

CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.k12.ca.us

Students will realize their dreams by developing communication skills, reasoning, integrity, and motivation through academic excellence, a well-rounded education, and being active citizens of our diverse community.

BOARD OF TRUSTEES REGULAR MEETING

❖ Antelope View Charter School - Multipurpose Room
3243 Center Court Lane, Antelope, CA 95843

Wednesday, January 6, 2010 - 6:00 p.m.

STATUS

- I. CALL TO ORDER & ROLL CALL - 5:30 p.m.
- II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION
 - 1. Student Expulsions/Readmissions (G.C. §54962)
 - 2. Conference with Labor Negotiator, George Tigner, Re: CSEA (G.C. §54957.6)
- III. PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION
- IV. CLOSED SESSION - 5:30 p.m.
- V. OPEN SESSION - CALL TO ORDER - 6:00 p.m.
- VI. FLAG SALUTE
- VII. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION Info/Action
- VIII. ADOPTION OF AGENDA Action
- IX. STUDENT / STAFF RECOGNITIONS (5 minutes each) Info
 - 1. Recognition of Students for Academic Excellence and Improvement - David DeArcos
- X. STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each) Info
 - 1. Center High School - Christine Sung
 - 2. McClellan High School - Deanna Gonzales
 - 3. Antelope View Charter School - Raymond Houston
 - 4. Global Youth Charter School - Prentice Wysingle

Note: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Superintendent's Office at (916) 338-6409 at least 48 hours before the scheduled Board meeting. [Government Code §54954.2] [Americans with Disabilities Act of 1990, §202.]

NOTICE: The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the scheduled meeting, can be viewed at Center Joint Unified School District, Superintendent's Office, located at 8408 Watt Avenue, Antelope, CA. For more information please call 916-338-6409.

	XI. REPORTS/PRESENTATIONS (8 minutes each)	Info
Curriculum	1. Williams Uniform Complaint Quarterly Report - George Tigner	
Per / Bus	2. Potential Budget Reductions Report - George Tigner	
Business	3. Parcel Tax Increase Discussion	
	XII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA	Public Comments Invited
	<i>Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board <u>may not</u> discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 5495.2. A speaker shall be limited to 3 minutes (Board Policy 9323). All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.</i>	
	XIII. BOARD / SUPERINTENDENT REPORTS (10 minutes)	Info
	XIV. CONSENT AGENDA (5 minutes)	Action
	<i>NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.</i>	
Governance	1. Approve Adoption of Minutes from December 16, 2009 Regular Meeting	
Personnel	2. Approve Classified Personnel Transactions	
↓	3. Approve Certificated Personnel Transactions	
Curriculum	4. Approve 2009/2010 Single Plan for Student Achievement - Riles MS	
	XV. ADVANCE PLANNING	Info
	a. Future Meeting Dates:	
	i. <i>Wednesday, January 20, 2010 @ 6:00 p.m. - Antelope View Charter School Cafeteria</i>	
	b. Suggested Agenda Items:	
	XVI. CONTINUATION OF CLOSED SESSION (Item IV)	Action
	XVII. ADJOURNMENT	Action

AGENDA ITEM # **IX-1**

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Antelope View Charter School

Action Item

Date: December 18, 2009

Information Item

To: Board of Trustees

From: David DeArcos

Principal's Initials: DD

SUBJECT:

We request to be on the January 6, 2010 agenda to make award presentations to our students for Academic Excellence and Improvement. There are twenty students to receive certificates.

AGENDA ITEM # **IX-1**

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Instructional Services

Date: January 6, 2010

To: Board of Trustees

Action Item

Information Item X

Attached Pages 1

From: George Tigner, Chief Administrative Officer

Initials: _____

SUBJECT: Williams Uniform Complaint Quarterly Reporting

As a result of the Williams legislation, all school districts in California are required to report quarterly summaries of all received Williams legislation complaints to the district's governing board. Once the item is reported to the Board, a summary is then forwarded to the district's county office of education.

Below is a summary of our Williams UCP complaints and will serve as our documentation to meet the reporting requirements of the Williams lawsuit. The attached data will be submitted to SCOE through an online process.

RECOMMENDATION: Informational Item

Agenda Item Number_____

CENTER JOINT UNIFIED SCHOOL DISTRICT
SUMMARY OF WILLIAMS UCP COMPLAINTS-
October 2009 to December 2009

Areas of Complaints	# of Complaints	# Resolved	# Unresolved
Sufficiency Of Textbooks	0	0	0
Facilities Issues	0	0	0
Vacancy or Misassignment of Teachers	0	0	0
CAHSEE	0	0	0

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Superintendent's Office	Action Item _____
To:	Board of Trustees	Information Item <u> X </u>
Date:	January 6, 2010	# Attached Pages _____
From:	Scott A. Loehr, Superintendent	
Principal/Administrator Initials: _____		

SUBJECT: Potential Budget Reductions

With the district still needing to reduce its 2010/2011 budget by \$800,000 and the unknown impacts of the state budget, Mr. Tigner, Chief Administrative Officer, will present potential staffing reductions.

RECOMMENDATION: Information item only.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Superintendent's Office

Action Item X

To: Board of Trustees

Information Item

Date: January 6, 2010

#Attached Pages

From: Scott A. Loehr, Superintendent

Principal's Initials:

SUBJECT: Adoption of Minutes

The minutes from the following meeting are being presented:

December 16, 2009 Regular Meeting

RECOMMENDATION: CJUSD Board of Trustees approve presented minutes.

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING

Wilson C. Riles Middle School - Multipurpose Room
4747 PFE Road, Roseville, CA 95747

Wednesday, December 16, 2009

MINUTES

CALL TO ORDER - Trustee Wilson called the meeting to order at 5:30 p.m.

ROLL CALL - Trustees Present: Mrs. Anderson, Mr. Blenner, Mr. Friedman, Mrs. Williams, Mr. Wilson

Administrators Present: Scott Loehr, Superintendent
George Tigner, Chief Administrative Officer
Craig Deason, Assist. Supt., Operations & Facilities
Jeanne Bess, Director of Fiscal Services

ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION

1. Student Expulsions/Readmissions (G.C. §54962)
2. Conference with Labor Negotiator, George Tigner, Re: CSEA and CUTA (G.C. §54957.6)

PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION - none

CLOSED SESSION - 5:30 p.m.

OPEN SESSION - CALL TO ORDER – 6:11 p.m.

FLAG SALUTE - led by Craig Deason

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

President Wilson announced that there was no action taken in Closed Session. The following items had action taken during Open Session:

1. Student Expulsions/Readmissions (G.C. §54962)

Student Expulsion #09-10.14 - Recommendation approved.

Motion: Williams
Second: Blenner

Ayes: Anderson, Blenner, Friedman, Williams, Wilson

Student Expulsion #09-10.17 - Recommendation approved.

Motion: Friedman
Second: Blenner

Ayes: Anderson, Blenner, Friedman, Williams, Wilson

Student Expulsion #09-10.18 - Recommendation approved.

Motion: Williams
Second: Blenner

Ayes: Anderson, Blenner, Friedman, Williams, Wilson

ADOPTION OF AGENDA - approved adoption of agenda as presented.

Motion: Friedman
Second: Blenner

Vote: General Consent

STUDENT PERFORMANCE - The Wilson C. Riles Middle School Choir performed under the direction of Mr. Myers.

STUDENT / STAFF RECOGNITIONS

1. Recognition of Dudley & Spinelli Staff involved with the Early Mental Health Initiative - Lisa Coronado, Principal at Dudley Elementary, recognized Alyson Collier, Todd Silverman, Tina Duncan Jessica Henry, and Lyubov Katkanova for their efforts in applying for this program, as well as implementing it in the district.

ORGANIZATION REPORTS

1. **CUTA** - Douglas Higgins, President, thanked the Board for the way things are being handled this year; staff are able to focus on teaching the students. He noted that the heavy work is still to come. Mr. Higgins stated that he appreciated the efforts by Mr. Tigner on working things out on items that might have become issues.

2. **CSEA** - Marie Huggins, President, noted that the elections were held last night. She noted that there aren't a lot of changes made to the staff; E-Board has pretty much remained the same. She noted that she will be serving another term as President, and looks forward to working with the new district administration.

REPORTS/PRESENTATIONS

1. Bond Oversight Committee Annual Report - Craig Deason, Assistant Superintendent, Operations & Facilities, introduced Sundie Lyons. Sundie introduced the rest of the committee members and gave a brief overview of their report.

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA - None

BOARD/SUPERINTENDENT REPORTS

Mr. Friedman

- thanked Mrs. Wilson for lending Mr. Wilson to us.
- noted that he had a chance to visit Dudley. He noted that the atmosphere was wonderful; students were engaged in learning.
- noted that he is looking forward to the break coming up.
- wished everyone a Merry Christmas, Happy New Year, Kwanza or what ever celebration they may be having.

