

AGENDA
 ELK GROVE UNIFIED SCHOOL DISTRICT
 Regular Meeting of the Board of Education
 Board Room, Education Center
 9510 Elk Grove-Florin Road
 Elk Grove, CA 95624
 April 16, 2013
 Closed Session – 6:00 p.m.
 Regular Session – 7:00 p.m.

Item

Time – Approximate

Public Comment on Items on Agenda or Not on the Agenda

NOTICE

Cards are available at the table just outside of the Board Room for anyone who wishes to address the Board. If you wish to address the Board, complete a card and hand it to a staff member at the table to the left as you enter the Board Room. Please be sure to complete the card indicating whether the matter you wish to address is on the agenda or not on the agenda. If the matter is on the agenda, we will assume you wish to speak when it comes time to address that item on the agenda and will hold your card until then. Presentations will be limited to a maximum of three (3) minutes, with a total of thirty (30) minutes designated for public comment on an item. Time limitations are at the discretion of the President of the Board of Trustees.

CLOSED SESSION – 6:00 p.m.

- | | |
|---|------------|
| 1. Evaluation of Superintendent | 30 Minutes |
| 2. Conference with Labor Negotiators | 30 Minutes |
| Agency designated representatives: Glen De Graw, Richard Fagan,
Steven M. Ladd, Karen Rezendes | |
| Employee Organization: All Elk Grove Unified School District
Bargaining Units | |

REGULAR MEETING - 7:00 p.m.

- | | |
|---|------------|
| I. Pledge of Allegiance | 5 Minutes |
| II. Presentations/Recognitions | |
| 3. High School Student Representative Reports – Elk Grove
and Pleasant Grove High Schools | 10 Minutes |
| 4. District Science Fair and Invention Convention Winners | 10 Minutes |
| 5. Pleasant Grove High School Boys' Basketball Team | 10 Minutes |
| 6. 2013 Regional Science Olympiad Competition – Student
and Teacher Coach Recognition | 10 Minutes |
| 7. Recognition of Western Festival Art Contest Winners | 5 Minutes |
| 8. 2013-Mock Trial and Moot Court Sacramento County and
State Competition – Student, Teacher Coach and Attorney
Coach Recognition | 10 Minutes |
| 9. Harriet Eddy Middle School "Jeans for Teens" | 5 Minutes |

AGENDA
 ELK GROVE UNIFIED SCHOOL DISTRICT
 Regular Meeting of the Board of Education
 April 16, 2013

<u>Item</u>	<u>Time – Approximate</u>
III. Student Expulsion Recommendations	
10. Request for Student Expulsions	5 Minutes
IV. Budget Update	
11. Budget Update	10 Minutes
V. Bargaining Units	
VI. Reports	
VII. Board Member Reports	
VIII. Public Comment	
IX. Public Hearing/Action Item	
12. Consideration of Public Notice of the District’s Initial Proposal to All Bargaining Units Regarding Collective Bargaining for the 2013-2014 School Year	5 Minutes
X. Discussion Items	
13. Review of 2013-14 Budget Guidelines	10 Minutes
XI. Action Items	
14. Recognition of May 7, 2013 as Day of the Teacher	5 Minutes
15. Classified Employee Week Resolution	5 Minutes
16. Asian Pacific American Heritage Month Resolution	5 Minutes
17. Disability Awareness Month Resolution	5 Minutes
18. Local Control Funding Formula (LCFF) Resolution	5 Minutes
19. 2013-14 School Year Calendar	5 Minutes
20. 2013-14 Board Meeting Schedule	5 Minutes
21. Unfair Labor Practice Charge and Equipment Grievance Settlement Agreement Between Elk Grove Unified School District and the American Federation of State, County and Municipal Employees (AFSCME) Local 258	5 Minutes
22. Approval of 2012-2013 Plan to Achieve Bold Goals	5 Minutes
XII. Consent Agenda – Action	5 Minutes
23. Approval of Minutes	
24. Personnel Actions	

AGENDA
ELK GROVE UNIFIED SCHOOL DISTRICT
Regular Meeting of the Board of Education
April 16, 2013

Item Time – Approximate

XII. Consent Agenda – Action (Continued)

- 25. Memorandum of Understanding Between Elk Grove Unified School District and the Psychologists’ Social Workers’ Association (PSWA)
- 26. Approval of Purchase Order History
- 27. Approval of Warrant Register No. 9
- 28. Williams Act Quarterly Report Notification
- 29. Smart Grid Investment Grant – Heating Ventilation Air Condition (HVAC) Controls Replacement, Acceptance and Notice of Completion
- 30. rHouse at Cosumnes Oaks High School (formerly AD-UP House), Amendment #2 to Lease-Leaseback (LLB) Contract with Bobo Construction, Inc.
- 31. rHouse at Cosumnes Oaks High School, Acceptance and Notice of Completion
- 32. Florin Elementary School, Heating ventilation and Air Condition Replacement, Award of Contract
- 33. 2013 Fencing at John Ehrhardt Elementary School, Award of Contract
- 34. 2013 Fencing at Valley and Florin High Schools, Award of Contract

XIII. Other Action Items

- 35. Discussion and Action on Items Removed From Consent Agenda 5 Minutes

XIV. Information Items

- 36. Other Items from the Floor 5 Minutes
- 37. Items for Future Agendas 5 Minutes

XV. Adjournment

AMERICAN WITH DISABILITIES COMPLIANCE NOTICE
In compliance with the Americans with Disabilities Act, those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Board Secretary, Arlene Hein, at (916) 686-7700. Notification of at least 24 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodation, auxiliary aids or services.

DOCUMENT AVAILABILITY
Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in District office located at 9510 Elk Grove-Florin Road, Elk Grove, CA during normal business hours.



ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No. 4
Supplement No. _____
Meeting Date April 16, 2013

Board Agenda Item

Subject: Department: Curriculum/Professional Learning
EGUSD Science Fair and Invention Convention Winners

Action Requested:
The Board is asked to recognize the winners of the 2013 District Science Fair and Invention Convention.

Discussion:
On Wednesday, March 20, 2013, schools submitted their winning entries from each grade level for the Elk Grove Unified School District's Science Fair. These entries were the result of individual site competitions held earlier in the year. Whole class, group, and individual projects were entered into the site competitions. Students also brought entries to the Invention Convention.
This year, 35 schools participated in the District Science Fair. *Twenty-nine* elementary schools, *three* middle schools, and *three* high schools competed. A total of 166 entries were submitted.
The Board is asked to recognize the following first place Science Fair winners for each grade level:

Students who entered projects into the Invention Convention entered either the Prototype Division or the Possibilities Division. The Prototype Division required the student to provide a working model of their invention. The Possibilities Division required the student to provide a conceptual model or sketch of their invention.
The Board is asked to recognize the following first place winners of the Invention Convention:


Financial Summary:
Not applicable.

Prepared By: Ray Pietersen *RP* Division Approval: Mark Cerutti *M.C.*
Prepared By: Anne Zeman, Ed.D. *AZ* Superintendent's Approval: Steven M. Ladd, Ed.D. *SML*

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 5

Board Agenda Item

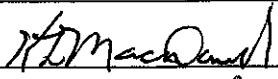

Supplement No. _____

Meeting Date: April 16, 2013

Subject: Pleasant Grove High School Boys' Basketball Team Department: Secondary Education

Action Requested:
The Board of Education is asked to recognize and congratulate the Pleasant Grove Boys' Basketball team for winning the CIF Northern California State Regional Division I championship.

Discussion:
The Pleasant Grove Boys' basketball team capped a 27 and 6 record by making history with a 73-57 victory over Santa Monica High School at Sleep Train Arena on March 22, 2013. Pleasant Grove is only the 3rd public school from Northern California to win the CIF California State Division I Boys' Basketball Championship in addition to becoming the first team in the section to win a large-scale state championship. The Pleasant Grove Eagles reached the finals by defeating Piedmont Hills of San Jose, De La Salle of Concord, and NorCAL top seed Deer Valley of Antioch.

Prepared By: Keven MacDonald Division Approval: Keven MacDonald 
Prepared By: _____ Superintendent Approval: Steven M. Ladd, Ed.D. 

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 6

Board Agenda Item

Supplement No. _____

Meeting Date: April 16, 2013

Subject: 2013 Regional Science Olympiad Competition – Student and Teacher Coach Recognition
Department: Secondary Education

Action Requested:
The Board of Education is asked to recognize and congratulate students from Sheldon, Pleasant Grove and Franklin High Schools for their participation in the 2013 Regional Science Olympiad Competition.

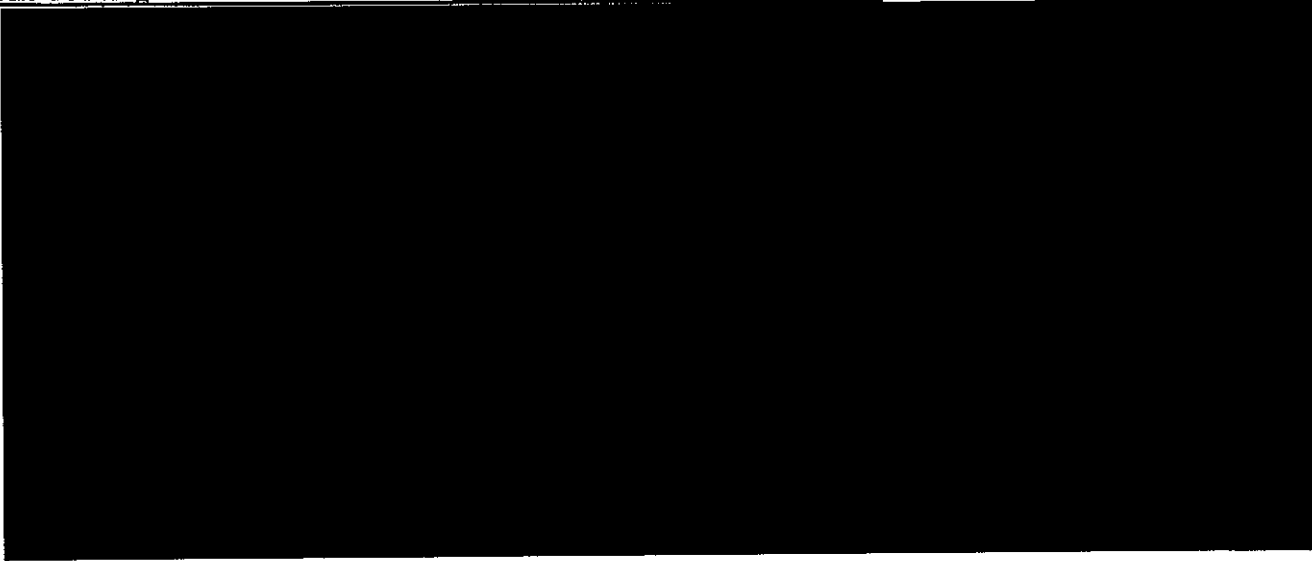
Discussion:
At the 2013 NorCal Sacramento Regional Science Olympiad Competition, three EGUSD comprehensive high schools placed in the top 10 for their students' performance. Sheldon High School placed 2nd, Pleasant Grove High School placed 4th, and Franklin High School placed 7th, which earned Sheldon and Pleasant Grove an invitation to compete in the state finals in Tulare on April 13.

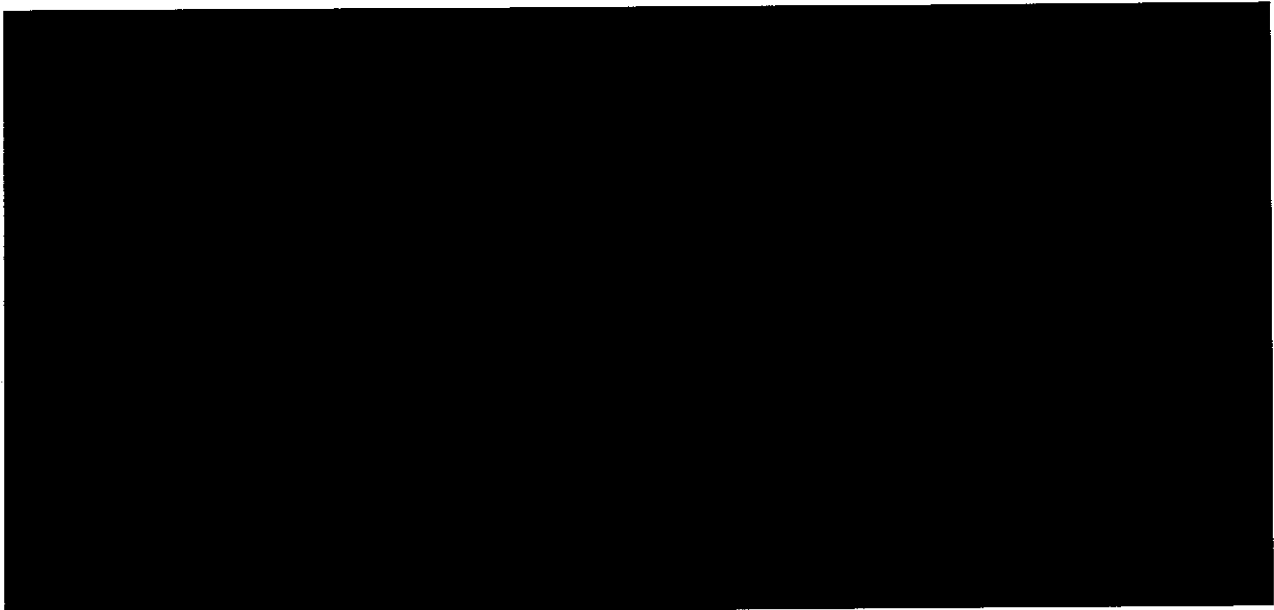
Participating schools assemble a team of students prepared to compete in Science Olympiad tournaments held at the local, state, and national levels. These interscholastic competitions consist of a series of 40 individual and team events that encourage learning in biology, earth science, chemistry, physics, problem solving, and technology. Sheldon, Pleasant Grove, and Franklin competed against 23 other teams from throughout the Sacramento area during the regional competition. The top four teams from the Sacramento competition will compete at the state finals.

