with Beale Air Force Base, our locale for all emergency services.

SUMMARY of 2010 CST Data

Numbers reflect percentages of students tested.

	2 nd Grade		3 rd Grade		4 th Grade		5 th Grade	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Proficient or Above	53	56	53	72	68	78	78	65
Basic	33	23	32	21	24	14	15	25
Below Basic and Far Below Basic	15	22	15	8	8	8	8	10

SUMMARY of 2009 CST Data

Numbers reflect percentages of students tested.

	2 nd Grade		3 rd Grade		4 th Grade		5 th Grade	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Proficient or Above	70	78	54	81	74	73	68	58
Basic	24	16	32	16	21	19	20	20
Below Basic and Far Below Basic	7	6	15	4	6	8	13	22

Student Groups Performing Below Standards or Expectations

The school met its Annual Yearly Progress in all sub groups and there were no identified student groups performing below standards.

Conclusions from Student Performance Data

English Language Arts

- Approximately 11% of the 210 students tested school wide are at the Below Basic and Far Below Basic levels.
- Less than 1% of students scored in the Below Basic and Far Below Basic ranges for Socio Economically Disadvantaged.
- Approximately 1% of students score in the Below Basic and Far Below Basic ranges for Limited English proficiency.

Mathematics

- Approximately 12% of the 210 students tested school wide are at the Below Basic and Far Below Basic levels.
- Less than 1% of students scored in the Below Basic and Far Below Basic ranges for Socio Economically Disadvantaged.
- Less than 1% of students score in the Below Basic and Far Below Basic ranges for Limited English proficiency.

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT:

Goal #1: Reduce % of total students scoring in the Below Basic and Far Below Basic ranges by 3% by 2010-11 testing.

Goal #2: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014. All subgroups will demonstrate adequate yearly progress towards attaining proficiency.

Goal #3: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.

Goal #4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

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 CA 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, and students with exceptional needs. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline <i>All activities are ongoing unless noted</i>	Related Expenditures	Estimated Cost	Funding Source
<p>Alignment of instruction with content standards: Principal receives training in walk through supervision Teachers receive training in effective teaching strategies related to content standards New teachers participate in BTSA District trimester assessments are aligned to standards New ELA and math adoptions are standards based – District will look at adoptions for potential adoptions in coming year(s). Standards based report card development Consumable textbooks and support materials for direct student use with visuals and explanations.</p>	<p>Principal BTSA Teachers ELA/Math Comm. Teachers Teachers</p>	<p>None Materials, Staff Communication DataWise, Staff Stipends Aeries, Staff Publisher</p>	<p>No new costs None to site None to Site None to Site None to Site \$30,000</p>	<p>District District District District District Title 1, LEP, Lottery, CatFlex</p>
<p>Improvement of instructional strategies and materials: Staff development in use of adopted Math and ELA materials and writing Training on Step up to Writing and Integration of writing into Open Court materials Trimester assessment of student progress towards standards Ongoing use of assessment results to plan instruction (RTI model through Datawise data management)</p>	<p>Publishers Admin./Teachers Admin/Teachers Admin/Teachers</p>	<p>Teacher Training Materials Datawise, Staff None</p>	<p>No new costs No new costs None to Site None</p>	<p>District</p>

<p>Extended learning time: Full day kindergarten Tutors in grades K-1st After school instruction Early Intervention for at-risk Ability grouped instruction Special Education intervention materials OT Services Adapted PE Speech/Language LifeSkills Program School Resource Officer</p>	<p>Teachers Tutors After School Grant Teachers Special Ed Site Instruct. Staff OT APE SL Para Ed/Admin SRO</p>	<p>No new expenditures Salaries Program Staff and Materials Salaries Program Staff and Materials Program Materials Program materials, staff Program materials, staff Program materials, staff Salaries/Supplies Program materials, staff</p>	<p>None to Site None to Site No new costs No new costs \$4,000 None to Site None to Site None to Site None to Site None to Site</p>	<p>District Grant District District AB602 and Title 1 District District District Grant Grant</p>
<p>Increased education opportunity/ access to technology: School based computer lab In class mini labs with computerized instructional support for academics and English Language Development (ELD) Accelerated Math and Reading Programs After School student computer access/Academic Intervention Software fees for student learning Student use equipment to enhance technology already in place Library materials, including multi-media formats. May be classroom or library housed materials. Classroom materials, curricular enhancement, support, and supplement to reach student learning through multi-mode techniques. Variquest posters and diecuts for visual aids – classroom and campus use for student-direct learning and for parent communication.</p>	<p>Comp Technician/ Teachers Comp. Tech. AI and CARE Software Equipment Library Tech/Staff Teachers Staff</p>	<p>Salaries/ Equipment Equipment, supplies, updates, replacements Licensing Fees Salaries Annual Fees Equipment, Materials, Licensing Books and Reference Materials, supplies, and/or equipment Materials, supplies</p>	<p>No new costs \$14,000 \$ 4,250 None to Site \$ 3,000 \$10,000 \$ 6,000 \$15,000 \$ 8,000</p>	<p>Title 1/District Title 1/LEP Title 1/LEP After School Program Title 1/LEP Title 1/LEP Title 1/LEP Title 1/LEP Title 1/LEP</p>