Mrs. Williams

- thanked Dr. Fortune and Project Pipeline for the wonderful presentation tonight.
- thanked Mrs. Anderson and Carol, and those who helped participate in putting this together.
- noted that at the CSBA conference, Scott and George made new contacts for the district.
- informed the Board that there are new CIF rules and the information will be coming to the Board.
- inquired on the trip listed in the consent agenda – have the parents been fingerprinted? Scott noted that he will check on it.
- wished everyone a safe holiday.
- thanked Mr. Higgins and Mrs. Huggins for their work; noted that it will be a rough ride.

BOARD/SUPERINTENDENT REPORTS (continued)

Mr. Blenner

- thanked Riles MS choir for their performance.
- thanked Dr. Fortune for the nice reception.
- thanked his students for coming tonight.
- wished everyone Happy Holidays.

Mrs. Anderson

- thanked Ron Baioni for all of the hours he put into tonight's video.
- thanked Carol and George for their help with the reception.
- wished everyone a Happy Christmas and Happy Holidays.

Mr. Loehr

- shared with the Board that Riles MS has been recognized as an AVID Demonstration School again; only 118 schools in the US receive this award.
- announced that Oak Hill and Spinelli received the California Schools for Excellence Award.
- noted that he, along with Mr. Tigner, had the opportunity to judge the Spelling Bee at Spinelli.
- toured Dudley Elementary with Mr. Friedman.
- thanked the Board for attending the reception earlier this evening.
- noted that the two Budget Forums were well received. He also said that he will be meeting with various groups at the school sites to discuss the Budget.
- wished everyone Happy Holidays and a Happy New Year.

Trustee Anderson inquired on any future meetings regarding the Budget.

Trustee Williams inquired on the young man who is being awarded a scholarship from CFW. Mr. Loehr noted that the student will be recognized at a future Board Meeting.

Mr. Wilson

- noted that he and his family went to Disneyland and Tombstone on his furlough days.
- wished everyone a Merry Christmas and a Happy New Year.

CONSENT AGENDA

1. Approved Adoption of Minutes from November 18, 2009 Regular Meeting
2. Approved Certificated Personnel Transactions
3. Approved Professional Service Agreement: Explorit Science Center
4. Ratified 2009-2010 Contract with Sacramento Hearing Services Center, Inc.
5. Approved Department of Rehabilitation Contract for Fiscal Years 2009/10 - 2011/12 (including Resolution # 11/2009-10: Naming of Authorized Person to Sign and Execute Any and All Documents Required by Department of Rehabilitation)
6. Approved 2009/2010 Single Plan for Student Achievement - Oak Hill
7. Approved Out-of-State Field Trip: AP US History Trip to Disney World in Orlando, Florida - CHS
8. Approved Out-of-State Field Trip: 2009 Vegas Invitational, Girls' Basketball Tournament in Las Vegas, Nevada - Global
9. Approved Professional Service Agreement: Point Break
10. Ratified Professional Service Agreement: Cheryl Bates
11. Ratified Professional Service Agreement: Edward Owen Elmer
12. Approved Proposal for MBTI Workshop with VSP Consulting Services
13. Approved 2009/2010 Master Contracts:
Aldar Academy
14. Approved 2009/2010 Safe School and Emergency Preparedness Plan - Spinelli

CONSENT AGENDA (continued)

15. Approved Amendment #2 - CPM Contract for Program Management Services for Bond Fund Projects
16. Approved 2009-2010 Agreement for Legal Services - Lozano Smith Attorneys at Law
17. Approved Payroll Orders: July 2009 - November 2009
18. Approved Supplemental Agenda (Vendor Warrants)

Motion: Williams **Vote:** General Consent
Second: Anderson

INFORMATION ITEMS

1. Workshop: "Governor's Budget Workshop" - S. Loehr (Supt)
2. Workshop: "C.A.S.H. 31st Annual Conference on School Facilities" - C. Deason & C. Surryhne (O & F)
3. Workshop: "Governor's Budget Workshop" - J. Bess (Bus. Office)

BUSINESS ITEMS

A. APPROVED - Annual Organizational Meeting for Governing Board

Trustee Wilson, Board President, opened the nominations for Officers of the Board for 2010.

There was a motion to open up nominations in the order of President, Clerk, Representative.

Motion: Friedman **Vote:** General Consent
Second: Williams

1) Office of the Board President: Trustee Friedman made a motion, seconded by Trustee Anderson, to nominate Trustee Blenner as President of the Board. Trustee Wilson made a motion, seconded by Trustee Williams to nomination Trustee Williams as President of the Board. There was discussion about both candidates.

Votes for Trustee Blenner: Friedman, Anderson (2)
Votes for Trustee Williams: Williams, Blenner, Wilson (3)

It was declared that Trustee Williams is Board President for 2010.

2) Clerk of the Board: Trustee Williams made a motion, seconded by Trustee Anderson, to nominate Trustee Blenner as Clerk of the Board. There were no other nominations.

Vote: General Consent

3) Board Representative to SCOE: Trustee Anderson made a motion, seconded by Trustee Williams, to nominate Trustee Friedman to serve as Board Representative to the Sacramento County Office of Education. There were no other nominations.

Vote: General Consent

4) Date, Time, Place of Board Meetings: Trustee Friedman made a motion, seconded by Trustee Blenner, to continue meeting at 6:00 p.m. on the first and third Wednesdays of the month, with special meetings to be held on Wednesdays whenever possible, and to continue rotating the meetings among the school sites.

Vote: General Consent

Superintendent Scott Loehr presented Trustee Wilson with an engraved gavel for his service as Board President for 2009.

Trustee Williams thanked Trustee Wilson for leading us this last year, through tough times. She noted that she hopes the Board works together to get us through this process.

RECESS: At 6:56 p.m. Trustee Wilson, President of the Board, called a recess of the regular meeting of the CJUSD Board of Trustees to convene the Organizational Meeting of the Board of Directors of the CJUSD Financing Corporation. The meeting of the CJUSD Financing Corporation was adjourned at 6:57 p.m. at which time the regular meeting of the Center Joint Unified Board of Trustees was reconvened.

B. APPROVED - Second Reading: Board Policies/Regulations/Exhibits
(Significant Changes)

Add BP 3510 Green School Operations

Motion: Friedman **Vote:** General Consent
Second: Blenner

C. APPROVED - First Reading: BP 2300, Conflict of Interest Code: Designated Personnel, and E 9270, Conflict of Interest

Motion: Blenner **Vote:** General Consent
Second: Friedman

D. APPROVED - Resolution 10/2009-10: Resolution In the Matter of Determination to Withdraw from the Schools Excess Liability Fund

Motion: Anderson **Vote:** General Consent
Second: Blenner

E. APPROVED - First Interim Report for Fiscal Year 2009/10

Jeanne Bess, Director of Fiscal Services, presented the First Interim Report to the Board. She discussed the cash flow, indicating that it is critical. She also noted the multi-year projection, and whether the funds are available to get us through the year.

Motion: Blenner **Vote:** General Consent
Second: Friedman

ADVANCE PLANNING

a. *Future Meeting Dates:*

i. Wednesday, January 6, 2010 @ 6:00 p.m. - Antelope View Charter School Cafeteria

b. *Suggested Agenda Items:*

At 7:30 p.m. there was a motion to take a 5 minute break before the Board returns to Closed Session.

Motion: Williams **Vote:** General Consent
Second: Blenner

CONTINUATION OF CLOSED SESSION – 7:40 p.m.

OPEN SESSION - The Board Returned to Open Session at 8:15 p.m.

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

There was no action taken during Closed Session.

ADJOURNMENT – 8:16 p.m.

Motion: Williams
Second: Friedman

Vote: General Consent

Respectfully submitted,

Scott A. Loehr, Superintendent
Secretary to the Board of Trustees

Gary N. Blenner, Clerk
Board of Trustees

Adoption Date

AGENDA ITEM # XIV-2

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Date: January 6, 2010

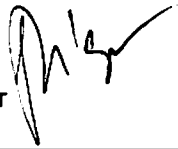
Action Item X

To: Board of Trustees

Information Item

From: George Tigner,
Chief Administrative Officer

Attached Pages 1



SUBJECT: CLASSIFIED PERSONNEL TRANSACTIONS

NEW HIRE: Linda Robertson, Temporary Food Service Worker
Vivian Cid, Bilingual Assistant

RECOMMENDATION: Approve Classified Personnel Transactions as
Submitted

CONSENT AGENDA

AGENDA ITEM # XIV-2

Linda Robertson has been hired as a temporary Food Service Worker at North Country Elementary School effective 1/5/10.