Events in the Science Olympiad have been designed to recognize the wide variety of skills that students possess. While some events require knowledge of scientific facts and concepts, others rely on science processes, skills, or applications. This ensures that everyone can participate, including students from technology classes or advanced science classes

The following individuals are recognized for their hard work and superior performance:

Sheldon High School – 2nd Place Team Overall - Coach: Kelli Kosney





Prepared By: Keven MacDonald

Division Approval: Keven MacDonald *K Mac Donald*

Prepared By: _____

Superintendent Approval: Steven M. Ladd, Ed.D. *SML*

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 7

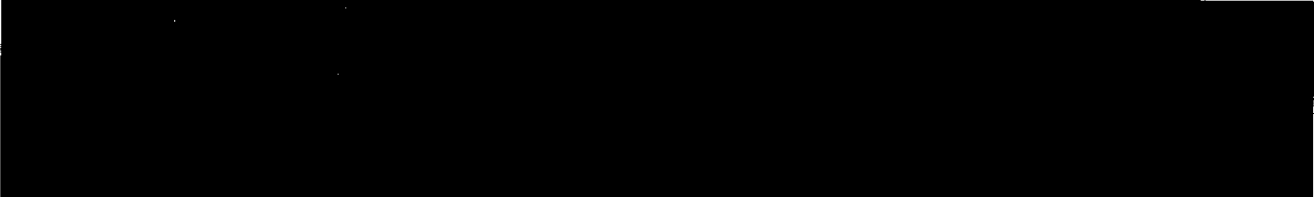
Board Agenda Item

Supplement No. _____

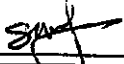
Meeting Date 4-16-13

Subject: Recognition of Western Festival Poster Contest Winners
Division: Community

Action Requested: The Board is requested to recognize the winners of this year's Western Festival Poster Contest.

Discussion:
Elk Grove Western Festival Art Show Director Cheryl Griess would like to present awards to the following winners in the 2013 poster contest:

The first place poster will be used to help advertise this year's festival.

Financial Summary:

Prepared By: Arlene Hein Division Approval: _____
Prepared By: _____ Superintendent Approval: Steven M. Ladd, Ed.D. 

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 8

Board Agenda Item

Supplement No. _____

Meeting Date: April 16, 2013

Subject:

2013 Mock Trial and Moot Court Sacramento County and State Competition – Student, Teacher Coach and Attorney Coach Recognition

Department: Secondary Education

Action Requested:

The Board of Education is asked to recognize and congratulate students from Elk Grove, Franklin, Laguna Creek, Pleasant Grove, Monterey Trail, and Sheldon High Schools for their participation in the 2013 Sacramento County Mock Trial and Moot Court Competition. The Board is also asked to recognize the attorneys and teacher coaches who assisted the teams in preparing for these academic competitions.

Discussion:

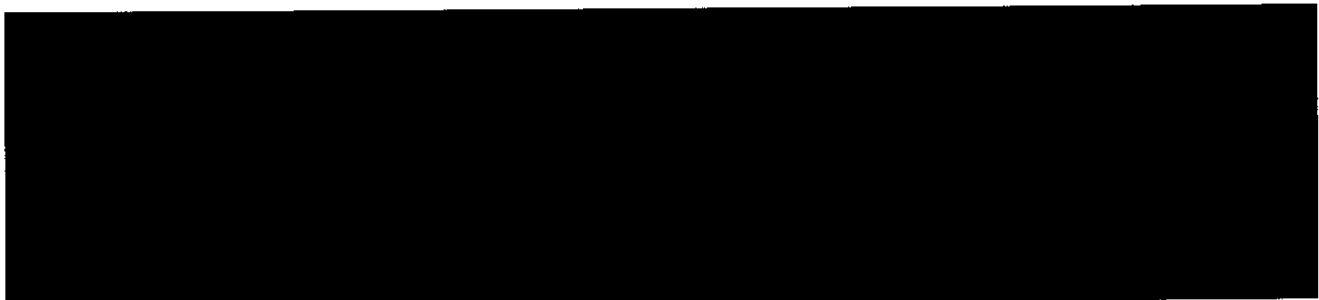
The 34th Annual Gordon D. Schaber (GDS) Sacramento County Mock Trial and Moot Court competition were held in late February, 2013. Four of the nine EGUSD comprehensive high schools received awards for their participation this year's Mock Trail and Moot Court Competition. Elk Grove High School was the winner of the 2013 [REDACTED] Mock Trial Competition and qualified for the final round of competition which took place in March, 2013 at the U.S. District Courthouse in Sacramento. Elk Grove High School then went on to represent Sacramento County at the California Mock Trial competition that was held in Riverside on March 22nd – March 24th. Pleasant Grove and Sheldon High Schools teams placed 7th and 8th, respectively, in the Mock Trial Competition.

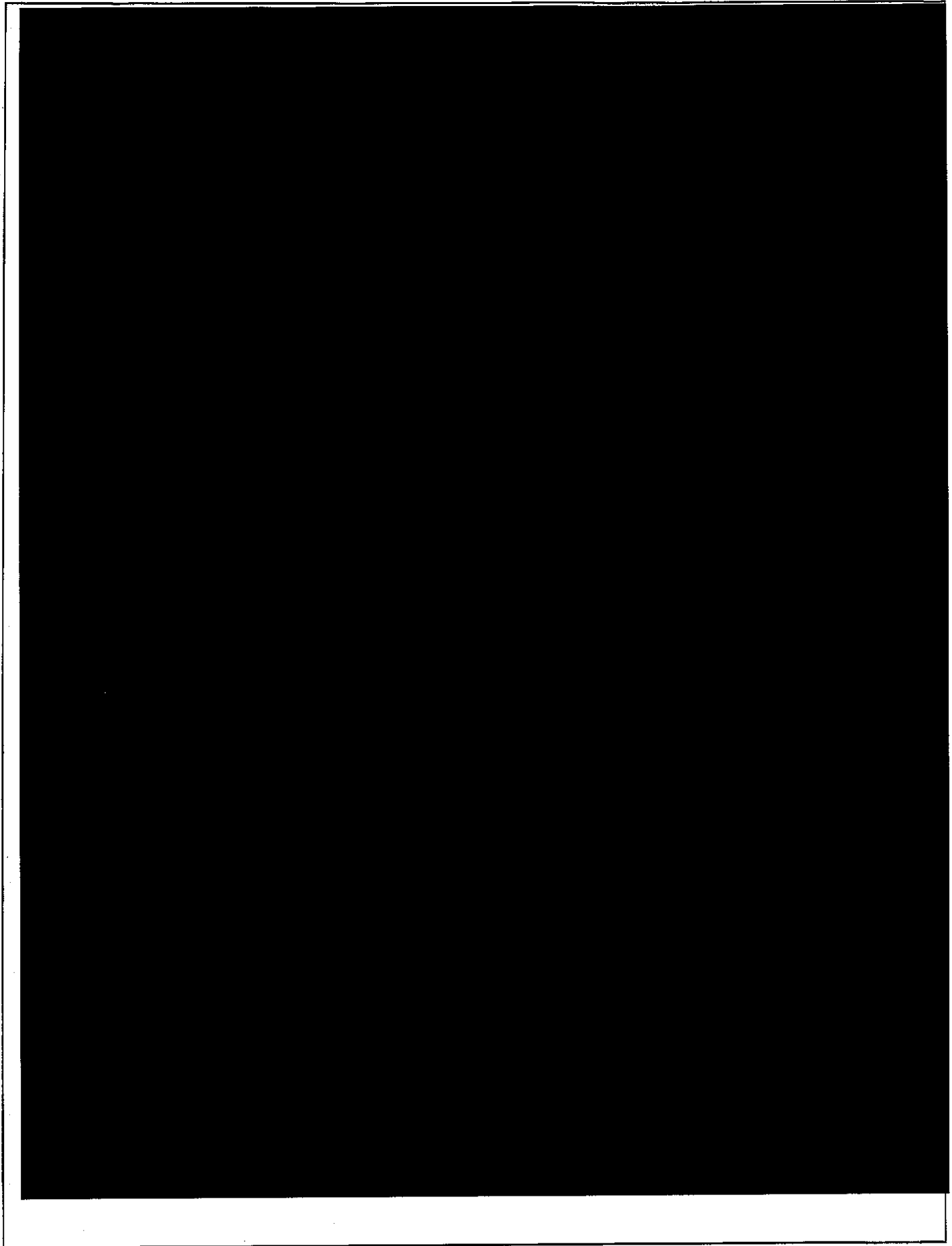
The GDS Mock Trial competition simulates a trial-level proceeding in which students portray the roles of pre-trial counsel, prosecuting and defense attorneys, witnesses, court clerks, bailiffs, and jurors before a single presiding judge and two scoring judges. It includes courtroom art and courtroom journalism competitions.

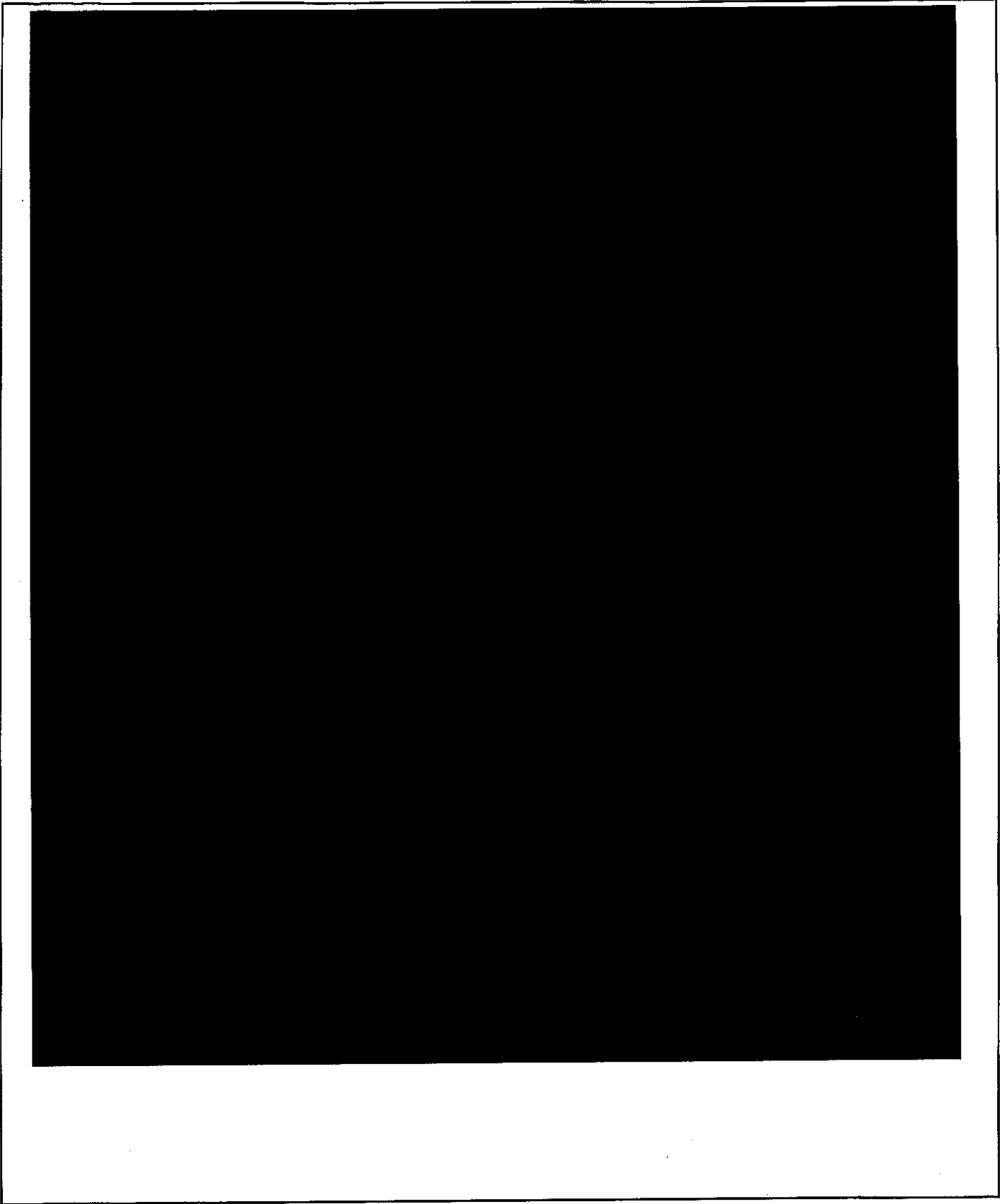
Franklin High School's Team #2 received the School Sportsmanship Award during the 2013 Moot Court Competition. The Moot Court competition is an appellate-level proceeding in which students prepare and argue a case before a panel of three judges who evaluate participants on the quality and persuasiveness of their legal reasoning and presentation, as well as their unscripted responses to spontaneous questions from the bench.

All high schools throughout the Sacramento Region were invited to participate in these competitions. Teams from 18 Sacramento County high schools, as well as four teams from El Dorado, Placer and Yolo counties, competed in this year's Mock Trial Competition. Volunteers from local law firms and other legal organizations served as scoring and presiding judges for the five-day event.

The following individuals are recognized for their hard work and superior performance:







Prepared By: Charlotte Phinzy Division Approval: Charlotte Phinzy *Charlotte Phinzy*
Prepared By: _____ Superintendent Approval: Steven M. Ladd, Ed.D. *SML*

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 9

Board Agenda Item

Supplement No. _____

Meeting Date: April 16, 2013

Subject: Harriet Eddy Middle School "Jeans for Teens" **Department:** Secondary Education

Action Requested:

The Board of Education is asked to recognize and congratulate Harriet Eddy Middle School for collecting over 10,000 pairs of jeans for the national Jeans for Teens donation.

Discussion:

Harriet Eddy Middle School surpassed their goal of collecting 10,000 pairs of jeans for the national Jeans for Teens donation drive – sponsored by DoSomething.org – by collecting a total of 10,238 pairs of jeans and pants. National Junior Honor Society students at Eddy ran the donation drive. Harriet Eddy Middle School was the first school in the country to top the 10,000 pairs of pants mark in the contest. Jeans collected by Eddy students will be donated to shelters in the local community.

Harriet Eddy Middle School is competing to be the top school across the country in the jeans drive. If Eddy wins, the school will receive a \$10,000 grant, sweatshirts for all Eddy students and a celebratory pizza party. The donation drive was successfully organized and facilitated by Harriet Eddy's Junior Honor Society.

The students and moderator to be recognized are:

Moderator

Junior Honor Society Officers

Prepared By: Keven MacDonald Division Approval: Keven MacDonald *[Signature]*
Prepared By: _____ Superintendent Approval: Steven M. Ladd, Ed.D. *[Signature]*

ELK GROVE UNIFIED SCHOOL DISTRICT

11

Board Agenda Item

Agenda Item No: _____

Supplement No. _____

Meeting Date: April 16, 2013

Subject:

BUDGET UPDATE

Department:

Budget

Action Requested:

The Board is asked to receive a budget update report.