<p>Staff development and professional collaboration: Teacher training in use of standards based math and ELA instruction and technology support: *Harcourt Math *Open Court Reading *Accelerated Reading and Math *Datawise *Aeries Site staff development for principal and teachers: *standards based instruction *walk through supervision *reflective conferencing Language Arts program (ie SIPPS) staff development with consultant Two staff development meetings per year for key instructional strategy development and follow-up in other staff meetings Peer-to-peer training</p>	<p>Publishers “ “ “ Consultant Company Training Company Training Principal may communicate with consultant Onsite staff develop Teachers/Administrator Staff</p>	<p>No new costs “ “ “ Consultant Training Training Walkthroughs and staff communication Consultant Staff communication Time for peer communication/training</p>	<p>No new costs “ “ “ None to Site None to Site None to Site No new costs None to site No new costs None to site</p>	<p>District District District District District</p>
<p>Involvement of staff, parents and community: (including interpretation of student assessment results to parents) Parent conferencing; Student Study Team meetings; School Site Council meetings School Website with CST performance and API results Art Docent Renaissance student involvement, parent communication, and student incentives</p>	<p>Teacher/Parents Teachers/Administrator Teachers/Admin/Parents Computer Technician Parent volunteers Staff/Students/Parents</p>	<p>No new costs “ “ “ Materials and supplies Materials and supplies</p>	<p>No new costs “ “ “ \$ 2,000 \$ 1,000</p>	<p>Title 1/LEP Title 1/LEP</p>
<p>Auxiliary services for students and parents: (including transition from preschool, elementary and middle school): Safe Harbor Grant Library book check out for parents Family Resource Center Mentoring for 4th/5th grades Counseling</p>	<p>Safe Harbor Grant staff Library Tech Staff Parent and community volunteers Staff</p>	<p>Salary and materials No new costs No new costs Time with students/training Time with students/materials</p>	<p>No cost to site No cost to site No cost to site No cost to site \$ 500</p>	<p>Safe Harbor Grant Grant Grant Title 1/LEP</p>
<p>Monitoring program implementation and results: Students participate in CST, CELDT, District Standards assessments Results are monitored to assess progress by student, class, grade and school Accelerated Math and Star Reading results</p>	<p>Teachers SpecEd/Admin/Teachers RTI</p>	<p>No new costs “ “</p>	<p></p>	<p></p>

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds are projected to be allocated to this school through the Consolidated Application, Part II which is not available until Jan 31, 2011.

The following are for informational purposes for the Site Council.

3010 TITLE 1 – 2010-11

4200	Books & Other Reference	12,966.00
4300	Materials & Supplies	6,282.27
4400	Non-Capitalized Equipment	47,138.84
	TOTAL	66,387.11

3310 SPECIAL EDUCATION PL94-142 – 2010-11

SDC/RSP

1000	Teacher’s Salaries	0.00
2000	Para Educator Salaries	53,021.54
3000	Benefits	34,128.46
	TOTAL	87,150.00

6286 English Language Acquisition Program – 2010-11

4300	Materials & Supplies	0.00
	TOTAL	0.00 no funds forecasted for allocation

4203 Limited English Proficiency - 2010-11

4300	Materials & Supplies	0.00
	TOTAL	0.00 no funds forecasted for allocation

6500 SPECIAL EDUCATION-AB602 – 2010-11

SDC/RSP

1000	Teachers Salaries	165,580.00
2000	Para Educator Salaries	52,406.51
3000	Benefits	50,949.18
4300	Materials & Supplies	1,000.00
	TOTAL	272,935.69

7091 LEP 2009-10

4200	Books	12,623.57
4300	Materials and Supplies	12,645.00
	TOTAL	25,268.57

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	Teacher	Other Staff	Parent/Community Member
Jodie Jacklett	X			
M.J. Bolin (10 – 12)		X		
April Jones (09-11)		X		
Sue Sherman (09-11)		X		
Kathi Sisk (09-11)		X		
<i>Joelene Morasch (10 – 12 Alternate Member)</i>		X		
<i>Janette Perry (10 – 12 Alternate Member)</i>		X		
<i>Adelle Wapple (10 – 12 Alternate Member)</i>		X		
Felicia Henderson (10 – 12)			X	
<i>Diana Matthews (10 – 12 Alternate Member)</i>			X	
Medina Barron (10 – 12)				X
Nicole Lytle (10 – 12)				X
Joshua Matthews (10 – 12)				X
Curtis Willey (09-11)				X
<i>Robert Caryl, III (10 – 12 Alternate Member)</i>				X

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) student’s selected representatives to the council (Education Code 52012).

This school plan was adopted by the school site council on _____

Jodie Jacklett		
Name School Principal	Signature	Date

Name of SSC Designee	Signature	Date

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan its related expenditures to the district governing board for approval, and assures the board that the school site council is correctly constituted, and was formed in accordance with district governing board policy and state law. This school plan is based upon an analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This school plan was adopted by the school site council on _____

Attested:

Jodie Jacklett		
Typed name of school principal	Signature of school principal	Date

Typed/Printed name of SSC Designee	Signature of SSC Designee	Date