Vivian Cid has been hired as a Bilingual Assistant, Spanish, at Wilson Riles Middle School effective January 5, 2010.

AGENDA ITEM # **XIV-3**

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Action Item **X**

Date: January 6, 2010

Information Item

To: Board of Trustees

Attached Pages **1**

From: George Tigner, Chief Administrative Officer



Subject: Certificated Personnel Transactions

Requests for Leaves of Absence

**Jill Warriner, Oak Hill Elementary School
Angela Ziegler, Center High School**

Summer School Principal, Grades 8-12

Doug Hughey

Recommendation: Approve Certificated Personnel Transactions as Submitted

CONSENT AGENDA

XIV-3

Requests for Leaves of Absence

Jill Warriner has requested a leave of absence from her position as Fifth Grade Teacher, Oak Hill Elementary School, from February 1, 2010, through May 28, 2010.

Angela Ziegler has requested a leave of absence from her position as Science Teacher, Center High School, from January 5, 2010, through May 28, 2010.

Summer School Principal, Grades 8-12

Doug Hughey will serve as Summer School Teacher Principal, Grades 8-12, from June 7, 2010, through July 2, 2010.

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Wilson C. Riles Middle School

Date: January 6, 2010

Action Item X

To: Board of Trustees

Information Item

From: Joyce Duplissea, Principal

Attached Pages

Principal's Initials: 

SUBJECT:

Wilson C. Riles Middle School is requesting Board approval for our Single Plan for Student Achievement. This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. The Single Plan for Student Achievement was approved by our School Site Council on December 8, 2009.

RECOMMENDATION:

Approve Wilson C. Riles 2009-2010 Single Plan for Student Achievement.

CONSENT AGENDA

The Single Plan for Student Achievement

Wilson C. Riles Middle School

34739730108621

CDS Code

Date of this revision: November 23, 2009

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Joyce Duplissea

Position: Principal

Telephone Number: (916) 787-8100

Address: 4747 PFE Road, Roseville, CA 95747

E-mail Address: joyce@centerusd.k12.ca.us

Center Unified School District
The District Governing Board approved this revision of the School Plan on
January 6, 2010

List of Contents

School Mission, Motto, and Profile

Planned Improvements in Student Performance

Programs Included In This Plan

School Site Council Membership

Recommendations and Assurances

Programs Funded Through Consolidated Application

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School and Student Performance Data Forms

- Federal Accountability: 2009 Adequate Yearly Progress (AYP)

- California Standardized Testing & Reporting (STAR)

- Percentage of Students That Scored Proficient or Advanced
(Economically Disadvantaged, Students w/Disabilities, & English
Learners)

- Percentage of Students That Scored Proficient or Advanced
(Ethnicity)

- California English Language Development (CELDT) Data

- 2007-08 California Physical Fitness Report Summary of Results

- Demographic/Gender Data Summary

Analysis of Current Instructional Program

Outline of Sample Bylaws

Use of Resources

Acronyms and Specialized Terms

School Vision and Mission

School Mission:

The mission of Wilson C. Riles Middle School is to develop our students' academic, emotional and social skills for success today and in the future.

School Motto:

Success, the only option!

Riles Middle School students are treated with dignity while being held to the highest behavioral standards. Rules and expectations are clearly communicated and are based on individual respect and safety considerations. School-wide expectations and Words for Success have been adopted and are followed by students and staff members. Students who observe the rules receive positive reinforcement through a weekly Husky Buck drawing, reward activities, and a semester celebration. Life Skills, a prevention program, is taught in all subject areas.

School programs are in place to build a sense of community at Riles. Students are in academic teams, three per grade level, and teams are named after universities and colleges. Students may participate in after school athletics, band and choir, drama, cooking club, student council, conflict mediation team, art club, tutoring and homework clubs, spirit club, Scrabble and book club, chess club, intramural sports, spirit rallies, and film club. Students may receive academic enrichment through GATE, intervention classes (ASAP), and tutoring by individual teachers.

Wilson C. Riles is an AVID (Advancement Via Individual Determination) National Site Demonstration School, Key components of the program are our AVID site team, three AVID elective classes, and all teachers trained in AVID methodologies, including Costa's levels of questions and Socratic seminars.

School Profile

Wilson C. Riles Middle School is a 6th-8th grade middle school that has been open for five years and is located in Roseville, California. The city of Roseville is in a rapidly growing area of the western portion of Placer County. Riles currently serves over 1,160 students and has the potential for growth of up to 1,400. Our students come from various ethnicities and cultural heritages, which have provided our staff with unique opportunities to incorporate many different cultures and backgrounds into the curriculum.

Based on Riles' mission statement and on the belief that all children can learn, the staff ensures that every student at Riles Middle School will engage in an academic course consistent with the California Standards focusing on high expectations for student performance in a supportive environment.

Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL #1:

Wilson C. Riles Middle School will increase the Academic Performance Index (API) by a minimum of five points.

SCHOOL GOAL #2:

All Riles Middle School student subgroups will make Adequate Yearly Progress (AYP) towards grade level proficiency in English/Language Arts and Mathematics as determined by the California Department of Education.

Student groups and grade levels to participate in this goal:

Students who scored "Basic", "Below Basic" and "Far Below basic" in grades six through eight will work to reach grade level proficiency as measured by California's State Testing and Reporting.

All students in grades six through eight will contribute to earning a school Academic Performance Index of five points higher than last year's.

Anticipated annual performance growth for each group:

All statistically significantly subgroups of students will meet AYP in E/LA and Mathematics as determined by the CDE. The minimum proficiency percentage has increased 10.8% each year and is currently at 46% for E/LA and 47.5% in Mathematics.

For the 2009 STAR tests, Riles students score an API of 769. The goal is to improve that number by a minimum of five points or a minimum API of 774.

Means of evaluation progress toward this goal:

Progress will be monitored by teacher observation, curriculum assessments, and classroom performance tasks. Data from STAR reports, site goal assessments and Accelerated Reader will be utilized.

Group data to be collected to measure academic gains:

Data will be collected for grades six through eight. The data will include student performance on curriculum assessments, STAR and AR reports.

Actions to be taken to reach Goals 1 and 2 from August, 2009 – May, 2010:

1. Students that scored at the "basic" and below levels as indicated by the annual CST's, site measures, progress reports, and/or teacher observation will be identified.
2. School staff will review student performance and progress utilizing data and information from classroom assessments, CST reports, and information from SST forms, 504 Plans, ELD data, and IEP information.
3. Time allowed for on-going teacher collaboration focused on implementing effective instructional programs and teaching strategies that address all student learning needs.
4. AVID methodologies used school-wide.
5. Response to Intervention will be utilized with target groups of students. Academic coordinator will work with identified students through pull-out and push-in programs.
6. Teachers will identify and re-teach and re-assess key standards to students.
7. Riles staff and students will have the materials needed for instruction and practice of grade level standards.
8. Accelerated Reader software will be made available to all students in the classrooms and in two computer labs.
9. Computer technician will service computer hardware and software.
10. Appropriate intervention software will be researched and purchased to coordinate with the opening of a second computer lab in January, 2010.
11. Regular school- parent communication regarding student progress and performance through progress reports, Homelink, team meetings, SST meetings, teacher meetings and paperwork sent home.

Proposed expenditures, estimated cost and funding sources:

1. Academic Coordinator position funded through Title One funds at \$96,175.00.
2. Computer technician position funded through SLIP and Title One funds at \$50,528.76.
3. Meetings are planned before and after school or on agreed upon times by teams of teachers to alleviate the need for substitute teachers.
4. Computer software, library books and resources, and Accelerated Reader materials funded with SLIP and Title One funds, approximately \$19,461.83 a year.
5. Materials for students and copies from the Xerox Copy Center are paid for with Lottery funds, approximately \$13,000 for the year.
6. Second computer lab funded through Title One funds, one time cost of \$43,545.63.
7. Substitutes needed for collaboration or meeting time are \$125/day and are paid for with Title One, SLIP or general site funds.
8. Three SST coordinators are paid with general site funds totaling \$3,075.

SCHOOL GOAL #3:

At the end of the 2009-2010 school year, students will become more respectful, responsible, and reflective regarding their behavior at school therefore decreasing the number of behavior referrals and /or suspensions by a minimum of 15%.

Student groups and grade levels to participate in this goal:

All students in grades six through eight will participate in this goal.

Anticipated annual performance growth for each group:

A minimum 15% reduction in the number of behavior referrals and suspension form the 2008-2009 school year.

In 2008-2009, there were 1,377 behavior referrals and 414 suspensions. A minimum 15% reduction this year would be 1,170 referrals and 352 suspensions. Our goal is to have more than a 15% reduction.