Discussion:

The attached report outlines the current status of the 2012-13 and 2013-14 State Budget.

** Attachment to follow**

Financial Summary:

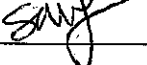
Prepared By: Shannon Stenroos 

Division Approval:

Rich Fagan 

Prepared By: _____

Superintendent Approval:

Steven M. Ladd, Ed.D. 

Board Agenda Item

Subject:

Department: Human Resources

Consideration and Public Notice of the District's Initial Proposal to all Bargaining Units Regarding Collective Bargaining for the 2013-2014 School Year

Action Requested:

The Elk Grove Unified School District Governing Board is asked to review the District's Initial Proposal to the American Federation of State, County and Municipal Employees (AFSCME); Amalgamated Transit Union (ATU); California School Employees Association (CSEA); Elk Grove Education Association (EGEA); and Psychologists' and Social Workers' Association (PSWA) regarding collective bargaining for 2013-2014 school year.

Discussion:

Pursuant to Government Code Section 3547, the following steps must be completed prior to negotiations between the District and bargaining units for the 2013-2014 school year and term of the Agreement.

1. The District's initial proposal is officially presented at a public meeting of the Governing board for public notice; and
2. A public hearing is scheduled to receive public input regarding the District's initial proposal.

The District's initial proposals are attached.

This is the public meeting held by the board to officially present the District's Initial Proposal to AFSCME, ATU, CSEA, EGEA, and PSWA regarding collective bargaining agreement negotiations for the 2013-2014 school year.

The Board President should announce and open a public hearing with a request for anyone who wishes to speak to the proposal to please step forward. After listening to any speakers, announce the hearing is closed. After closing the public hearing, the Board is asked to take action to accept the District's initial proposals.

Financial Summary:

Prepared By: _____ Division Approval: Glen De Graw *GD*

Prepared By: _____ Superintendent Approval: Steven M. Ladd, Ed.D. *SML*

2013-14 Collective Bargaining Proposal from the Elk Grove Unified School District (EGUSD) to the American Federation of State, County and Municipal Employees (AFSCME)

It is the intention of the District to continue to use the Interest Based Bargaining model for collective bargaining. As a major overhaul of the state funding system for public schools has been proposed and the legislative outcome is unknown, the District has an interest in establishing budget priorities while awaiting determination of the allocation of funds to schools. Budget priorities will be framed in support of the District mission to ensure student achievement and the elimination of the achievement gap. With this in mind, it is necessary to address budgetary issues with the employee associations and to disclose in the proposal for collective bargaining the intent to do so.

The District has an interest in meeting the statutory requirement of a fiscally solvent multi-year budget based upon the following assumptions:

- * The budget will achieve positive certification.
- * The budget will address the existing deficit.
- * Negotiated agreements will address total compensation, including:
 - Annual step and column raises
 - Annual District payments to the employee retirement trust (EGBERT) \$550,000
 - Annual employer cost 80 to 85% of medical premium and 100% of Dental, Vision and Life Insurance premiums
- * The budget will fund the rising cost of operations (fuel, utilities, textbooks, supplies and materials, instructional and business operation technology, etc.).

The District has an interest in considering contract language clean-up, Article 14, management rights, job descriptions, salary schedule, update military leave language and other leave sections, Article 6-employment practices, nondiscrimination language, evaluation format, reclassification process, remove limited term agreement, review appendices, and overtime language.

Date: 4/4/13

2013-14 Collective Bargaining Proposal from the Elk Grove Unified School District (EGUSD) to the Amalgamated Transit Union (ATU)

It is the intention of the District to continue to use the Interest Based Bargaining model for collective bargaining. As a major overhaul of the state funding system for public schools has been proposed and the legislative outcome is unknown, the District has an interest in establishing budget priorities while awaiting determination of the allocation of funds to schools. Budget priorities will be framed in support of the District mission to ensure student achievement and the elimination of the achievement gap. With this in mind, it is necessary to address budgetary issues with the employee associations and to disclose in the proposal for collective bargaining the intent to do so.

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 - Annual employer cost 80 to 85% of medical premium and 100% of Dental, Vision and Life Insurance premiums
- * The budget will fund the rising cost of operations (fuel, utilities, textbooks, supplies and materials, instructional and business operation technology, etc.).

The District has an interest in considering contract language clean-up, bid process, update leave articles, update salary schedule, extra board hours and management rights.

Date: 4/4/13

2013-14 Collective Bargaining Proposal from the Elk Grove Unified School District (EGUSD) to the California School Employees Association (CSEA)

It is the intention of the District to continue to use the Interest Based Bargaining model for collective bargaining. As a major overhaul of the state funding system for public schools has been proposed and the legislative outcome is unknown, the District has an interest in establishing budget priorities while awaiting determination of the allocation of funds to schools. Budget priorities will be framed in support of the District mission to ensure student achievement and the elimination of the achievement gap. With this in mind, it is necessary to address budgetary issues with the employee associations and to disclose in the proposal for collective bargaining the intent to do so.

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- * The budget will fund the rising cost of operations (fuel, utilities, textbooks, supplies and materials, instructional and business operation technology, etc.).

The District has an interest in considering contract language clean-up, sign-in/out procedures, vacation article, specific language that addresses breaks and duty free lunch time, notification period for reassignment, bilingual translation, salary schedule, update layoff language, binding arbitration, no strike clause, update leave article, management right, job descriptions, and layoff language.

Date: 4/4/13

2013-14 Collective Bargaining Proposal from the Elk Grove Unified School District (EGUSD) to the Elk Grove Education Association (EGEA)

It is the intention of the District to continue to use the Interest Based Bargaining model for collective bargaining. As a major overhaul of the state funding system for public schools has been proposed and the legislative outcome is unknown, the District has an interest in establishing budget priorities while awaiting determination of the allocation of funds to schools. Budget priorities will be framed in support of the District mission to ensure student achievement and the elimination of the achievement gap. With this in mind, it is necessary to address budgetary issues with the employee associations and to disclose in the proposal for collective bargaining the intent to do so.

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 - Annual District payments to the employee retirement trust (EGBERT) \$550,000
 - Annual employer cost 80 to 85% of medical premium and 100% of Dental, Vision and Life Insurance premiums
- * The budget will fund the rising cost of operations (fuel, utilities, textbooks, supplies and materials, instructional and business operation technology, etc.).

The District has an interest in considering calendar, class size/staffing ratios, common collaboration time, common elementary minimum days, evaluation, grievance, health benefit wellness rebate requirements/process, hours, inclusive education stipend, management rights, parent meetings, personnel complaints, preschool teachers, reassignment, reopeners, salary schedule, staff development, teacher in charge, transfer; and timeline to request transfer or change assignment, timeline for shared contract application/renewal, timeline for reduced work load request, and timeline for applications and renewal of personal leaves.

Date: 4/4/13

2013-14 Collective Bargaining Proposal from the Elk Grove Unified School District (EGUSD) to the Psychologist and Social Workers Association (PSWA)

It is the intention of the District to continue to use the Interest Based Bargaining model for collective bargaining. As a major overhaul of the state funding system for public schools has been proposed and the legislative outcome is unknown, the District has an interest in establishing budget priorities while awaiting determination of the allocation of funds to schools. Budget priorities will be framed in support of the District mission to ensure student achievement and the elimination of the achievement gap. With this in mind, it is necessary to address budgetary issues with the employee associations and to disclose in the proposal for collective bargaining the intent to do so.

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 - Annual District payments to the employee retirement trust (EGBERT) \$550,000
 - Annual employer cost 80 to 85% of medical premium and 100% of Dental, Vision and Life Insurance premiums
- * The budget will fund the rising cost of operations (fuel, utilities, textbooks, supplies and materials, instructional and business operation technology, etc.).

The District has an interest in considering contract language clean-up.

Date: 4/4/13

ELK GROVE UNIFIED SCHOOL DISTRICT

13

Board Agenda Item

Agenda Item No: _____

Supplement No. _____

Meeting Date: April 16, 2013

Subject: REVIEW OF 2013-14 BUDGET GUIDELINES
Department: BUDGET

Action Requested:
The Board is asked to review the 2013-14 Budget Guidelines.

Discussion:

The attached report is a summary of the guidelines and/or formulas proposed to be used in the preparation of the 2013-14 General Fund Unrestricted Adopted Budget.

Attachment to Follow

Financial Summary:

Prepared By: Shannon Stenroos Division Approval: Rich Fagan
Prepared By: _____ Superintendent Approval: Steven M. Ladd, Ed.D.

Board Agenda Item

Subject:

Department: Human Resources

RECOGNITION OF MAY 7, 2013 AS DAY OF THE TEACHER

Action Requested:

The Board is requested to adopt Resolution 52 recognizing May 7, 2013 as Day of the Teacher in the Elk Grove Unified School District.

Discussion:

Thousands of communities will take time out on Tuesday, May 7, 2013, to honor their local educators and to acknowledge the contributions they make to our lives. While it certainly takes a lot of people to make a school succeed, National Teacher Day focuses on the teachers who work to make public schools great places for students to succeed in life.

The Elk Grove Unified School District Board of Education is asked to approve the attached resolution.

Financial Summary: N/A

Prepared By: _____

Division Approval: Glen De Graw *[Signature]*

Prepared By: _____

Superintendent Approval: Steven M. Ladd, Ed.D. *[Signature]*

**BEFORE THE GOVERNING BOARD OF THE
ELK GROVE UNIFIED SCHOOL DISTRICT**

RESOLUTION NO. 52

In 2004, the National Education Association, the California State Legislature, and the California PTA co-sponsored a resolution to recognize the first full week in May as Teacher Appreciation Week and subsequently, the Tuesday of that week as the "Day of the Teacher." To recognize the event locally and honor our teachers, the Elk Grove Unified School District Board of Education adopts the following resolution:

WHEREAS, it is the purpose of this resolution to recognize May 7, 2013 as the Day of the Teacher in the Elk Grove Unified School District:

NOW, THEREFORE, be it hereby found, ordered, and resolved as follows:

WHEREAS, an educated citizenry serves as the very foundation of our democracy; and

WHEREAS, today's teachers mold the minds and train the workforce of the future; and

WHEREAS, no other profession touches as many persons with such a lasting effect; and

WHEREAS, good teaching grows in value and pays dividends far beyond the classroom; and

WHEREAS, Day of the Teacher should be a day for school districts, parents, public officials, and the community to recognize the dedication and commitment of teachers who are educating our children;

THEREFORE, BE IT RESOLVED, that the Elk Grove Unified School District hereby recognizes and wishes to honor the contributions of teachers to quality education in the state of California and in the Elk Grove Unified School District and declares the week of May 6 - 10, 2013, as Teacher Appreciation Week and Tuesday, May 7, 2013, as the Day of the Teacher.

PASSED and ADOPTED by the Governing Board of the Elk Grove Unified School District, this 16th day of April, 2013 by the following vote:

AYES _____

NOES _____

ABSENT _____

ABSTENTION _____

President, Governing Board

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 15

Board Agenda Item

Supplement No. _____

Meeting Date April 16, 2012

Subject:

Classified School Employees Week

Division: Human Resources

Action Requested:

Adopt Resolution **53** , 2012-2013 which establishes Classified School Employees Week for the Elk Grove Unified School District as May 20-24, 2013.

Discussion:


The California Legislature passed a measure in 1986 establishing Classified School Employees Week to recognize the valuable contributions and meaningful services that classified school employees make to our schools. In honor of this event, the Elk Grove Unified School District Board of Education is asked to approve the attached resolution.

Financial Summary:

Prepared By: Evelyn Lalan 

Division Approval: Glen De Graw 

Prepared By: _____

Superintendent Approval: Steven M. Ladd, Ed.D. 

**ELK GROVE UNIFIED SCHOOL DISTRICT
ELK GROVE, CALIFORNIA**

RESOLUTION NO. 53, 2012-2013

**May 20 – 24, 2013
CLASSIFIED SCHOOL EMPLOYEES WEEK**

The California State Legislature passed a measure in 1986 which establishes Classified School Employees Week to recognize the valuable contributions and meaningful services that classified school employees make to our schools.

To recognize the event locally, the Elk Grove Unified School District Board of Education adopts the following resolution:

WHEREAS, classified school employees provide valuable services to the schools and students of the Elk Grove Unified School District; and

WHEREAS, classified school employees contribute to the establishment and promotion of a positive instructional environment; and

WHEREAS, classified school employees play a vital role in providing for the welfare and safety of Elk Grove Unified School District; and

WHEREAS, classified school employees employed by the Elk Grove Unified School District strive for excellence in all areas relative to the educational community;

THEREFORE, BE IT RESOLVED, that the Elk Grove Unified School District hereby recognizes and wishes to honor the contributions of classified school employees to quality education in the state of California and in the Elk Grove Unified School District and declares the week of **May 20 -24, 2013 as Classified School Employees Week.**

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 16

Board Agenda Item

Supplement No. _____

Meeting Date April 16, 2013

Subject: Asian Pacific American Heritage Month
Division: Curriculum/Professional Learning

Action Requested:
The Board of Education is requested to adopt a resolution that designates May 2013 as Asian Pacific American Heritage Month.

Discussion:
Asian Pacific American Heritage Week began in 1977. In 1978, President Jimmy Carter signed a Joint Resolution designating this as an annual celebration. In May of 1990, the holiday was expanded further when George H. Bush designated May to be Asian Pacific American Heritage Month. May was chosen to commemorate the immigration of the first Japanese to the United States on May 7, 1843, and to mark the anniversary of the completion of the transcontinental railroad on May 10, 1869. The majority of workers who laid the tracks were Chinese immigrants.

Throughout the year, the contributions of Americans with Pacific Rim heritage are presented in the regular curriculum; however, this special focus for one month serves as a reminder of the combined contributions of this group. We celebrate such individuals as Dr. David Ho, a leader in the field of HIV/AIDS research, and Maya Lin, an artist who is best known for designing the most visited public artwork of the 20th century, the Vietnam Veterans Memorial in Washington, D. C.

Financial Summary:
No financial impact is anticipated.

Prepared By: Anne Zeman, Ed. *AZ* Division Approval: Mark Cerutti *M.C.*
Prepared By: _____ Superintendent Approval: Steven M. Ladd, Ed.D. *SML*

ELK GROVE UNIFIED SCHOOL DISTRICT
ELK GROVE, CALIFORNIA
RESOLUTION NO. 54, 2012-2013

ESTABLISHMENT OF ASIAN PACIFIC AMERICAN HERITAGE MONTH

WHEREAS, The State of California is home to over 600,000 Asian and Pacific Islander students from kindergarten through grade twelve;

WHEREAS, The diversity of these groups include Bengali, Burmese, Cambodian, Chinese, Filipino, Hmong, Indonesian, Japanese, Korean, Lao, Malayan, Okinawan, Pakistani, Thai, Vietnamese, Samoan, Asian Indian, and others;

WHEREAS, We acknowledge the historical and cultural contributions of Asian Pacific Americans in the development of State of California; and

WHEREAS, Many Asian Pacific Americans have experienced the injustices of exclusionary acts, denial of citizenship and land ownership, as well as internment in relocation camps; and

WHEREAS, We acknowledge these Americans for their contributions to government, industry and commerce, agriculture, science, literature, and the arts;

WHEREAS, *The History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve* states that the study of community, state, region, nation, and world must reflect the experiences of men and women of different racial, religious, and ethnic groups throughout the curriculum at every level;

THEREFORE, BE IT RESOLVED by the Governing Board of the Elk Grove Unified School District that May 2013 is designated as Asian Pacific American Heritage Month and that all educational sites be encouraged to recognize the contributions of Asian Pacific Americans through our curriculum and activities at the school; and

BE IT FURTHER RESOLVED that this resolution be distributed to every school in the District.

Steven M. Ladd, Ed.D.
Secretary to the Board of Education

Board Agenda Item

Subject:**Disability Awareness Month****Department:** Education Services**Action Requested:**

The Board of Education is requested to proclaim May 2013 as Disability Awareness Month.

Discussion:

The Board of Education of the Elk Grove Unified School District is requested to affirm the following resolution designating the month of May as a time for students and staff to increase their awareness of issues affecting persons with disabilities.

Throughout this school year, in alignment with our Mission Statement that addresses ALL students, Elk Grove school-based programs and activities promote understanding of individuals with special needs. These programs and activities support the inclusive Mission Statement and Core Values by encouraging discussion of the following concepts:

- each person is special and unique
- all people have strengths and disabilities
- all people have similarities and differences
- similarities help us to connect to each other while differences offer us diversity
- each person has the right to feel accepted and successful

This resolution will establish May as a month where Elk Grove staff and students will pause to further reflect on these issues and celebrate the similarities and the differences that enrich our learning community.

Financial Summary:

N/A

Prepared By: Bill TollestrupApproval: Mark Cerutti *MC*

Prepared By: _____

Superintendent Approval: Steven M. Ladd, Ed.D. *SML*

ELK GROVE UNIFIED SCHOOL DISTRICT
9510 Elk Grove-Florin Road
Elk Grove, California 95624

RESOLUTION No. 55 DECLARING

**May 2013 as *Disability Awareness Month* in the
ELK GROVE UNIFIED SCHOOL DISTRICT**

WHEREAS, there is a responsibility to provide educational opportunities for children, staff members and parents of the Elk Grove Unified School District to become informed about disabled individuals and to develop an understanding of them, and

WHEREAS, an increasing number of children, staff members, and parents are involved each year through personal association with individuals with exceptional needs; and

WHEREAS, approximately 6,300 special education students are on regular school sites and many participate in general education classes for all or part of the day; and

WHEREAS, individuals with exceptional needs may possess such disabilities as mental retardation, hearing impairment, orthopedic disabilities, visual disabilities, serious emotional disturbances, specific learning disabilities or a combination of these conditions;

BE IT THEREFORE RESOLVED that the Elk Grove Unified School District designates the month of May as *Disability Awareness Month* and urges all education sites to explore opportunities for students and staff to participate in activities and events in connection with persons with exceptional needs; and

FURTHER, urges the members of the educational community to give special attention to the awareness, understanding, and acceptance of children with exceptional needs.

Steven M. Ladd, Ed.D.
Secretary to the Board of Education

Board Agenda Item


Subject: **Department:** Human Resources
2013-2014 SCHOOL YEAR CALENDAR

Action Requested:
The Board is asked to review and approve the attached 2013-14 School Year Calendar

Discussion:
The attached 2013-2014 calendar has been negotiated with the Elk Grove Educators Association (EGEA), as stipulated in the EGUSD/EGEA collective bargaining agreement, and has been ratified by a membership vote of the association. The 2013-2014 calendar is presented to the Board for their consideration and approval.

Financial Summary:

Prepared By: _____ Division Approval: Glen De Graw 

Prepared By: _____ Superintendent Approval: Steven M. Ladd, Ed.D. 

Board Agenda Item

Subject: 2013-14 Board Meeting Schedule **Division:** Administration

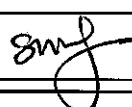
Action Requested:
Consider and take action to establish the Board Meeting Schedule for the 2013-2014 school year.

Discussion:
The following recommended 2013-14 Board Meeting Schedule varies from the 1st and 3rd Tuesdays designated for regular meetings in the months of July, August, and December, 2013:

- July – Hold the July 2, 2013 meeting and cancel the July 16, 2013 meeting.
- August – cancel the August 6, 2013 meeting and hold the August 20, 2013 meeting
- September - September 3 and 17, 2013
- October - October 8 and 22, 2013
- November – November 5 and 19, 2013
- December – Cancel the December 3 and 17, 2013 meetings and schedule a meeting for December 10, 2013.
- January – January 7 and 21, 2014
- February - February 4 and 18, 2014
- March - March 4 and 18, 2014
- April - April 1 and 15, 2014
- May - May 6 and 20, 2014
- June - June 3 and 17, 2014

Note: Board meeting dates for 2013-14 are underlined.

Financial Summary:

Prepared By: Arlene Hein Division Approval: _____
Prepared By: _____ Superintendent Approval: Steven M. Ladd, Ed.D. 

Agenda Item No.: _____

Board Agenda Item

Supplement No.: _____

Meeting Date: April 16, 2013

Subject:

Department: Human Resources

Unfair Labor Practice Charge and Equipment Grievance Settlement Agreement Between Elk Grove Unified School District and the American Federation of State, County and Municipal Employees (AFSCME) Local 258

Action Requested:

Approval of the Settlement Agreement Between Elk Grove Unified School District and American Federation of State, County and Municipal Employees (AFSCME) Local 258 of the Unfair Labor Practice Charge #SA-CE-2577-E and the Equipment Grievance

Discussion:


Attached is a copy of the Settlement Agreement between Elk Grove Unified School District and the American Federation of State, County and Municipal Employees (AFSCME) Local 258 regarding the Unfair Labor Practice Charge #SA-CE-2577-E and the Equipment Grievance. The Settlement Agreement was signed on March 8, 2013.

Financial Summary:

Prepared By: _____

Division Approval: _____ Glen De Graw 

Prepared By: _____

Superintendent Approval: _____ Steven M. Ladd, Ed.D. 

**SETTLEMENT AGREEMENT
BETWEEN
ELK GROVE UNIFIED SCHOOL DISTRICT
AND
AFSCME, LOCAL 258**

**Regarding Unfair Labor Practice Charge # SA-CE-2577-E and Equipment
Grievance**

On March 8, 2013 ("Effective Date"), the Elk Grove Unified School District ("District") and the American Federation of State, County, and Municipal Employees, Local 258 ("AFSCME"), on behalf of the bargaining unit members described in this Agreement who are or were in the classification of School Security Specialist II, hereby enter into this Settlement Agreement ("Agreement") to resolve all matters related to unfair labor practice charge # SA-CE-2577-E and grievance submitted to Human Resources on November 29, 2012, regarding alleged violation of Article 5.6.1, 5.6.3, 5.6.4, 14.2.1, and 14.2.2 ("Equipment Grievance"). The District and AFSCME are collectively referenced herein as the "Parties"

RECITALS

1. In November 2010 AFSCME filed the above-referenced unfair labor practice charge alleging improper transfer of bargaining unit work / contracting out with respect to several job positions in the classification of School Security Specialist II.
2. In November 2012 AFSCME filed an Equipment Grievance alleging a violation of Article 5 and Article 14 of the collective bargaining agreement between the Parties with respect to safety and equipment for the School Security Specialist II position.
3. The Parties wish to avoid the uncertainties and costs of potential litigation, administrative proceedings, and grievances regarding the allegations by AFSCME and its affected District employees in regard to this matter and resolve all matters related to the unfair labor practice charge and the grievance.

The Parties agree as follows:

TERMS & CONDITIONS

1. AFSCME's Authority. AFSCME enters into this Agreement on its own accord and on behalf of all current and former School Security Specialist II employees in its representative capacity as allowed by law.

2. Employment of School Security Specialist II Position.

a. Effective three work weeks following Board action to approve this Agreement, the District agrees to hire an additional 3.0 full-time equivalent ("FTE") School Security Specialists district-wide. The District retains discretion over assignment of personnel as allowed by the collective bargaining agreement, law, and policy. The School Security Specialist II classification will continue to utilize a 12-month work calendar.

b. The District agrees that it will not without further written agreement between the Parties layoff the School Security Specialist II's for lack of work / lack of funds prior to June 30, 2016 (i.e., an effective layoff date of June 30, 2016). Employees on the layoff / reemployment list in the classification of School Security Specialist II will be offered the positions in accordance with the collective bargaining agreement and the Education Code.

3. Withdrawal of Unfair Labor Practice Charge. AFSCME agrees to withdraw unfair labor practice charge #SA-CE-2577-E with prejudice within 30 days of the signing of this agreement by all parties.

4. Grievance Resolved. Regarding the equipment listed in section 14.2.2 of the AFSCME collective bargaining agreement, the District agrees to allow School Security Specialist II's to carry pepper spray for use purely as a defensive measure and only under the parameters given to School Security Specialist IIs by District management. AFSCME agrees that the baton and handcuffs will be issued to School Security Specialist II's. These items have been issued but will remain at the Police Services office unless ordered to use them by Police Services in the event of a special need. AFSCME agrees to withdraw the Equipment Grievance and shall not file any claim, a grievance, or any unfair labor practice charge concerning the matters contained in the Equipment Grievance. The District agrees that in the next round of negotiations with AFSCME regarding a successor to the collective bargaining agreement that expires on June 30, 2013, the District will propose new language to clarify section 14.2.2 with the intent that the parties will negotiate a mutually acceptable resolution of the equipment to be issued to and carried by School Security Specialist IIs. This proposal will be a regular part of the District's other proposals regarding a successor contract and will not be a separate item of negotiations unless the parties mutually agree.

5. Settlement of Disputes. This Agreement constitutes settlement of all issues pertaining to unfair labor practice charge #SA-CE-2577-E and the Equipment Grievance, including all claims for monetary compensation regarding these employees for all purposes; accordingly, AFSCME agrees that it shall not file any claims against the District as a result of the terms of this Agreement in any forum whatsoever, whether administrative or civil in nature except in the case of a breach of this agreement.

6. No Admission of Liability. This Agreement shall not be construed or interpreted as an admission of wrongdoing and shall not be cited as past practice or precedent for any

purpose, including in the context of negotiations, unfair labor practice charges, or grievances.

7. Release of All Claims. In consideration of the above, AFSCME hereby releases and forever discharges the District and its respective present and former officers, directors, employees, agents, attorneys, representatives, successors and assigns, and each of them, from any and all claims, demands, causes of action, obligations, damages and liabilities of any nature whatsoever, including claims and charges brought under California's Educational Employees Relations Act (Chapter 10.7 ((commencing with Section 3540)) of Division 4 of Title 1 of the Government Code) ("EERA") whether legal or equitable, before any administrative body or court, whether or not known, suspected or claimed arising from and / or related to (a) the drafting and contents of this Agreement, (b) unfair labor practice charge #SA-CE-2577-E, and / or (c) the Equipment Grievance.

8. Agreement as Complete Defense. The Parties agree that in the event of commencement by them of any action in violation of this Agreement, this Agreement constitutes and may be pleaded as a complete defense to any such action and may be asserted by way of counterclaim in such an action.

9. Release of Unknown Claims. AFSCME agrees that this Agreement extends to all claims of every nature and kind, known or unknown, suspected or unsuspected, past or present, arising out of the transactions or occurrences which are the subject of this Agreement. AFSCME expressly waives all rights under section 1542 of the California Civil Code or any analogous state or federal law. Section 1542 of the California Civil Code reads as follows:

A general release does not extend to claims which the creditor does not know or suspect to exist in his or her favor at the time of executing the release, which if known by him or her must have materially affected his or her settlement with the debtor.

AFSCME understands and acknowledges the significance and consequence of this waiver of Civil Code section 1542.

10. Contents of Agreement. The Parties acknowledge that each of them has fully discussed the contents of this Agreement with their chosen representatives and/or legal counsel and has had the benefit of legal counsel in negotiating and drafting the terms of this Agreement. Accordingly, this Agreement shall not be construed as having been drafted by one party or the other.

11. Voluntary Agreement. Each party has read, fully appreciates, and understands the words, terms, and provisions of this Agreement, is entirely satisfied with the settlement described, and has duly executed this Agreement voluntarily and of his or her full free will and accord.

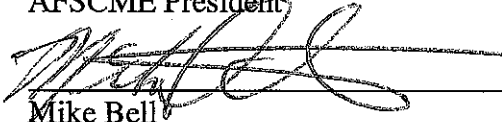
12. Binding Effect. This Agreement is and shall be mutually binding upon the respective employees, members, successors, representatives, executors, and administrators, of AFSCME and the successors and representatives of the District.
13. Entire Agreement. This Agreement constitutes the entire agreement between AFSCME and the District regarding the Dispute. No other promises, agreements, or statements between the Parties shall be binding unless made in writing and signed by all parties hereto.
14. Other Documents. The Parties agree to execute all other documents and to take all other actions reasonably necessary to effectuate this Agreement.
15. Severability. If any provision of this Agreement is held to be void, voidable or unenforceable, the remaining portions of the Agreement shall remain in full force and in effect.
16. Execution. The individuals who execute this Agreement on the Parties behalf have been designated and authorized to do so. This Agreement may be executed in several counterparts so that the signatures appear on separate pages. Signatures on copies and facsimile versions of this Agreement shall have the same force and effect as an original.
17. Ratification by Governing Board. This Agreement shall take effect upon completion of signing by all the Parties indicated below, and, upon ratification by the Governing Board.