Means of evaluation progress toward this goal:

Progress will be monitored by the weekly behavior referral log and the weekly suspension log. At the time of this report, the behavior referral count is 84 and suspension count is 21; which represents a significant decrease from 2008-2009.

Group data to be collected to measure academic gains:

Weekly discipline logs.

Actions to be taken to reach Goals 1 and 2 from August, 2009 – May, 2010:

1. Student handbook taught the first month of school in 2nd period classes and reviewed throughout the year in all classes and through daily bulletin announcements.
2. New teachers to Riles trained in our school-wide discipline plan, including the BIF (Behavior Incident Form) procedure.
3. New School-wide Expectations and Words for Success consistently implemented across the campus.
4. All teachers trained extensively in Fred Jones' *Tools for Teaching*.
5. Students assigned to interdisciplinary academic teams named after colleges and universities.
6. Twenty-five students trained in conflict mediation; participation in Sacramento County's Reaching Resolution and Leadership Academy Programs.

7. Life Skills curriculum fully implemented; lessons taught monthly rotated by department in grades seven and eight and in science classes weekly in grade six.
8. WEB (Where Everybody Belongs) program – all sixth grade students belong to a WEB group with an eighth grade WEB leader; WEB lessons taught by WEB leaders in sixth grade classrooms.
9. Merit program – incentive system for positive behavior.
10. 100 Merit award system and assemblies/rallies for 90 or more merit students.
11. Regular school to home communication and documentation in Aeries regarding student behavior.
12. Project Wisdom's "Words of Wisdom" read in the daily bulletin.

Proposed expenditures, estimated cost and funding sources:

1. Agenda books with student handbook for every student- \$6,119.68 paid for with SLIP funds.
2. Fred Jones "Tools for Teaching" books and DVD series for all teachers for professional development- \$1,888.16 paid with Title One funds.
3. Leadership Academy for student conflict mediators- \$1,500.00 paid with Title One funds.
4. 100 Merit assemblies and rewards- \$2,000.00-\$4,000.00 paid with SLIP and Title One funds.
5. Team student recognition and rewards, including field trips- \$4,500.00-\$9,000.00 paid with Title One funds.

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school	\$ 0
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program	\$ 0
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 59,067 (s)
<input checked="" type="checkbox"/> Art, Music and PE Block Grant (one time) <u>Purpose:</u> Art and music enrichment	\$ 0.00
<input checked="" type="checkbox"/> Art, Music and PE Grant (ongoing) <u>Purpose:</u> Art and Music enrichment	\$ 80,516 (d)
<input checked="" type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring	\$ 25,919 (d)
<input checked="" type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school	\$ 134,173 (d)
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$ 73,421 (s)
<input checked="" type="checkbox"/> School Improvement Program Fund <u>Purpose:</u> Improve school programs	\$ 0.00
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety	\$ 72,214 (d)
<input checked="" type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students	\$ 3,000 (d)
<input checked="" type="checkbox"/> GATE	\$ 5,936 (s)
<input checked="" type="checkbox"/> Lottery	\$ 14,421 (s)
Total amount of state categorical funds allocated to this school	\$315,822 -district controlled \$152,845- site controlled

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$ 0
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$ 0
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$345,194 (s)
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ 0
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 189,382 (d)
<input checked="" type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 4,564 (d)
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 62,605 (d)
<input checked="" type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 13,792 (d)
<input checked="" type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 760 (s)
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$ 0
Total amount of federal categorical funds allocated to this school	\$270,343– district controlled \$345,954– site controlled
Total amount of state and federal categorical funds allocated to this school	\$586,165– district controlled \$498,799– site controlled

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA 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 school site council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Joyce Duplissea	X				
Ron Baioni			X		
Angela Beardslee			X		
Christine Rebello				X	
Delrae Pope				X	
Erik Diab				X	
				X	
Annelies Verhagen		X			
Edward Graef		X			
Monica Espinoza					X
Number of members for each category	1	2	2	4	1

Recommendations and Assurances

The school site council recommends this school plan and proposed 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

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 LEA Plan.
5. This school plan is based on 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 at a public meeting on:
_____.

Attested:

Joyce Duplissea

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Programs Funded through the Consolidated Application

The following programs are reported in the Consolidated Application. Information on the Consolidated Application and program profiles are available at <http://www.cde.ca.gov/fg/aa/co/>.

State Programs

- California School Age Families Education
- Economic Impact Aid
- Instructional Time and Staff Development Reform
- Peer Assistance and Review
- School Safety & Violence Prevention Act
- Tobacco-Use Prevention Education

Federal No Child Left Behind (NCLB) Programs

Information and CDE contacts for NCLB programs are available at <http://www.cde.ca.gov/nclb/sr/pc>.

- Title I, Neglected or Delinquent
- Title I, Part A, Basic Grant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title II, Part D, Enhancing Education Through Technology (Formula)
- Title III LEP Students
- Title IV, Part A, Safe & Drug-Free Schools & Communities
- Title V, Part A, Innovative Programs
- Title VI, Part B, Rural Education Achievement

Chart of Requirements for *The Single Plan for Student Achievement*

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools **	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
I. Involvement															
Involve parents and community in planning and implementing the school plan	EC 52055.625(b)(1)(C), (2)(C), (e) EC 52055.620(a)(4) EC 52054 EC 35294.1(b)(2)(C) 5CCR 3932 20 USC 7115(a)(1)(E) 20 USC 6316(b)(3) 20 USC 6315(c)(1)(G) 20 USC 6314(b)(1), (2)(A)	X	X	X	X	X	X	X X	X		X X	X	X		
Advisory committee review & recommendations	EC 64001(a) EC 52055.620(b)(1)	X	X	X	X	X	X	X	X		X	X			
Written notice of PI status	20 USC 6316(b)(3)					X									
II. Governance and Administration															
Single, comprehensive plan	EC 64001(a), (d) EC 52853 EC 41572 EC 41507 EC 35294.1(a) 20 USC 7114(d)(2) 20 USC 6315(c)(1)(B) 20 USC 6314(b)(2)(A)	X X	X X	X X	X X	X X			X	X	X X	X X	X	X X	X
School site council (SSC) constituted per former EC 52012	EC 64001(g)	X	X	X	X	X			X	X	X	X		X	X

** This program must be included in the *Single Plan For Student Achievement* if funds are provided to the school from the district's entitlement [EC 64001(d)]

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
SSC developed plan and expenditures	EC 64001(a)	X	X	X	X	X			X	X	X	X		X	X
	EC 41572														X
	EC 41507													X	
	EC 35294.1(b)(1)												X		
SSC annually updates the plan	EC 64001((g) EC 35294.2(e)	X	X	X	X	X			X	X	X	X	X	X	X
Governing board approves SPSA	EC 64001(h) EC 52055.630(b)	X	X	X	X	X	X	X X	X	X	X	X	X	X	X
Policies to insure all groups succeed	20 USC 6316(b)(3)					X									
Specify role of school, LEA, and SEA; and coordination with other organizations	20 USC 6316(b)(3)					X									
Submit High Priority annual report after public LEA governing board review	EC 52055.640							X							
III. Funding															
Plan includes proposed expenditures to improve academic performance	EC 64001(g) EC 52853 EC 52054 20 USC 6316(b)(3) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	X X	X X	X X X	X X X	X X X	X X		X	X	X	X X			
Describe centralized services expenditures	5 CCR 3947(b)	X	X												
IV. Standards, Assessment, and Accountability															
Comprehensive assessment and analysis of data	EC 64001(f) EC 52055.620(a)(1) - (3) EC 52054 20 USC 7115(a)(1)(A) 20 USC 6314(b)(1), (2)(A)	X	X	X	X	X	X X	X	X	X	X	X			
Evaluation of improvement strategies	EC 64001(f)	X	X	X	X	X			X	X	X	X			

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
	EC 52853 EC 52055.625(c) EC 35294.2(e) EC 32228.5(b) 20 USC 7115(a)(2)	X	X	X	X	X		X			X	X	X		
Ongoing monitoring and revision	20 USC 6315(c)(2)(B)														
Assessment results available to parents	EC 35294.2(e) 20 USC 7115(a)(1)(E) 20 USC 6314(b)(2)(A)				X						X		X		
V. Staffing and Professional Development															
Provide staff development	EC 52853 EC 52055.625(d)(1)(B),(C)	X	X	X	X	X		X				X			
	EC 32228(b)(2) 20 USC 6316(b)(3) 20 USC 6315(c)(1)(F) 20 USC 6314(b)(1), (2)(A)			X	X	X							X		
Budget 10% of Title I for staff development	20 USC 6316(b)(3)					X									
Provide highly qualified staff	EC 52055.625(b), (d) 20 USC 6315(c)(1)(E) 20 USC 6314(b)(1), (2)(A)			X	X			X							
Distribute experienced teachers	EC 52055.620(d)							X							
VI. Opportunity & Equal Educational Access															
Describe instruction for at-risk students	EC 52853	X	X	X	X	X						X			
Describe the help for students to meet state standards	EC 64001(f) 20 USC 6314(b)(1), (2)(A) 20 USC 6315(c)	X	X	X	X	X	X		X	X	X	X			
Describe auxiliary services for at-risk	EC 52853	X	X	X	X	X						X			

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
students	EC 52055.620(a)(7) 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(1), (2)(A)			X	X			X			X				
Avoid Isolation or segregation	5CCR 3934	X	X	X	X	X						X			
VII. Teaching and Learning															
Goals based on performance	EC 64001(f) 20 USC 7115(a)(1)(A)	X	X	X	X	X	X		X	X	X	X			
Define objectives	EC 52054 20 USC 7114(d)(2)(B) 20 USC 6316(b)(3)					X	X				X				
Steps to intended outcomes	EC 52054 5CCR 3930		X	X	X	X	X		X						
Account for all services	5CCR 3930		X	X	X	X			X						
Provide strategies responsive to student needs	EC 52055.620(a)(3) EC 52054 5CCR 3931 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	X	X	X	X	X	X	X	X		X	X			
Describe reform strategies that:	20 USC 6314(b)(1), (2)(A)				X										
-Allow all to meet/exceed standards;	20 USC 6315(c)			X	X										
-Are effective, research based;	20 USC 6316(b)(3) 20 USC 6315(c)(1)(C) 20 USC 6314(b)(1)(B)			X	X	X									
-Strengthen core academics;	EC 52054				X		X								
-Address under-served populations;	EC 52055.625(b), (c)				X			X							
-Provide effective, timely assistance;	20 USC 6314(b)(1)(I), (2)(A)				X										

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
-Increase learning time	20 USC 6316(b)(3); 20 USC 6314(b)(1)(B),(2)				X	X									
-Meet needs of low-performing students	20 USC 6315(c)(A); 20 USC 6314(b)(1)(B),(2)			X	X										
-Involve teachers in academic assessments	20 USC 6314(b)(1)(H), (2)				X										
-Coordinate state and federal programs	20 USC 6315(c)(1)(H) 20 USC 6314(b)(1)(J), (2)(A)			X	X										
-Transition from preschool	20 USC 6315(c)(1)(D) 20 USC 6314(b)(1)(G), (2)(A)			X	X										
Provide an environment conducive to learning	EC 52055.625(f)(1) EC 52055.620(a)(6) 20 USC 7114(d)(1)							X X			X				
Enable continuous progress	5CCR 3931	X	X	X	X	X			X		X	X			
Acquire basic skills, literacy	EC 52055.625(b)(1), (c)(1) 5CCR 3937	X	X	X	X	X		X	X			X			
Align curriculum, strategies, and materials with state standards or law	EC 52853 EC 52055.625(b)(2)(D),(c)	X	X	X	X	X		X				X			
Provide high school career preparation	5CCR 4403		X												

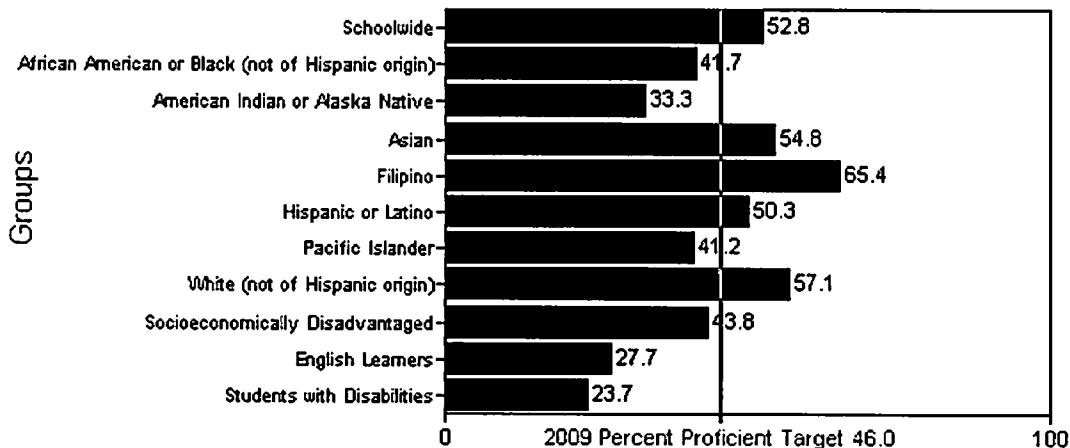
School and Student Performance Data Forms

- a) Federal Accountability: 2009 Adequate Yearly Progress (AYP)
- b) California Standardized Testing & Reporting (STAR)
- c) Percentage of Students That Scored Proficient or Advanced
(Economically Disadvantaged, Students w/Disabilities, & English Learners)
- d) Percentage of Students That Scored Proficient or Advanced
(Ethnicity)
- e) California English Language Development (CELDT) Data
- f) 2007-08 California Physical Fitness Report Summary of Results
- g) Demographic/Gender Data Summary

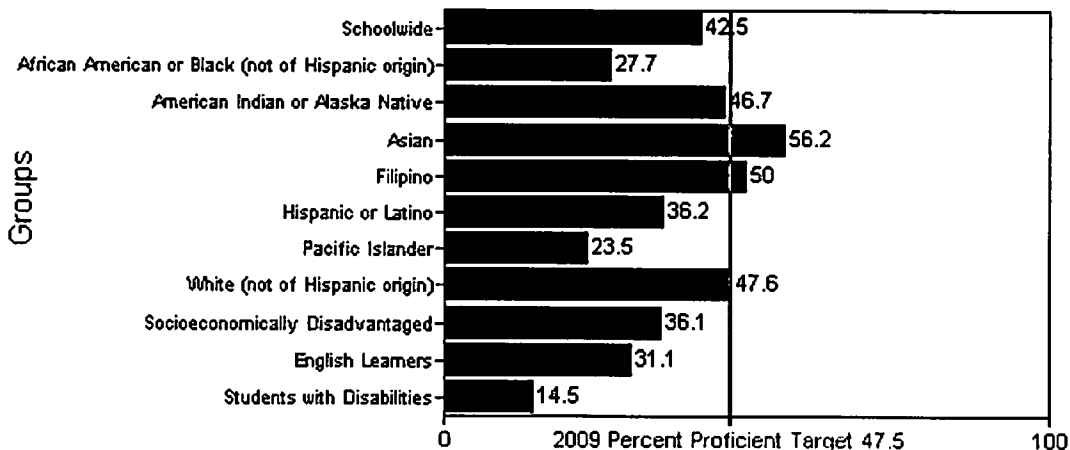
Federal Accountability: 2009 Adequate Yearly Progress (AYP) Riles Middle School

<u>Participation Rate</u>	English-Language Arts	Mathematics
<u>Percent Proficient</u>	Yes	Yes
<u>Academic Performance Index (API)</u>	No	No
<u>- Additional Indicator for AYP</u>		Yes
<u>Graduation Rate</u>		N/A

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



Conclusions indicated by the data:

1. Asian, Filipino, Hispanic or Latino and White students had more students score proficient or advanced than the school-wide average.
2. Asian, American Indian or Alaska Native, Filipino, Hispanic or Latino, and White students had more students score proficient or advanced than the school-wide average.