AFSCME, Local 258

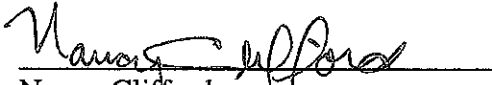
DISTRICT



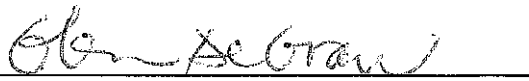
Jennifer Ballerini
AFSCME President



Mike Bell
AFSCME Vice President



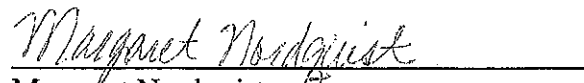
Nancy Clifford
Senior Business Agent



Glen De Graw
Associate Superintendent, Human Resources



Evelyn Laluan
Director, Classified Personnel



Margaret Nordquist
Personnel Analyst

Date 3/8/13

Date 3/8/13

Board Agenda Item

Subject:Division: Learning Support Services

Approval of 2012-2013 Plan to Achieve Bold Goals

Action Requested:

The Board of Education is requested to approve the 2012-2013 Plan to Achieve Bold Goals.

Discussion:

The 2012-2013 Plan to Achieve Bold Goals (PTABG) serves as the site-based planning tool to facilitate the implementation and attainment of the Elk Grove Unified School District Bold Goals and Annual Student Performance Targets. The plan allows school sites to assess how well their programs are serving students at all performance levels, overall by school, by grade, and by subgroup. Based on both the evaluation of the 2011-2012 student performance data and current student data, school sites established performance targets for the 2012-2013 school year and align appropriate categorical resources to meet those targets. The following categorical programs are included in the Plan to Achieve Bold Goals: Title I, Title II, Title III and Economic Impact Aid.

The process for the development of the Plan to Achieve Bold Goals includes a review of the previous year's California Standards Test (CST) data. Site teams including administration, teachers, and parents use CST and other data sources to establish school wide goals that are in alignment with the District's Mission and Core Values. Parents are given the opportunity to provide input at both site and district levels. School Site Council, English Learner Advisory, and the District Categorical Advisory are some of the committees that offer input for the plan. Once site goals are established, the school's resources are aligned to optimally support the achievement of the performance targets. The School Site Council then formally approves both the PTABG and the budget. Plans are then submitted to the Department of Learning Support Services for review. The last step in the process is for the Board of Education to approve all 62 site plans.

Title I Schools have a "Fundamentally Different" version of the plan as required by Program Improvement. Their plan provides more detailed strategies for academic improvement that are generated by teachers at each grade level through the Decision Making Framework model. Additionally, the fundamentally different school plan addresses goals in the areas of API/AYP, English Language Development, Culturally Responsive Practices, and Corrective Action.

The plan meets the State's requirement as a single comprehensive school plan to improve the academic performance of all students (E.C. 64001).

The timeline of the PTABG process is noted below:

- July: Preliminary budgets are sent to school sites
- September: Sites submit their preliminary plans/budgets to Learning Support Services

- October: CDE releases previous year's testing reports
- October-December: Sites review data and develop goals which are approved through Site Council
- January: CDE releases final budget allocations
- March: Sites submit final PTABG to the district
- April: Board approval of the PTABG and submissions of plans to the CDE

All site plans are available for review in the Office of Learning Support Services and at each site. Attached you will find a sampling of the District's 62 site plans.

Financial Summary:

Funding for these plans came from Categorical Funds.

Prepared By: Alicia Canning

Division Approval: Mark Cerutti *M.C.*

Prepared By: _____

Superintendent Approval: Steven M. Ladd, Ed.D. *S.M.L.*

Input Version

Arlene Hein Elementary

RECEIVED
MAR 12 2013
LEARNING SUPPORT SERVICE

School Plan to Achieve Bold Goals 2012 - 2013

Principal (Print Name): Christine Bacht
(Signature): Christine Bacht

Elk Grove Unified School District
Elk Grove, California

Approved by the Elk Grove Unified School District Board of Education on _____

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

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Mission Statement and Core Values

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District Annual Student Performance Targets

b. School Description

c. School Demographics

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III. Analysis of Data and Action Plan

IV. Funding

V. Staffing Matrix

VI. Governance

Addendum

I. Introduction

Arlene Hein Elementary

Elk Grove Unified School District - Description

The Elk Grove Unified School District has served the Cosumnes River- south Sacramento area since 1959 as a unified district. The 320 square miles of the district includes the city of Elk Grove as well as the southern part of the city of Sacramento and large portions of Sacramento County. As of **October 2012** our K-12 enrollment was **63,194**, a figure that includes 9,189 students who are English Learners. Students come to Elk Grove from all over the world, and they speak more than 81 different languages.

Mission Statement:

The Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential

Core Values:

Outcomes for students: *Achievement of core academic skills; Confident, effective thinkers and problem solvers; Ethical participants in society*

Commitments about how we operate as an organization: *Supporting continuous improvement of instruction; Building strong relationships*

High expectations for learning for ALL students and staff: *Instructional excellence; Safe, peaceful, and healthy environment; Enriched learning environment; Collaboration with diverse communities and families*

EGUSD Bold Achievement Goals

- **100% of students will be "proficient" or "advanced" in Math and English Language Arts (ELA) as measured by the California Standards Test (CST).**
- **100% of 12th graders will pass the California High School Exit Exam (CAHSEE).**
- **100% of students will be college and career ready.**
- **100% of schools will meet annual Adequate Yearly Progress (AYP) and Academic Performance Index (API) targets.**

District Annual Student Performance Targets

California Standards Test

- 50% of all students in each subgroup scoring in the "Far Below Basic" and "Below Basic" levels will improve and exit those categories in both Math and English Language Arts (ELA).
- 60% of ALL students in each subgroup will be "proficient" or "advanced" in both Math and ELA.
- 100% of students scoring "proficient" or "advanced" will maintain or improve in Math and ELA.
- 100% of schools will meet annual Math and ELA targets specified in their School Plan to Achieve Bold Goals.
- 100% of students in grades 2 through 8 will participate in CST testing to meet AYP.¹

CAHSEE

- 75% of 10th graders in each subgroup will pass the CAHSEE.
- 100% of 10th graders will participate in CAHSEE testing to meet AYP.¹

English Language Development (ELD)

- 100% of English Learners will redesignate to Fluent English Proficient (FEP) within 5 years of enrolling in EGUSD.
- 100% of English Learners at ELD 4 / 5 (Early Advanced/Advanced) will be redesignated as FEP within 2 years.
- 100% of English Learners will progress at least one ELD level until English proficient ² as measured by the California English Language Development Test (CELDT).

College and Career

- 100% of students in 9th and 10th grade will complete a college/career plan.
- 95% of students in 10th grade will participate in PSAT testing.
- 30% of eligible students will participate in career academies, pathways, and/or ROP programs.
- 75% of students in 12th grade will complete UC/CSU A-G course requirements.

¹Schools and district must meet 95% test participation in each subgroup to meet federal AYP requirements.

²To be English proficient, a student must meet two criteria:

- Overall proficiency level score of Early Advanced (4) or Advanced (5).
- Each skill area proficiency score at the Intermediate level (3) or above.

School Description

See School Accountability Report Card at www.equsd.net

School Demographics	
	School
Enrollment - (October 2012)	1,079
English Language Learners - (March 2012)	159
Languages other than English - (March 2012)	21
Students of Poverty - (October 2012)	354

Ethnicity								
	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Unknown
School (Oct 2012)	131 (11.49%)	6 (0.53%)	281 (24.65%)	150 (13.16%)	194 (17.02%)	20 (1.75%)	245 (21.49%)	113 (9.91%)

II. TIMELINE

Arlene Hein Elementary

October 28, 2012

Begin Data Analysis and Target Goals with staff.

- Hold School Site Council Meeting (See Attached Sample Agenda)
- Complete Data Analysis and Target Goals
- Review Action Plan and all of its components

March 15, 2013

Complete PTABG. Have it signed by your SSC and EL Chairperson and submit this, along with minutes from School Site Council Meetings stating that the PTABG had been reviewed and approved to Learning Support Services.

April 1, 2013 - May 15, 2013

Meet with staff and SSC to review yearly progress and begin to set goals for 2013-14.

Input Version

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Arlene Hein Elementary

Using the information provided to you in your **Bold Goals PowerPoint**, along with any other student data you have put together (i.e. attendance, office referrals, suspensions, other forms of CST data, PreK, ASES/ASSETS, CAHSEE, MYPAS, CELDT, etc.), collaborate with your staff and school site council to determine your **Action Steps for Continuous Improvement**. These actions do not have to be plentiful, but they need to be meaningful and measurable.

Please fill out the form below as documentation of your data analysis meeting with your staff and school site council.

Data Analysis Meeting:

Staff:

Traditional/Modified:

Date: (mm/dd/yyyy)

Year Round:

Tracks: B, C, D

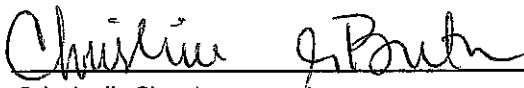
Date: 10/13/2012 (mm/dd/yyyy)

Tracks: A

Date: 1/14/2013 (mm/dd/yyyy)

School Site Council:

Date: 1/10/2013 (mm/dd/yyyy)



Christine Baeta

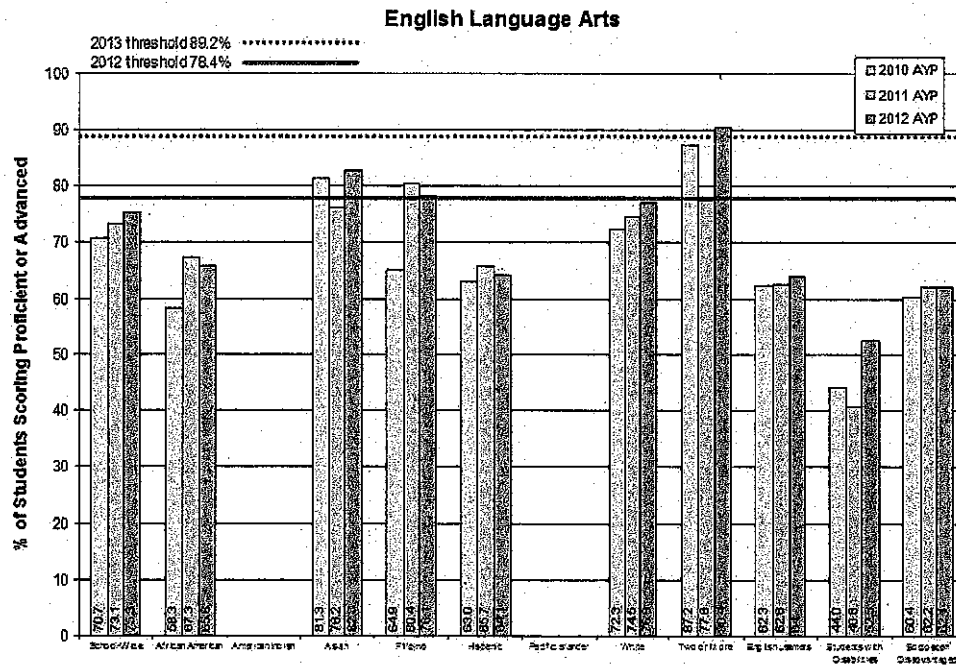
Principal's Signature

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Arlene Hein Elementary

Closing the Achievement Gap English Language Arts:

Adequate Yearly Progress (AYP) 2010 – 2012 Percent Proficient: ELA



24

English Language Arts	Action Steps for Continuous Improvement	Funding/Resources	How Will You Measure?
School Wide			
AHES made 4 points of growth on API growing from 879 to 883. AHES also met 22 of 29 AYP criteria.	<p>Provide the following to support Problem of Practice:</p> <ol style="list-style-type: none"> 1. School wide focus of knowing all students by name and need 2. Provide staff with research surrounding PLCs, EDI, CCSS. 3. Purchase materials to support instructional improvement, EL instruction 4. Provide staff development in CCSS, error analysis, targeted instruction, EDI, PLCs. 5. Provide stipends and release time to analyze data, build CCSS aligned lessons, participate in co-ops and SSTs. 6. Purchase and utilize research based materials and supplies 	<ul style="list-style-type: none"> • EIA/EL • General Fund • Staff Development • Title II • Title III • PTO 	<p>MYPAS; CST/CMA/CAPA; FAST assessments that vary by grade level; K-1 Benchmark Assessments; classroom observation, participation in grade level data analysis meetings; suspension/attendance data</p>

	<ol style="list-style-type: none"> 7. Purchase technology based equipment to support instruction 8. Provide targeted assistance after school through small group instruction by credentialed teachers 9. Provide necessary materials/supplies for after school targeted assistance 		
Targeted Group(s) Determined by Data			
<p>AHES African American student API decreased by 3 points from 821-818. This group of students has increased by 70 points in the past two years but still has an Achievement Gap of 70 points. In ELA, 65.8% of AA students are performing at Proficient or Advanced. Our AA students are 13.16% of our student population.</p>	<p>Provide the following to support Problem of Practice:</p> <ol style="list-style-type: none"> 1. Above school wide activities including focused discussion during co-ops 2. Targeted instruction in small groups 3. Support with admin team/teachers/parents/students working to analyze and break cycle of suspendable behavior/poor attendance resulting in loss of instructional time 4. Purposeful use of inclusive education support in general education classrooms 	<ul style="list-style-type: none"> • General Fund • Staff Development • Title II • Title III • PTO 	<p>MYPAS; CST/CMA/CAPA; FAST assessments that vary by grade level; K-1 Benchmark Assessments; classroom observation, participation in grade level data analysis meetings; suspension/attendance data</p>
<p>AHES Hispanic student API decreased 10 points from 852 to 842. The Achievement Gap for our Hispanic students is 46 points. In ELA, 64.1% of Hispanic students are performing at Proficient or Advanced. Our Hispanic students are 17.42% of our population.</p>	<p>Provide the following to support Problem of Practice:</p> <ol style="list-style-type: none"> 1. School wide activities above including: 2. Focused discussion during co-ops 3. Targeted small group instruction 4. After school Hawk Academy small group instruction 	<ul style="list-style-type: none"> • EIA/EL • General Fund • Staff Development • Title II • Title III • PTO 	<p>MYPAS; CST/CMA/CAPA; FAST assessments that vary by grade level; K-1 Benchmark Assessments; classroom observation, participation in grade level data analysis meetings; suspension/attendance data</p>
<p>AHES English Learners maintained their API at 849 points. In ELA, 64% of our English Learners are performing at Proficient or Advanced. Our EL students are 15% of our student population.</p>	<p>Provide the following to support Problem of Practice:</p> <ol style="list-style-type: none"> 1. School wide activities above including: 2. Focused discussion during co-ops including looking at CELDT/ELA progress 3. ELD instruction 4. ELD/Avenues instruction 5. ELAC meetings 6. After school targeted instruction through "Hawk Academy" 7. Use of EL coach to support teachers and provide staff development 	<ul style="list-style-type: none"> • EIA/EL • General Fund • Staff Development • Title II • Title III • PTO 	<p>MYPAS; CST/CMA/CAPA; FAST assessments that vary by grade level; K-1 Benchmark Assessments; classroom observation, participation in grade level data analysis meetings; CELDT data for 1 level of improvement and redesignation within 4 to 5 years; suspension/attendance data</p>
<p>AHES Socioeconomically Disadvantaged students decreased 6 points from 823 to 817. In ELA, 62.1% of our Socioeconomically disadvantaged students are</p>	<p>Provide the following to support Problem of Practice:</p> <ol style="list-style-type: none"> 1. School wide activities including: 2. free and reduced breakfast/lunch programs 3. co-op meeting process 	<ul style="list-style-type: none"> • EIA/EL • General Fund • Staff Development • Title II • Title III • PTO 	<p>MYPAS; CST/CMA/CAPA; FAST assessments that vary by grade level; K-1 Benchmark Assessments; classroom observation, participation in grade level data analysis meetings; suspension/attendance data</p>

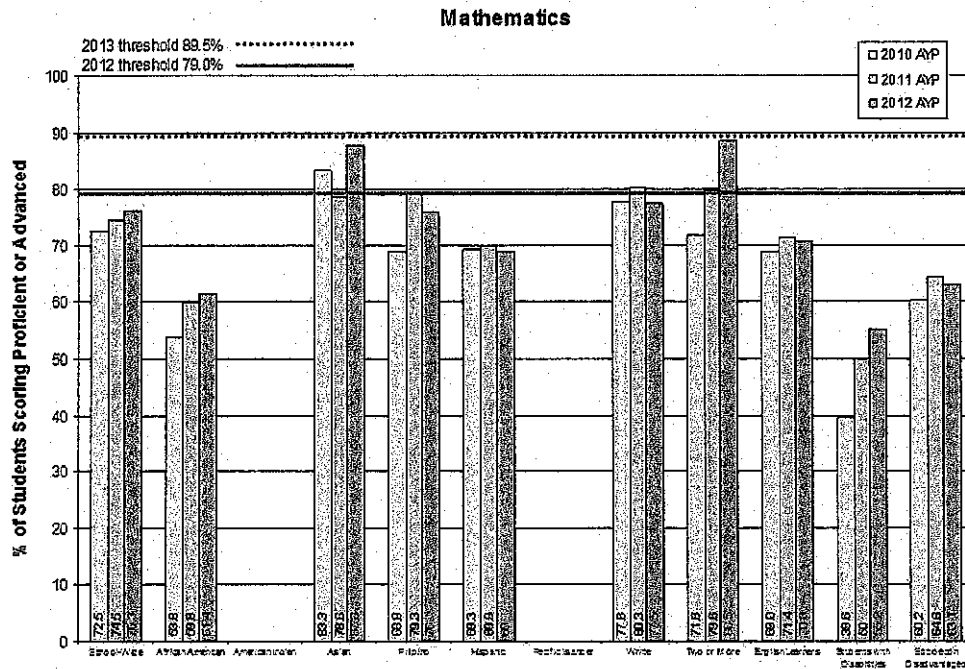
performing at Proficient or Advanced. They make up 33% of our student population.	<ol style="list-style-type: none">4. Healthy Start5. Knowing students/families by need and responding respectfully and appropriately6. Scholarship opportunities for field trips		
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III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Arlene Hein Elementary

Closing the Achievement Gap Math:

Adequate Yearly Progress (AYP) 2010 - 2012 Percent Proficient: Math



Mathematics	Action Steps for Continuous Improvement	Funding/Resources	How Will You Measure?
School Wide			
AHES made 4 points of growth on API growing from 879 to 883. AHES also met 22 of 29 AYP criteria.	<p>Provide the following to support Problem</p> <ol style="list-style-type: none"> School wide focus of knowing all students by name and need Provide staff with research surrounding PLCs, EDI, CCSS. Purchase materials to support instructional improvement, EL instruction Provide staff development in CCSS, error analysis, targeted instruction, EDI, PLCs. Provide stipends and release time to analyze data, build CCSS aligned lessons, participate in co-ops and SSTs. Purchase and utilize research based materials and supplies Purchase technology based 	<ul style="list-style-type: none"> EIA/EL General Fund Staff Development Title II Title III PTO 	<p>MYPAS; CST/CMA/CAPA; FAST assessments that vary by grade level; M3 Assessments; K-1 Benchmark Assessments; classroom observation, participation in grade level data analysis meetings; suspension/attendance data</p>

	<p>equipment to support instruction</p> <p>8. Provide targeted assistance after school through small group instruction by credentialed teachers</p> <p>9. Provide necessary materials/supplies for before/after school targeted assistance</p>		
Targeted Group(s) Determined by Data			
<p>AHES African American student API decreased by 3 points from 821-818. This group of students has increased by 70 points in the past two years but still has an Achievement Gap of 70 points. In Math, 61.4% of AA students are performing at Proficient or Advanced. Our AA students are 13.16% of our student population</p>	<p>Provide the following to support Problem of Practice:</p> <ol style="list-style-type: none"> 1. Above school wide activities including focused discussion during co-ops 2. Targeted instruction in small groups 3. Support with admin team/teachers/parents/students working to analyze and break cycle of suspendable behavior/poor attendance resulting in loss of instructional time 4. Purposeful use of inclusive education support in general education classrooms 	<ul style="list-style-type: none"> • Ases Funds • EIA/EL • General Fund • State Comp. Ed. • Staff Development • Title II • Title III 	<p>MYPAS; CST/CMA/CAPA; FAST assessments that vary by grade level; M3 Assessments; K-1 Benchmark Assessments; classroom observation, participation in grade level data analysis meetings; suspension/attendance data</p>
<p>AHES Hispanic student API decreased 10 points from 852 to 842. The Achievement Gap for our Hispanic students is 46 points. In Math, 69% of Hispanic students are performing at Proficient or Advanced. Our Hispanic students are 17.42% of our population</p>	<p>Provide the following to support Problem of Practice:</p> <ol style="list-style-type: none"> 1. School wide activities above including: 2. Focused discussion during co-ops 3. Targeted small group instruction 4. After school Hawk Academy small group instruction 5. Before school Breakfast Club taught by Franklin NHS students 	<ul style="list-style-type: none"> • EIA/EL • General Fund • Staff Development • Title II • Title III • PTO 	<p>MYPAS; CST/CMA/CAPA; FAST assessments that vary by grade level; M3 Assessments; K-1 Benchmark Assessments; classroom observation, participation in grade level data analysis meetings; suspension/attendance data</p>
<p>AHES English Learners maintained their API at 849 points. In Math, 70.8% of our English Learners are performing at Proficient or Advanced. Our EL students are 15% of our student population.</p>	<p>Provide the following to support Problem of Practice:</p> <ol style="list-style-type: none"> 1. School wide activities above including: 2. Focused discussion during co-ops including looking at CELDT/ELA progress 3. ELD instruction 4. ELD/Avenues instruction 5. ELAC meetings 6. After school targeted instruction through "Hawk Academy" 7. Use of EL coach to support teachers and provide staff development 8. Before school Breakfast Club taught by Franklin High NHS students 	<ul style="list-style-type: none"> • EIA/EL • General Fund • Staff Development • Title II • Title III • PTO 	<p>MYPAS; CST/CMA/CAPA; FAST assessments that vary by grade level; M3 Assessments; K-1 Benchmark Assessments; classroom observation, participation in grade level data analysis meetings; suspension/attendance data</p>

<p>AHES Socioeconomically Disadvantaged students decreased 6 points from 823 to 817. In Math, 63.1% of our Socioeconomically disadvantaged students are performing at Proficient or Advanced. They make up 33% of our student population.</p>	<p>Provide the following to support Problem of</p> <ol style="list-style-type: none"> 1. School wide activities including: 2. free and reduced breakfast/lunch programs 3. co-op meeting process 4. Healthy Start 5. Knowing students/families by need and responding respectfully and appropriately 6. Scholarship opportunities for field trips 	<ul style="list-style-type: none"> ● General Fund ● Staff Development ● Title II ● Title III ● PTO 	<p>MYPAS; CST/CMA/CAPA; FAST assessments that vary by grade level; M3 Assessments; K-1 Benchmark Assessments; classroom observation, participation in grade level data analysis meetings; suspension/attendance data</p>

Closing the Achievement Gap Parent Involvement:

Parent Involvement	Action Steps for Continuous Improvement	Funding/Resources	How Will You Measure?
School Wide			
AHES has increasing parent involvement	<p>Provide the following to support Problem of Practice:</p> <ol style="list-style-type: none"> 1. Build capacity in WHO volunteers as well as HOW parents volunteer through Hein Five Star Family Program 2. WatchDOG Dad a Day goal 3. Parent participation recognition at awards assemblies 4. ELAC meetings held at different times of the day to include diverse parent schedules 5. All students in quad in AM with parent support 	<ul style="list-style-type: none"> ● EIA/EL ● General Fund ● Title II ● Title III ● PTO 	<p>Number and diversity in the parents who earn the Five Star Family status; Number and diversity of WatchDOG volunteers;</p>

IV. Funding

Arlene Hein Elementary

Plan to Achieve Bold Goals, Year 2012 - 2013
 Final Budget (February 2013)

Object Description (Object Code)	EIA BTA (7091)	EIA (EL Testing / Coordination / Supplies) (7091)	Title III - LEP - Allocation (4203)	Title I - Basic - Allocation (3010)	Title I - Basic - (Prof. Dev't) (3010)	Title I Afterschool (5858)	Title I Parental Involvement (3010)	Title I - Services (3010)	State Comp Ed - One time (7891)	Title II (Prof. Dev't) (4035)	Total
Allocation	\$0	\$13,225	\$3,975	\$0	\$0	\$0	\$0	\$0	\$0	\$3,500	\$20,700
Carry Over	\$0	\$1,425	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,425
Subtotal	\$0	\$14,650	\$3,975	\$0	\$0	\$0	\$0	\$0	\$0	\$3,500	\$22,125
1000 Certified Personnel (+ Benefits) Contracted Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1000 Certified Personnel Non-Contracted Staff (timesheet/stipend)	\$0	\$11,917	\$3,470	\$0	\$0	\$0	\$0	\$0	\$0	\$2,220	\$17,607
3000 Certified Personnel timesheet/stipend 3000's benefits	\$0	\$1,733	\$504	\$0	\$0	\$0	\$0	\$0	\$0	\$323	\$2,560
2000 Classified Personnel (+ Benefits) Contracted Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2000 Classified Personnel Non-Contracted Staff (timesheet/stipend)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000 Classified Personnel Non-Contracted Staff 3000's benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4000 Supplies & Equipment	\$0	\$1,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$57	\$1,057
5000 Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Balance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Notes:

*Contracted employees

Balance field should be zero

Benefit rates:
 Certified @ 14.55%
 Classified State Funds @ 24.52%
 Classified Federal Funds @ 22.92%

Principal **Christine Baeta**
 School Site Council Chairperson **Lisa Fong**
 EL Advisory Chairperson **Katherine Yaipen-Faulter**

Signatures: (Must sign in blue ink)

Date

Christine Baeta 3-20-13
Lisa Fong 3-20-13
Katherine Yaipen-Faulter 3/20/13

RECEIVED

MAR 28 2013

LEARNING SUPPORT SERVICES

V. STAFFING MATRIX

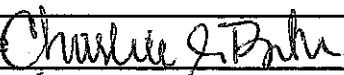
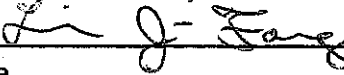
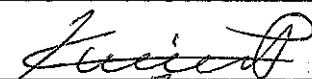
Arlene Hein Elementary

Name	Title/Position	Object Code	Start Date	End Date	FTE	Program	Calendar
DIANE DAVIS- QUIDGEON	PROG ADM, ELEM SCH INSTR SPEC	3010	07/02/12	06/30/13	0.50	NCLB: Title I, Part A, Basic	25

VI. Governance

Arlene Hein Elementary

Required signatures of Principal, School Site Council and Advisory Committee Chairpersons and Recommendation to the Board of Education of the Elk Grove Unified School District to approve this Plan to Achieve Bold Goals for 2012 - 2013

Name and Title	Signature	
Christine Baeta		
Principal	Signature 	Date 3-20-13
Lisa Fong		
School Site Council Chairperson	Signature	Date 3-20-13
Katherine Yaipen-Faulter		
English Language Advisory Committee Chairperson	Signature 	Date 3/20/13

Assurances for Consolidated Programs

The parents and staff of Arlene Hein Elementary make the following assurances to the Board of Education of the Elk Grove Unified School District and the California Department of Education:

1. The School Leadership Team and the School Site Council have developed the Plan to Achieve Bold Goals and the corresponding budgets to be presented for approval to the Board of Education of the Elk Grove Unified School District.
2. The School Site Council and all advisory committees have been formed in accordance with procedures established by federal or state law and regulations.
3. The School Site Council will post an agenda item for review and approval of the school's Plan to Achieve Bold Goals. This public posting will occur at least 72 hours in advance of the meeting and include the date, time and location of the meeting.
4. A copy of the Plan to Achieve Bold Goals and a list of members of the School Site Council and/or all committees are available at the school office for review by school staff, parents and community members.
5. Adequate information has been given to the members of the School Site Council, the school's English Learners' Advisory Committee and/or other committees about the special needs of students as part of the comprehensive needs assessment. This includes educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
6. Plans for the instruction of students who are English Learners have been developed in consultation with the school's English Learners' Advisory Committee.
7. The school may designate an existing school level advisory committee, such as the School Site Council, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body has parents of ELs constituting at least the same percentage of the committee membership as their children represent of the student body. (EC 52176[b]) (EC 52176[b][c]; 64001[a]; 5 CCR 11308[d])
8. The schools staff and parents have participated in a thorough needs assessment and examination of student work as part of the annual school needs assessment and the Elk Grove Unified School District's Local Education Agency Plan.
9. All categorical programs function effectively to meet the needs of students and to meet the compliance regulations of state and/or federal laws, and these are reviewed on a regular basis by the principal and other staff.
10. Parents have had adequate opportunities to participate in the development of schoolwide programs at Title I schools and categorical programs at all schools as described in federal law (No Child Left Behind Act of 2001), California Education Code, and the policies and regulations of the Elk Grove Unified Board of Education.
11. Multiple measures have been utilized in assessing student performance as part of the school accountability plan, and the school's assessment results have been shared with the school community.
12. Instruction by highly qualified teachers is provided to all students.
13. At Title 1 school wide schools, reform strategies give students the opportunity to meet the state's proficient and advanced levels and utilize instructional strategies that are research based.
14. At Title 1 school wide schools, strategies are adopted to attract and retain highly qualified, experienced teachers.
15. At Title 1 school wide schools, there is a plan to assist in the transition of children from preschool to kindergarten.
16. Title 1 school wide schools will coordinate and integrate federal, state and local services and programs.