California Standardized Testing and Reporting (STAR)

Riles (Wilson C.) Middle School
All Students

		Grades										
		2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment						362	440	438				
CST English-Language Arts												
Students Tested						322	394	397				
% of Enrollment						89.0 %	89.5 %	90.6 %				
Students with Scores						322	394	395				
Mean Scale Score						351.3	354.7	342.7				
% Advanced						15 %	17 %	16 %				
% Proficient						40 %	37 %	30 %				
% Basic						34 %	35 %	32 %				
% Below Basic						9 %	9 %	15 %				
% Far Below Basic						3 %	2 %	8 %				
CST Mathematics												
Students Tested						324	392					
% of Enrollment						89.5 %	89.1 %					
Students with Scores						324	392					
Mean Scale Score						337.5	350.1					
% Advanced						10 %	16 %					
% Proficient						29 %	31 %					
% Basic						32 %	34 %					
% Below Basic						23 %	14 %					
% Far Below Basic						5 %	5 %					
CST General Mathematics												
Students Tested								222				222
% of Enrollment								50.7 %				
Students with Scores								222				222
Mean Scale Score								304.9				304.9
% Advanced								1 %				1 %
% Proficient								18 %				18 %
% Basic								33 %				33 %
% Below Basic								34 %				34 %
% Far Below Basic								13 %				13 %
CST Algebra I												
Students Tested								209				209
% of Enrollment								47.7 %				
Students with Scores								209				209
Mean Scale Score								365.5				365.5
% Advanced								16 %				16 %

% Proficient	38 %	38 %
% Basic	33 %	33 %
% Below Basic	11 %	11 %
% Far Below Basic	2 %	2 %
CST History - Social Science Grade 8		
Students Tested	431	
% of Enrollment	98.4 %	
Students with Scores	431	
Mean Scale Score	333.3	
% Advanced	17 %	
% Proficient	21 %	
% Basic	29 %	
% Below Basic	15 %	
% Far Below Basic	18 %	
CST Science - Grade 5, Grade 8, and Grade 10 Life Science		
Students Tested	396	
% of Enrollment	90.4 %	
Students with Scores	396	
Mean Scale Score	369.1	
% Advanced	30 %	
% Proficient	30 %	
% Basic	17 %	
% Below Basic	13 %	
% Far Below Basic	10 %	

Conclusions indicated by the data:

3. There is a slight drop (8-9%) in the percentage of 8th grade students scoring proficient or advanced compared to 6th and 7th grade students in English/Language Arts.
4. 54% of 8th grade students that took the Algebra I test scored proficient or advanced.
5. Most 6th (61%) and 7th (65%) grade students scored basic or proficient on the math CST.
6. The CST History/S.S. test is a challenging one for 8th grade students with 38% scoring proficient or advanced.
7. 60% of 8th graders scored proficient or advanced on the science CST.

Percentage of Students that Scored Proficient or Advanced on CST's
Statistically Significant Subgroups
Economically Disadvantaged, Students with Disabilities & English Learners by Grade

	Econ Dis. 6	Econ Dis. 7	Econ Dis. 8	Students w/Dis. 6	Students w/Dis. 7	Students w/Dis. 8	English Learn 6	English Learn 7	English Learn 8
Language Arts	50%	45%	35%	*	8%	15%	0%	0%	0%
Math	37%	39%		*	*		4%	16%	
General Math			20%			2%			9%
Algebra I			48%			*			*
History			28%			4%			0%
Soc. Sci.									
Science			48%			23%			19%

Conclusions indicated by the data:

8. * indicates not enough students in subgroup.
9. These three statistically significant subgroups all had a lower percentage score proficient or advanced than the school-wide percentage of 52.8% in English/Language Arts and 42.5% in Mathematics.
10. Economically disadvantaged students had less students score proficient and advanced as moved up grade levels.
11. Students with disabilities and English learners had a smaller percentage of students score proficient or advanced in science and history than economically disadvantaged students.

Percentage of Students that Scored Proficient or Advanced On CST's
Statistically Significant Subgroups
Ethnicity by Grade

	African America n or Black 6	African America n or Black 7	African America n or Black 8	Asia n 6	Asia n 7	Asia n 8	Hispani c 6	Hispani c 7	Hispani c 8	Whit e 6	Whit e 7	Whit e 8
Language Arts	49%	38%	40%	47%	57%	46%	48%	54%	37%	58%	59%	51%
Math	30%	22%		47%	52%		33%	43%		43%	56%	
General Math			20%			45%			8%			19%
Algebra I			48%			71%			44%			56%
History			33%			46%			31%			42%
Soc. Sci.												
Science			51%			68%			47%			68%

Conclusions indicated by the data:

12. More white students scored proficient or advanced in English/Language Arts than all other statistically significant ethnic subgroups.
13. More Asian students scored proficient and advanced in general math and algebra 1 than all other statistically significant ethnic subgroups.
14. African American or Black students had fewer students score proficient or advanced in 6th and 7th grade math than other statistically significant subgroups.

CELDT
(California English Language Development Test)
Annual Assessment - All Students

Grades	6	7	8	Total
Performance Level	Number and Percent of Students at Each Overall Performance Level			
Advanced	3 9.0%	9 38.0%	7 23.0%	19 22.0%
Early Advanced	11 33.0%	9 38.0%	14 47.0%	34 39.0%
Intermediate	11 33.0%	6 25.0%	5 17.0%	22 25.0%
Early Intermediate	3 9.0%	0 0.0%	2 7.0%	5 6.0%
Beginning	5 15.0%	0 0.0%	2 7.0%	7 8.0%
Number Tested	33 100.0%	24 100.0%	30 100.0%	87 100.0%

Domain Mean Scale Scores

Listening	518.9	625.6	585.8
Speaking	536.7	617.4	587.6
Reading	506.0	559.5	555.7
Writing	513.6	560.2	549.5

Conclusions indicated by the data:

1. All 7th grade students scored Intermediate or higher on all subtests.
2. 6th grade had the most students score at Beginning or Early Intermediate.
3. All students in grades 6th-8th have the highest percentage of students scoring in the Early Intermediate category.

Riles Middle School

2007- 2008 California Physical Fitness Report Summary of Results

<u>Physical Fitness Area</u>	Grade 7		
	Total Tested	% In HFZ*	% Not in HFZ*
Aerobic Capacity	424	69.1	30.9
Body Composition	424	72.4	27.6
Abdominal Strength	424	78.5	21.5
Trunk Extensor Strength	424	67.2	32.8
Upper Body Strength	424	49.3	50.7
Flexibility	424	75.5	24.5
Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Grade 7		
	Number	Percent	Cum. Percent
6 of 6 fitness criteria	80	18.9	18.9
5 of 6 fitness criteria	112	26.4	45.3
4 of 6 fitness criteria	98	23.1	68.4
3 of 6 fitness criteria	71	16.7	85.1
2 of 6 fitness criteria	41	9.7	94.8
1 of 6 fitness criteria	20	4.7	99.5
0 of 6 fitness criteria	2	0.5	100.0
Total tested	424	100.0	

*Healthy Fitness Zone

Conclusions indicated by the data:

4. 45.3% (192 students) are in the Healthy Fitness Zone = 5/6 or 6/6 fitness criteria.
5. 5.2% (22 students) passed one or zero tests.
6. Upper body strength is the weakest area with 49.3% in HFZ.
7. Abdominal strength is the strongest area with 78.5% in HFZ.