17. There are clear procedures for parent and teacher consultation in the planning, implementation and evaluation of the Title I Schoolwide Program, including the development of the Parent-School Compact.
18. The Plan to Achieve Bold Goals is reviewed throughout the school year and evaluated annually.
19. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. [Title 5, Section 3831(b)] For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. [EC Section 52206(c)] The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds [Title 5 Section 3831(c)]

Assurances for the School Site Council (SSC)

1. The School Site Council is constituted correctly and was formed in accordance with state law.
2. The minimum size for any elementary school site council is ten.
3. The number of school staff on the SSC is equal to the number of parents. (Example: 5 parents + 5 staff members = 10 SSC members.)
4. The school principal takes an active role as a member of the School Site Council.
5. Classroom teachers form the majority of the members on the school staff portion of the SSC; these members are selected by classroom teachers.
6. Support personnel on the SSC are employees who work at the school site, and who are not the principal or classroom teachers; these members are selected by support personnel.
7. Parents on the SSC are parents at the school who are not employed at that school site; these members are selected by parents.
8. The SSC has regularly scheduled meetings throughout the school year (minimum of 4). Meetings are kept on file at the school site.
9. The site schedules at least two meetings for parents of English Learners during the year (the site selects two parents and one school representative to participate in district advisory meetings).
10. The site schedules at least two meeting for parents of GATE students during the year (the site selects one parent and one school representative to serve on district GATE advisory committee).

Members of the 2012 - 2013 School Site Council			
SCHOOL STAFF		PARENTS	
Your School Site Council is balanced.			
Principal	Christine Baeta	Parent/Guardian	William Bishop
Teacher	Lisa Fong	Parent/Guardian	Steven Anderson
Teacher	Donna Giddens	Parent/Guardian	Danielle Briggs
Teacher	Linh Nguyen	Parent/Guardian	Theresa Catapang-Alexander
Teacher	Lisa Crummy	Parent/Guardian	Saima Fatimi
Other School Personnel	Lori Wallace	Parent/Guardian	Katherine Yaipen-Faulter

As the School Site Council Chairperson, I attest that the assurances have been reviewed with the School Site Council and the above membership of the School Site Council is accurate.

Lisa Jong-Fong  3-20-13
 Name Signature Date

Addendum

Arlene Hein Elementary

The California Minimally Proficient percent correct for each cluster is provided for comparison. This statistic reflects the performance of students who scored exactly the minimum score for proficient (350). This can be used as a benchmark to determine what was needed, in each strand, to reach the proficient level on the overall 2012 CST exam.

2012 English/Language Arts - As of enrollment May 10, 2012																		
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	81	74	7	71	61	10	75	69	6	82	69	13	74	61	13			
Grade 3	81	80	1	72	73	-1	78	77	1	68	66	2	69	71	-2			
Grade 4	80	73	7	68	59	9	67	53	14	71	61	10	64	48	16	75	75	0
Grade 5	76	66	10	78	70	8	72	63	9	77	70	7	72	63	9			
Grade 6	73	67	6	67	56	11	70	64	6	75	70	5	71	59	12			

2012 English/Language Arts - As of enrollment September 10, 2012																		
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 3	81	74	7	71	61	10	75	69	6	81	69	12	73	61	12			
Grade 4	79	80	-1	70	73	-3	75	77	-2	66	66	0	67	71	-4			
Grade 5	80	73	7	70	59	11	68	53	15	72	61	11	64	48	16	75	75	0
Grade 6	75	66	9	78	70	8	72	63	9	78	70	8	71	63	8			

English/Language Arts	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
We have met the minimum Proficient % correct in most grades/strands.		
School Wide		
Regional		

2012 Mathematics - As of enrollment May 10, 2012															
	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	82	71	11	83	75	8	80	74	6	84	78	6	79	70	9
Grade 3	80	71	9	78	67	11	85	78	7	82	76	6	91	86	5
Grade 4	85	79	6	82	75	7	84	79	5	79	66	13	86	75	11
Grade 5	74	63	11	76	63	13	78	69	9	68	59	9	85	80	5
Grade 6	75	64	11	75	68	7	77	73	4	70	57	13	71	64	7

2012 Mathematics - As of enrollment September 10, 2012															
	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 3	82	71	11	84	75	9	81	74	7	85	78	7	81	70	11
Grade 4	79	71	8	77	67	10	84	78	6	82	76	6	90	86	4
Grade 5	86	79	7	83	75	8	85	79	6	80	66	14	87	75	12
Grade 6	73	63	10	75	63	12	77	69	8	67	59	8	85	80	5

Mathematics	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
School Wide		
Regional		

2012 Science - As of enrollment May 10, 2012																		
	Physical Science 5			Physical Science 4			Life Science 5			Life Science 4			Earth Science 5			Earth Science 4		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 5	82	75	7	75	68	7	75	70	5	78	72	6	71	69	2	70	63	7

2012 Science - As of enrollment September 10, 2012																		
	Physical Science 5			Physical Science 4			Life Science 5			Life Science 4			Earth Science 5			Earth Science 4		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 6	81	75	6	75	68	7	76	70	6	77	72	5	71	69	2	70	63	7

Science	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
School Wide		
Regional		

	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	89	69	20	83	58	25	90	58	32	85	46	39
Grade 8	79	69	10	63	58	5	70	58	12	65	46	19
Grade 9	63	69	-6	49	58	-9	50	58	-8	37	46	-9
Grade 10	58	69	-11	44	58	-14	44	58	-14	34	46	-12
Grade 11	56	69	-13	39	58	-19	42	58	-16	34	46	-12

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	95	73	22	94	58	36	75	70	5	57	56	1
Grade 9	88	73	15	80	58	22	84	70	14	63	56	7
Grade 10	79	73	6	70	58	12	75	70	5	51	56	-5
Grade 11	69	73	-4	55	58	-3	61	70	-9	41	56	-15

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	90	70	20	83	66	17	87	64	23	87	70	17
Grade 9	72	70	2	72	66	6	70	64	6	75	70	5
Grade 10	57	70	-13	54	66	-12	54	64	-10	57	70	-13
Grade 11	51	70	-19	47	66	-19	48	64	-16	47	70	-23

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	88	78	10	92	76	16	95	75	20	70	63	7
Grade 10	89	78	11	86	76	10	89	75	14	80	63	17
Grade 11	78	78	0	77	76	1	80	75	5	61	63	-2

Regional Subgroup Data

Franklin

African American

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	70	74	-4	57	61	-4	68	69	-1	69	69	0	60	61	-1			
Grade 3	78	80	-2	67	73	-6	70	77	-7	63	66	-3	64	71	-7			
Grade 4	74	73	1	65	59	6	60	53	7	62	61	1	56	48	8	74	75	-1
Grade 5	70	66	4	70	70	0	68	63	5	67	70	-3	64	63	1			
Grade 6	68	67	1	63	56	7	68	64	4	70	70	0	63	59	4			
Grade 7	72	74	-2	65	68	-3	61	60	1	68	68	0	59	55	4	91	85	6
Grade 8	61	67	-6	57	68	-11	60	63	-3	60	66	-6	53	57	-4			
Grade 9	64	59	5	64	68	-4	69	69	0	63	64	-1	60	58	2			
Grade 10	66	72	-6	60	73	-13	59	66	-7	63	71	-8	57	66	-9			
Grade 11	70	77	-7	68	71	-3	64	65	-1	74	77	-3	60	70	-10			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	53	64	-11	52	58	-6	57	64	-7	60	72	-12	42	58	-16	60	73	-13
Grade 9	45	64	-19	44	58	-14	54	64	-10	54	72	-18	31	58	-27	55	73	-18

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	68	71	-3	69	75	-6	71	74	-3	71	78	-7	69	70	-1			
Grade 3	73	71	2	72	67	5	80	78	2	75	76	-1	86	86	0			
Grade 4	76	79	-3	72	75	-3	75	79	-4	68	66	2	78	75	3			
Grade 5	64	63	1	66	63	3	70	69	1	58	59	-1	77	80	-3			
Grade 6	65	64	1	65	68	-3	69	73	-4	61	57	4	65	64	1			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		

	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	52	59	-7	58	58	0	61	64	-3	54	66	-12	51	62	-11	64	72	-8

2012 Algebra I - As of enrollment May 10, 2012													
	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions			
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	
Grade 7	88	69	19	80	58	22	83	58	25	79	46	33	
Grade 8	75	69	6	63	58	5	69	58	11	62	46	16	
Grade 9	61	69	-8	46	58	-12	44	58	-14	32	46	-14	
Grade 10	55	69	-14	45	58	-13	44	58	-14	31	46	-15	
Grade 11	53	69	-16	36	58	-22	39	58	-19	31	46	-15	

2012 Algebra II - As of enrollment May 10, 2012												
	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	90	73	17	83	58	25	91	70	21	54	56	-2
Grade 10	76	73	3	61	58	3	68	70	-2	48	56	-8
Grade 11	65	73	-8	57	58	-1	62	70	-8	42	56	-14

2012 Geometry - As of enrollment May 10, 2012												
	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	64	70	-6	64	66	-2	63	64	-1	67	70	-3
Grade 10	51	70	-19	46	66	-20	50	64	-14	46	70	-24
Grade 11	51	70	-19	50	66	-16	45	64	-19	42	70	-28

2012 High School Summative Math - As of enrollment May 10, 2012												
	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	100	78	22	84	76	8	87	75	12	80	63	17

Grade 11	70	78	-8	71	76	-5	74	75	-1	58	63	-5
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American Indian

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 3	30	80	-50	27	73	-46	50	77	-27	38	66	-28	44	71	-27			
Grade 4	70	73	-3	64	59	5	59	53	6	57	61	-4	64	48	16	50	75	-25
Grade 5	50	66	-16	56	70	-14	83	63	20	24	70	-46	44	63	-19			
Grade 7	59	74	-15	61	68	-7	61	60	1	50	68	-18	50	55	-5	87	85	2
Grade 9	82	59	23	78	68	10	91	69	22	83	64	19	69	58	11			
Grade 10	88	72	16	89	73	16	94	66	28	77	71	6	80	66	14			
Grade 11	83	77	6	75	71	4	68	65	3	78	77	1	66	70	-4			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	36	64	-28	30	58	-28	27	64	-37	30	72	-42	9	58	-49	22	73	-51

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Addition, Subtraction, Multiplication and Division			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 3	38	71	-33	25	67	-42	50	78	-28	44	76	-32	40	86	-46			
Grade 4	72	79	-7	74	75	-1	75	79	-4	61	66	-5	91	75	16			
Grade 5	42	63	-21	47	63	-16	47	69	-22	33	59	-26	0	80	-80			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	64	59	5	75	58	17	80	64	16	67	66	1	62	62	0	80	72	8

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	82	69	13	86	58	28	90	58	32	46	46	0

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	89	73	16	69	58	11	94	70	24	36	56	-20
Grade 10	89	73	16	88	58	30	88	70	18	50	56	-6
Grade 11	66	73	-7	56	58	-2	56	70	-14	25	56	-31

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	81	70	11	73	66	7	69	64	5	64	70	-6
Grade 11	57	70	-13	36	66	-30	13	64	-51	33	70	-37

2012 High School Summative Math - As of enrollment May 10, 2012

Asian

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	84	74	10	71	61	10	75	69	6	84	69	15	72	61	11			

Grade 3	83	80	3	74	73	1	81	77	4	74	66	8	71	71	0			
Grade 4	86	73	13	77	59	18	75	53	22	79	61	18	73	48	25	81	75	6
Grade 5	77	66	11	80	70	10	74	63	11	82	70	12	75	63	12			
Grade 6	77	67	10	71	56	15	74	64	10	80	70	10	74	59	15			
Grade 7	83	74	9	78	68	10	73	60	13	82	68	14	73	55	18	93	85	8
Grade 8	77	67	10	76	68	8	76	63	13	77	66	11	73	57	16			
Grade 9	74	59	15	79	68	11	80	69	11	79	64	15	74	58	16			
Grade 10	77	72	5	77	73	4	73	66	7	77	71	6	74	66	8			
Grade 11	78	77	1	74	71	3	69	65	4	79	77	2	72	70	2			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	68	64	4	60	58	2	71	64	7	75	72	3	55	58	-3	76	73	3
Grade 9	40	64	-24	30	58	-28	39	64	-25	50	72	-22	21	58	-37	33	73	-40

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	82	71	11	81	75	6	83	74	9	83	78	5	80	70	10			
Grade 3	84	71	13	85	67	18	89	78	11	85	76	9	92	86	6			
Grade 4	90	79	11	92	75	17	91	79	12	85	66	19	89	75	14			
Grade 5	81	63	18	84	63	21	85	69	16	75	59	16	90	80	10			
Grade 6	77	64	13	83	68	15	83	73	10	75	57	18	78	64	14			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	68	59	9	72	58	14	80	64	16	78	66	12	71	62	9	80	72	8

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations	Graphing and Systems of Linear Equations	Quadratics and Polynomials	Functions and Rational Expressions

	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	93	69	24	87	58	29	92	58	34	88	46	42
Grade 8	81	69	12	66	58	8	72	58	14	69	46	23
Grade 9	69	69	0	52	58	-6	54	58	-4	42	46	-4
Grade 10	61	69	-8	44	58	-14	47	58	-11	36	46	-10
Grade 11	58	69	-11	42	58	-16	50	58	-8	37	46	-9