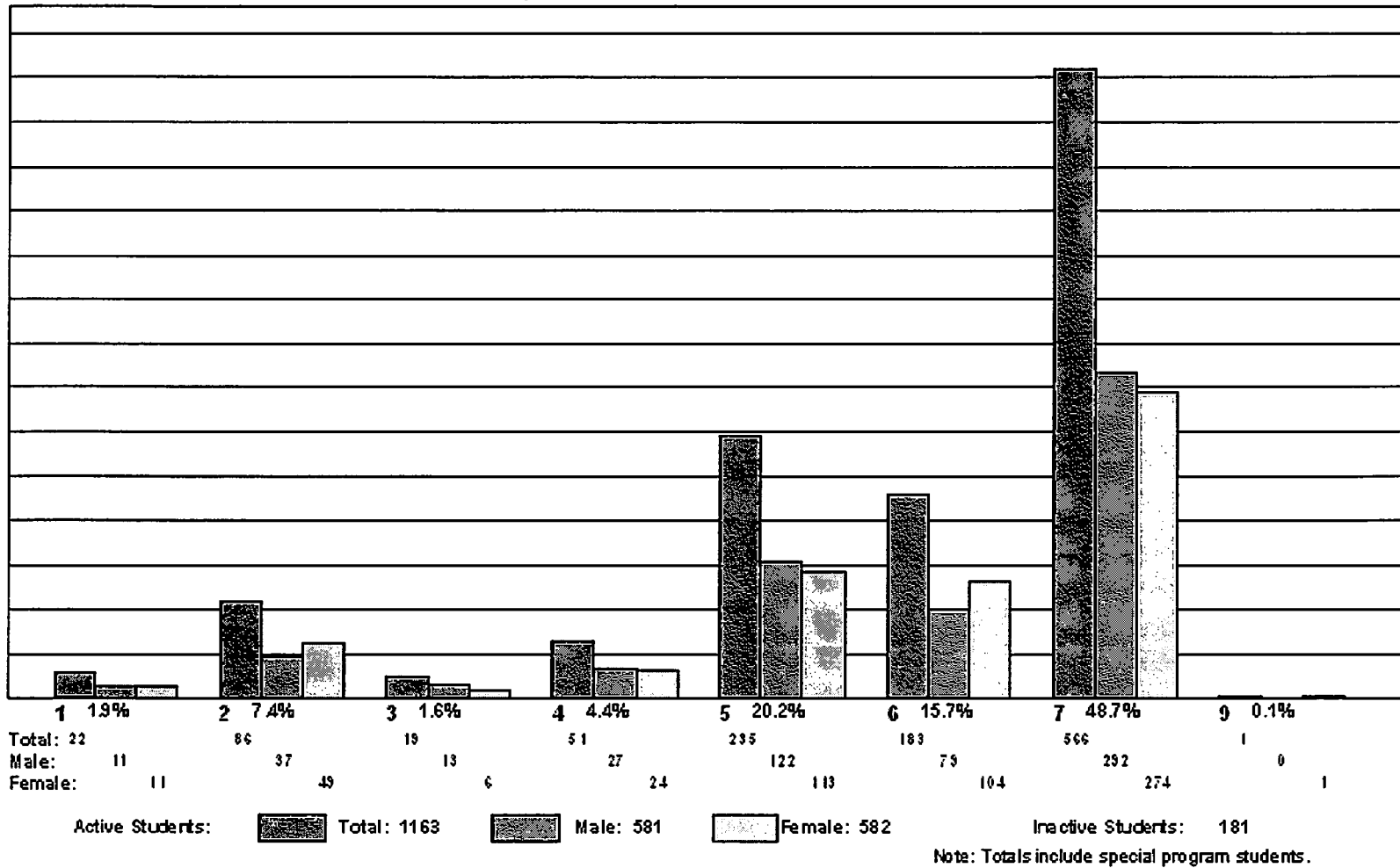
Wilson C. Riles Middle School

2009-2010

STUDENT DISTRIBUTION

12/11/2009

by Ethnic Code and Sex



1-American Indian or Alaska
7-White (not Hispanic)

2-Asian
9-Other or Not Specified

3-Pacific Islander

4-Filipino

5-Hispanic or Latino

6-Black or African American

Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A, and the California Essential Program Components (EPC). These statements may be used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

- At Riles Middle School we use a variety of assessments to determine a student's needs. The following assessments are used: Accelerated Reader, STAR assessment, Fluency, Direct Writing Assessment (DWA), pre and post tests in all core subject areas, Fitnessgram, UC Davis Algebra Readiness Test, Accelerated Reader quizzes, CST tests, and curriculum benchmark assessments.

Staffing and Professional Development

- Site offers in-service training in Fred Jones behavior management techniques. *Tools for Teaching* books provided to all teachers; DVD facilitated training in teams.
- High Quality First Instruction training provided by SCOE in January.
- One K-12 district academic coach provides teacher training.
- Computer training in-services are provided for the following programs: Excel, Publisher, PowerPoint, Word, AERIES, e-mail and Internet usage.
- Teachers have the opportunity throughout the year to attend off-site conferences to learn new techniques to ensure all students reach the grade level standards and to enhance their classroom environment.
- Riles sends a team of teachers to the AVID Summer Institute training each year.
- Riles sends a team of teachers to CLMS Annual Conference each year.
- Weekly faculty, team, department and/or grade level meetings provide professional development and collaboration opportunities.
- New teachers participate in the BTSA program.
- Numerous district sponsored professional development opportunities are available to teachers & staff.

Teaching and Learning

- District adopted textbooks and materials used in all subjects based on state and national standards.
- In 2009, English/Language Arts adopted the Prentice Hall Literature Program.

- In 2007, math adopted the MacMillan/McGraw-Hill Glencoe Program. This math program is approved by the state and is aligned to the standards.
- In 2006, social studies adopted the McDougal Littell program.
- In 2007, science adopted Prentice Hall as the textbook program.
- English learners are provided additional instruction using High Point.
- Teachers' daily lesson plans state the grade level standards being addressed in reading/language arts, science, math and social studies.

Opportunity and Equal Educational Access

- Teachers differentiate curriculum in accordance with 504 plans, GATE plans, and as needed to meet the needs of all students.
- All teachers develop a GATE teacher plan.
- All state adopted curriculum includes intervention materials and suggestions for modifications in lessons for English learners and students not meeting standards.
- An academic coordinator uses pull-out and push-in programs to support the regular education program.
- We provide a breakfast and lunch program for our students, and offer free or reduced meals to families that qualify.
- Other services include: speech and pathology services, occupational therapy, special day class, resource class, ELD and special education instructional assistants, and counseling services.
- Our library houses over 13,000 books including 300 audio-visual materials.

Involvement

- We have one full-time ELD teacher to address the needs of our English Language Learners.
- We have committees at the school (ELAC-English Language Advisory Committee) and District (DELAC-District English Language Advisory Committee) for our non-English speaking parents.
- We have on site translators to bridge the language barrier gap between our non-English speaking parents and the school.
- Student Study Team meetings and team meetings with teachers and parents are held as needed to address student needs.
- We have an active Parent Teacher Association to involve parents in the school.
- Student attendance is emphasized by the teaching staff, office staff, and administration by communicating with families when their child is absent, including an automated phone system and a personal call home from staff.
- Riles students have opportunities to participate in student leadership, conflict mediation, numerous after school clubs and our school athletic program.

- Parent support, participation and involvement are encouraged and welcomed at Riles.
- Americorps tutors work with students in grades 6-8.
- Four parent nights featuring Kelly Richardson, author of *Teen Talk* in the Sacramento Bee, are part of our parent outreach program.

Funding

- We provide an intervention program, ASAP (After School Academic Support Program), for students at risk of retention. Students at risk stay after school to develop skills needed to meet the grade level standards.
- Our academic coordinator, funded with Title One funds, works with students who are not working at grade level on the grade level standards in the core curriculum.
- We offer homework clubs after school and many classrooms are open and available for additional tutoring before school and during lunch.
- SLIP and Title One funds are used to fund the 1.0 FTE computer technician.
- Classrooms have approximately 2 - 4 computers for student use throughout the day. Students have Internet access for research projects.
- A second full computer lab will open in January, 2010.
- All classrooms have supplemental materials in the core curriculum for student use.

Riles Middle School Site Council Bylaws

Article I NAME

The name of this committee shall be the Riles School Site Council.

Article II PURPOSE

Section 1. Develop and recommend the Single Plan for Student Achievement.

Section 2. Have ongoing responsibility to review with principal, teachers, and other school personnel and pupils the implementation of the Single Plan for Student Achievement and to assess periodically the effectiveness of the program.

Section 3. Annually review the Single Plan for Student Achievement, establish a new school budget consistent with the Education Code, and if necessary, make changes in the plan to reflect changing improvement needs and priorities.

Section 4. Improvement objectives will include school climate, self esteem of students, attitude toward learning, and all academic performance of students.

Section 5. Take other action as required by the Education Code.

Article III MEMBERSHIP

Section 1. The council shall be composed of the principal and representatives of: Teachers elected by teachers of the school: other school personnel elected by other school personnel at the school: Parents or legal guardians of pupils attending the school or other community members elected by such persons. The council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents or other community members of voting age. Classroom teachers shall comprise the majority of persons represented under category (a). Council members representing parents and community members shall not be employees of the school district unless approved by a majority of the council.

Section 2. Resignations will be accepted only upon written notice to the Riles School Site Council.

Section 3. Terms of office. All members of the council shall serve for a two year term. A member may serve for no more than two consecutive terms.

Section 4. Site Council vacancies will be posted at Open House. All parent or community members shall be elected by ballot, which will be available to all families with students attending Riles School by the end of the third trimester. The Site Council vacancies will be filled by the candidates who receive the highest vote tally, up to two other candidates will serve as alternates. A vacancy of membership shall be filled by the alternate with the highest vote tally. If there are no alternates then a new member shall be appointed by a majority vote of the Riles Site Council.

Section 5. Membership. A member shall no longer hold membership should he or she cease to be a resident of the area or no longer meets the membership requirement under which he or she was selected. Membership shall automatically terminate for any member who regularly is absent without cause from meetings. The council by an affirmative vote of two-thirds of all the members, can suspend or expel a member.

Section 6. Nominating. Riles School Site Council will request nominations for the next school year during Open House. All nominations must be submitted in writing by the end of May.

Article IV OFFICERS

The officers of this council shall be a chairperson, a vice-chairperson, and a secretary

Article V MEETING and QUORUM

Section 1. The meeting dates for the next school year shall be set at the March meeting.

Section 2. School Site Council meetings shall be held no less than on a quarterly basis, but may be held more often upon approval of the Council.

Section 3. At least 51% of the voting council members must be present to constitute a quorum. The number required for a quorum shall be determined by the current school year's Site Council roster. In the absence of regular community members, elected alternates who attend regularly shall be allowed to participate and vote on matters before the council.

Section 4. Notice of meetings. All meetings shall have the agenda posted on the school grounds at least 72 hours before the meeting. The

agenda shall list all items before the council at the meeting. Persons wishing to bring items before the council shall submit a written description of the item and any action requested of the council, to the school secretary at least five working days before the meeting. All items must be put on an agenda for the council to consider them. Public notice shall be given of regular meetings at least 72 hours in advance of the meeting. Any change in the established date, time or location shall be given special notice. Any required notice shall be in writing: shall state the day, hour and location of the meeting: and shall be delivered either personally or by mail to each member not less than 72 hours nor more than two weeks before such meeting.

Section 5. All regular meetings of the council and its standing or special committees shall be open at all times to the public.

Section 6. Voting Rights. Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council. The elected alternates who regularly attend shall vote in the absence of the representative.

Article VI AMENDMENT

These bylaws may be amended at a regular meeting by a two-thirds vote of the council membership, after at least 72 hours have transpired from the time the amendment was introduced.

Article VII DUTIES of the OFFICERS

Section 1. It shall be the duty of the chairperson to preside at all meetings.

Section 2. In the absence or disability of the chairperson, the vice-chairperson shall assume the duties of the chairperson.

Section 3. Should both senior officers be unavailable, the recording secretary shall preside.

Section 4. The recording secretary shall keep the minutes, attend to correspondence, send notices of meetings and / or agendas, maintain the membership roster, and send out publicity as directed.

Article VIII ELECTION of OFFICERS

Section 1. All officers shall be elected by ballot at the first meeting of the new school year. All officers shall be parents. New officers shall assume their duties at the conclusion of the election.

Section 2. No member shall hold the same office more than two years in succession.

Section 3. Should an officer resign before new elections are held, the chairperson shall appoint a member in good standing to assume the office until the next regular meeting when the vacancy shall be filled.

Article IX COMMITTEES

Section 1. The chairperson shall appoint such committees as he or she considers necessary at any time, or as directed by the majority of the members present.

Section 2. Standing committees may be established as decided by the council.

Article X RULES of ORDER

Section 1. All meetings shall be covered by these bylaws, and any disputes will be settled by Robert's Rules of Order.

Section 2. Individual public comments shall be limited to three minutes per item, unless the council chooses to waive this limit.

Article XI All actions of the council are subject to approval by the governing board.

Use of Resources

The following fiscal practices apply to the use of funds generated through the Consolidated Application:

The state fiscal year is the period from July 1 to June 30. Funds not spent during this period become "carryover funds", to be budgeted for use the following fiscal year. Districts may allow carryover to remain at the school that generated the funds or may aggregate unspent funds from all schools and redistribute them according to the formula appropriate for each program. State law does not limit the amount of carryover funds.

The federal fiscal year is the period from October 1 through September 30. However, we are allowed to expend federal funds beginning the previous July 1. Thus, the period of allowable expenditure extends for 15 months. Title I law limits the amount of funds that may be carried over from the previous fiscal year to 15 percent, except for agencies that receive less than \$50,000. A waiver of this restriction may be requested from the State Board of Education once every three years.

Eighty-five percent of the funds from certain programs must be used for direct educational services at schools. This limitation applies to:

- Economic Impact Aid, State Compensatory Education Program
- Economic Impact Aid, Limited-English-Proficient Program
- Title I, Part A, Improving Basic Programs

Up to 15 percent may be spent for administrative costs incurred at the school and district office in support of these programs.

Expenditures are allowable if they:

- Provide an effective means of achieving the purposes of the program funding source
- Are a reasonable use of limited resources.
- Are necessary to achieve the goals of the plan.
- Provide supplementary services for eligible students.
- Do not fund services required by state law.
- Do not pay for what, in the absence of these categorical funds, would be provided by the general fund.

This definition meets the federal requirement that expenditures of funds "supplement, and not supplant" state and local expenditures.

The district must reserve funds from the Title I, Part A, Basic Grant Program for:

- Costs of parent involvement (1 percent minimum) and professional development (5 percent to 10 percent)
- Program Improvement schools, whatever is needed for costs of public school choice, transportation, and supplemental educational services, up to 20 percent of the district allocation

The district may reserve funds from Title I, Part A, for:

- Serving community day school students
- Capital expenses for Title I programs operated at private schools
- Salary differentials
- Preschool
- Summer school
- Before school, after school, and school year extension programs
- Neglected students
- Homeless students
- Assistance to schools

The district may also reserve funds for:

- Indirect costs of administering state and federal programs
- Repayment of disallowed expenditures

Funds received through the Consolidated Application must be used to reach school goals for improving the academic performance of all students to the level of state standards. In so doing, care must be exercised to ensure that each funding source is used for the purposes for which the funds are allocated, and for eligible students.

Acronyms and Specialized Terms

Listed below are acronyms most often associated with programs funded through the Consolidated Application. Most of the acronyms are "hot-linked" to information on the topic of the acronym:

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	http://www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act	http://www.usdoj.gov/crt/ada/adahom1.htm
API	Academic Performance Index	http://www.cde.ca.gov/ta/ac/ap
APS	Academic Program Survey	http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps
BTSA	Beginning Teacher Support and Assessment	http://www.btsa.ca.gov
BTPP	Bilingual Teacher Training Program	http://www.cde.ca.gov/sp/el/bt
CAHSEE	California High School Exit Examination	http://www.cde.ca.gov/ta/tg/hs/
CBEDS	California Basic Educational Data System	http://www.cde.ca.gov/ds/ss/cb
CBEST	California Basic Educational Skills Test	http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST
CDE	California Department of Education	http://www.cde.ca.gov
CELDT	California English Language Development Test	http://www.cde.ca.gov/ta/tg/el
COE	County Office of Education	http://www.cde.ca.gov/re/sd/co/index.asp
COP	Committee of Practitioners (Title I)	http://www.cde.ca.gov/sp/sw/t1/practitioners.asp
CPM	Categorical Program Monitoring	http://www.cde.ca.gov/ta/cr/cc
CSAM	California School Accounting Manual	http://www.cde.ca.gov/fg/ac/sa
CSIS	California School Information Services	http://www.cde.ca.gov/ds/sd/cs
CSR	Comprehensive School Reform	http://www.cde.ca.gov/ta/lp/cs/
CTC	Commission on Teacher Credentialing	http://www.ctc.ca.gov
DAS	District Assistance Survey	http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy1.doc
DSLTT	District/School Liason Team	
EC	Education Code	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html
EL	English Learner	http://www.cde.ca.gov/ta/cr/el

ACRONYM	STANDS FOR	WEB ADDRESS
ELA	English Language Acquisition	http://www.cde.ca.gov/sp/el/ii
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development	http://www.cde.ca.gov/ta/cr/el
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea02/index.html
ESL	English as a Second Language	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected Schoolwide Learning Results	http://www.acswasc.org/process_ca_comprehensive.htm
FEP	Fluent-English-Proficient	http://www.cde.ca.gov/demographics
FOL	Focus on Learning	http://www.acswasc.org/process_ca_comprehensive.htm
FTE	Full-Time-Equivalent	http://data1.cde.ca.gov/dataquest/qls_fte.htm
GATE	Gifted and Talented Education	http://www.cde.ca.gov/sp/g/
GED	General Educational Development	http://www.cde.ca.gov/ta/tg/gd
HPSGP	High Priority Schools Grant Program	http://www.cde.ca.gov/ta/lp/hp/
IEP	Immigrant Education Program (NCLB, Title III)	http://www.cde.ca.gov/sp/el/t3
IEP	Individualized Education Program	http://www.calstat.org/iep/
II/USP	Immediate Intervention/Underperforming Schools Program	http://www.cde.ca.gov/ta/lp/iu
LC	Language Census	http://www.cde.ca.gov/ds/ss/lc
LD	Learning Disabled	
LEA	Local Educational Agency	http://www.cde.ca.gov/re/sd
LEP	Limited English Proficient	
NAEP	National Assessment of Educational Progress	http://www.nagb.org
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	http://www.cde.ca.gov/pr/nclb
NRT	Norm-referenced Test	
PI	Program Improvement	http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
PSAA	Public Schools Accountability Act	http://www.cde.ca.gov/psaa

ACRONYM	STANDS FOR	WEB ADDRESS
PTA	Parent Teacher Association	http://www.pta.org
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	http://www.cde.ca.gov/rocp/dsp/coord.html
RSDSS	Regional System for District and School Support	http://www.cde.ca.gov/sp/sw/ss/s4directory.asp
SABE/2	Spanish Assessment of Basic Education	http://www.cde.ca.gov/ta/tg/sr
SARC	School Accountability Report Card	http://www.cde.ca.gov/ta/ac/sa
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	http://www.cde.ca.gov
STAR	Standardized Testing and Reporting	http://www.cde.ca.gov/ta/tg/sr
UCP	Uniform Complaint Procedures	http://www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges	http://www.acswasc.org