2012 Algebra II - As of enrollment May 10, 2012												
	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	95	73	22	94	58	36	75	70	5	57	56	1
Grade 9	89	73	16	79	58	21	84	70	14	67	56	11
Grade 10	82	73	9	73	58	15	77	70	7	50	56	-6
Grade 11	73	73	0	60	58	2	67	70	-3	43	56	-13

2012 Geometry - As of enrollment May 10, 2012												
	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	92	70	22	86	66	20	91	64	27	88	70	18
Grade 9	76	70	6	77	66	11	75	64	11	79	70	9
Grade 10	59	70	-11	59	66	-7	59	64	-5	61	70	-9
Grade 11	56	70	-14	50	66	-16	51	64	-13	51	70	-19

2012 High School Summative Math - As of enrollment May 10, 2012												
	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	88	78	10	92	76	16	95	75	20	70	63	7
Grade 10	94	78	16	86	76	10	93	75	18	85	63	22
Grade 11	81	78	3	79	76	3	84	75	9	64	63	1

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	86	74	12	71	61	10	81	69	12	86	69	17	73	61	12			
Grade 3	84	80	4	73	73	0	78	77	1	73	66	7	70	71	-1			
Grade 4	87	73	14	73	59	14	72	53	19	77	61	16	70	48	22	85	75	10
Grade 5	75	66	9	76	70	6	69	63	6	79	70	9	70	63	7			
Grade 6	75	67	8	65	56	9	72	64	8	80	70	10	72	59	13			
Grade 7	81	74	7	77	68	9	72	60	12	81	68	13	69	55	14	93	85	8
Grade 8	73	67	6	71	68	3	71	63	8	74	66	8	67	57	10			
Grade 9	74	59	15	76	68	8	79	69	10	74	64	10	69	58	11			
Grade 10	76	72	4	76	73	3	70	66	4	76	71	5	70	66	4			
Grade 11	77	77	0	72	71	1	68	65	3	78	77	1	71	70	1			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	65	64	1	63	58	5	67	64	3	70	72	-2	56	58	-2	73	73	0

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	83	71	12	85	75	10	88	74	14	85	78	7	82	70	12			
Grade 3	83	71	12	80	67	13	85	78	7	83	76	7	89	86	3			
Grade 4	89	79	10	89	75	14	90	79	11	80	66	14	88	75	13			
Grade 5	72	63	9	77	63	14	78	69	9	66	59	7	85	80	5			
Grade 6	73	64	9	83	68	15	78	73	5	71	57	14	71	64	7			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	64	59	5	70	58	12	76	64	12	71	66	5	67	62	5	78	72	6

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	84	69	15	81	58	23	88	58	30	84	46	38
Grade 8	78	69	9	65	58	7	72	58	14	68	46	22
Grade 9	62	69	-7	50	58	-8	54	58	-4	39	46	-7
Grade 10	62	69	-7	48	58	-10	56	58	-2	44	46	-2
Grade 11	59	69	-10	46	58	-12	52	58	-6	38	46	-8

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	87	73	14	82	58	24	83	70	13	55	56	-1
Grade 10	80	73	7	71	58	13	73	70	3	50	56	-6
Grade 11	72	73	-1	59	58	1	66	70	-4	44	56	-12

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	91	70	21	85	66	19	89	64	25	97	70	27
Grade 9	71	70	1	71	66	5	71	64	7	74	70	4
Grade 10	57	70	-13	51	66	-15	45	64	-19	59	70	-11
Grade 11	49	70	-21	43	66	-23	47	64	-17	53	70	-17

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	83	78	5	84	76	8	83	75	8	80	63	17
Grade 11	80	78	2	79	76	3	80	75	5	51	63	-12

Hispanic

2012 English/Language Arts - As of enrollment May 10, 2012																		
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	77	74	3	66	61	5	70	69	1	73	69	4	65	61	4			
Grade 3	77	80	-3	67	73	-6	72	77	-5	64	66	-2	66	71	-5			
Grade 4	79	73	6	69	59	10	66	53	13	68	61	7	61	48	13	78	75	3
Grade 5	69	66	3	72	70	2	68	63	5	70	70	0	64	63	1			
Grade 6	67	67	0	61	56	5	66	64	2	71	70	1	64	59	5			
Grade 7	77	74	3	72	68	4	70	60	10	74	68	6	65	55	10	92	85	7
Grade 8	67	67	0	65	68	-3	66	63	3	66	66	0	60	57	3			
Grade 9	61	59	2	64	68	-4	65	69	-4	62	64	-2	57	58	-1			
Grade 10	65	72	-7	62	73	-11	59	66	-7	62	71	-9	57	66	-9			
Grade 11	73	77	-4	65	71	-6	60	65	-5	73	77	-4	65	70	-5			

2012 General Mathematics - As of enrollment May 10, 2012																		
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	58	64	-6	57	58	-1	64	64	0	64	72	-8	48	58	-10	67	73	-6
Grade 9	45	64	-19	32	58	-26	52	64	-12	57	72	-15	40	58	-18	49	73	-24

2012 Mathematics - As of enrollment May 10, 2012																		
	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	78	71	7	79	75	4	78	74	4	79	78	1	78	70	8			
Grade 3	75	71	4	76	67	9	81	78	3	78	76	2	86	86	0			
Grade 4	83	79	4	79	75	4	81	79	2	76	66	10	81	75	6			
Grade 5	63	63	0	66	63	3	71	69	2	62	59	3	78	80	-2			
Grade 6	65	64	1	68	68	0	69	73	-4	60	57	3	67	64	3			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	60	59	1	66	58	8	69	64	5	70	66	4	64	62	2	72	72	0

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	88	69	19	73	58	15	91	58	33	80	46	34
Grade 8	79	69	10	56	58	-2	65	58	7	60	46	14
Grade 9	61	69	-8	46	58	-12	47	58	-11	34	46	-12
Grade 10	58	69	-11	42	58	-16	41	58	-17	32	46	-14
Grade 11	53	69	-16	37	58	-21	40	58	-18	34	46	-12

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	84	73	11	75	58	17	76	70	6	65	56	9
Grade 10	72	73	-1	67	58	9	70	70	0	51	56	-5
Grade 11	66	73	-7	49	58	-9	56	70	-14	37	56	-19

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	82	70	12	76	66	10	75	64	11	85	70	15
Grade 9	68	70	-2	69	66	3	65	64	1	73	70	3
Grade 10	54	70	-16	46	66	-20	47	64	-17	52	70	-18
Grade 11	50	70	-20	52	66	-14	49	64	-15	50	70	-20

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	75	78	-3	95	76	19	89	75	14	70	63	7
Grade 11	78	78	0	72	76	-4	74	75	-1	57	63	-6

	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	70	59	11	72	58	14	78	64	14	76	66	10	73	62	11	81	72	9

2012 Algebra I - As of enrollment May 10, 2012													
	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions			
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	
Grade 7	88	69	19	82	58	24	89	58	31	86	46	40	
Grade 8	79	69	10	65	58	7	68	58	10	65	46	19	
Grade 9	63	69	-6	50	58	-8	50	58	-8	38	46	-8	
Grade 10	60	69	-9	41	58	-17	44	58	-14	36	46	-10	
Grade 11	57	69	-12	38	58	-20	42	58	-16	31	46	-15	

2012 Algebra II - As of enrollment May 10, 2012													
	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics			
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	
Grade 9	87	73	14	82	58	24	82	70	12	61	56	5	
Grade 10	78	73	5	70	58	12	75	70	5	54	56	-2	
Grade 11	66	73	-7	54	58	-4	58	70	-12	44	56	-12	

2012 Geometry - As of enrollment May 10, 2012													
	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry			
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	
Grade 8	88	70	18	79	66	13	82	64	18	86	70	16	
Grade 9	72	70	2	73	66	7	69	64	5	74	70	4	
Grade 10	60	70	-10	60	66	-6	60	64	-4	60	70	-10	
Grade 11	49	70	-21	41	66	-25	48	64	-16	42	70	-28	

2012 High School Summative Math - As of enrollment May 10, 2012													
	Algebra I			Geometry			Algebra II			Probability and Statistics			
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	

Grade 10	82	78	4	85	76	9	81	75	6	71	63	8
Grade 11	79	78	1	76	76	0	78	75	3	64	63	1

Pacific Islander

2012 English/Language Arts - As of enrollment May 10, 2012																			
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications			
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	
Grade 2	84	74	10	72	61	11	75	69	6	82	69	13	78	61	17				
Grade 3	83	80	3	73	73	0	75	77	-2	79	66	13	68	71	-3				
Grade 4	95	73	22	85	59	26	73	53	20	90	61	29	84	48	36	95	75	20	
Grade 5	72	66	6	84	70	14	75	63	12	75	70	5	75	63	12				
Grade 6	68	67	1	59	56	3	63	64	-1	71	70	1	66	59	7				
Grade 7	77	74	3	75	68	7	73	60	13	91	68	23	64	55	9	100	85	15	
Grade 8	65	67	-2	67	68	-1	71	63	8	70	66	4	60	57	3				
Grade 9	65	59	6	65	68	-3	69	69	0	67	64	3	62	58	4				
Grade 10	72	72	0	65	73	-8	56	66	-10	67	71	-4	66	66	0				
Grade 11	67	77	-10	65	71	-6	61	65	-4	76	77	-1	70	70	0				

2012 General Mathematics - As of enrollment May 10, 2012																		
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	55	64	-9	55	58	-3	73	64	9	67	72	-5	50	58	-8	66	73	-7
Grade 9	57	64	-7	20	58	-38	27	64	-37	70	72	-2	18	58	-40	33	73	-40

2012 Mathematics - As of enrollment May 10, 2012															
	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	75	71	4	72	75	-3	72	74	-2	75	78	-3	76	70	6
Grade 3	78	71	7	82	67	15	92	78	14	87	76	11	87	86	1
Grade 4	94	79	15	100	75	25	95	79	16	88	66	22	95	75	20
Grade 5	73	63	10	80	63	17	85	69	16	75	59	16	100	80	20

	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 11	68	78	-10	59	76	-17	67	75	-8	55	63	-8

2 or More Ethnicities

2012 English/Language Arts - As of enrollment May 10, 2012																		
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	80	74	6	71	61	10	74	69	5	77	69	8	73	61	12			
Grade 3	85	80	5	75	73	2	80	77	3	70	66	4	75	71	4			
Grade 4	82	73	9	71	59	12	70	53	17	75	61	14	67	48	19	81	75	6
Grade 5	74	66	8	80	70	10	72	63	9	76	70	6	69	63	6			
Grade 6	76	67	9	68	56	12	74	64	10	79	70	9	72	59	13			
Grade 7	84	74	10	76	68	8	73	60	13	81	68	13	71	55	16	93	85	8
Grade 8	77	67	10	70	68	2	71	63	8	75	66	9	68	57	11			
Grade 9	64	59	5	67	68	-1	67	69	-2	72	64	8	63	58	5			
Grade 10	74	72	2	75	73	2	71	66	5	75	71	4	71	66	5			
Grade 11	80	77	3	72	71	1	66	65	1	66	77	-11	63	70	-7			

2012 General Mathematics - As of enrollment May 10, 2012																		
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	69	64	5	71	58	13	74	64	10	81	72	9	63	58	5	77	73	4
Grade 9	41	64	-23	25	58	-33	34	64	-30	35	72	-37	27	58	-31	40	73	-33

2012 Mathematics - As of enrollment May 10, 2012															
	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	80	71	9	82	75	7	80	74	6	82	78	4	79	70	9
Grade 3	84	71	13	84	67	17	88	78	10	87	76	11	88	86	2
Grade 4	82	79	3	81	75	6	84	79	5	76	66	10	84	75	9
Grade 5	70	63	7	74	63	11	77	69	8	69	59	10	84	80	4

Grade 6	70	64	6	76	68	8	77	73	4	70	57	13	74	64	10			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	60	59	1	69	58	11	70	64	6	70	66	4	67	62	5	75	72	3

2012 Algebra I - As of enrollment May 10, 2012												
	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	92	69	23	88	58	30	91	58	33	82	46	36
Grade 8	81	69	12	61	58	3	74	58	16	64	46	18
Grade 9	69	69	0	48	58	-10	59	58	1	35	46	-11
Grade 10	65	69	-4	57	58	-1	50	58	-8	42	46	-4
Grade 11	66	69	-3	45	58	-13	38	58	-20	28	46	-18

2012 Algebra II - As of enrollment May 10, 2012												
	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	84	73	11	75	58	17	94	70	24	50	56	-6
Grade 10	79	73	6	69	58	11	79	70	9	52	56	-4
Grade 11	68	73	-5	43	58	-15	55	70	-15	27	56	-29

2012 Geometry - As of enrollment May 10, 2012												
	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	86	70	16	85	66	19	91	64	27	83	70	13
Grade 9	66	70	-4	68	66	2	64	64	0	74	70	4
Grade 10	67	70	-3	67	66	1	63	64	-1	68	70	-2
Grade 11	55	70	-15	52	66	-14	47	64	-17	45	70	-25

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 11	71	78	-7	83	76	7	81	75	6	58	63	-5

English Learner

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	77	74	3	63	61	2	67	69	-2	74	69	5	62	61	1			
Grade 3	64	80	-16	53	73	-20	53	77	-24	52	66	-14	51	71	-20			
Grade 4	62	73	-11	52	59	-7	51	53	-2	57	61	-4	47	48	-1	71	75	-4
Grade 5	50	66	-16	52	70	-18	45	63	-18	55	70	-15	46	63	-17			
Grade 6	41	67	-26	36	56	-20	41	64	-23	48	70	-22	41	59	-18			
Grade 7	59	74	-15	51	68	-17	43	60	-17	60	68	-8	43	55	-12	81	85	-4
Grade 8	46	67	-21	49	68	-19	45	63	-18	47	66	-19	42	57	-15			
Grade 9	45	59	-14	45	68	-23	50	69	-19	49	64	-15	42	58	-16			
Grade 10	44	72	-28	45	73	-28	42	66	-24	45	71	-26	37	66	-29			
Grade 11	43	77	-34	40	71	-31	36	65	-29	46	77	-31	36	70	-34			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	58	64	-6	53	58	-5	63	64	-1	62	72	-10	41	58	-17	60	73	-13
Grade 9	41	64	-23	30	58	-28	36	64	-28	62	72	-10	20	58	-38	33	73	-40

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	77	71	6	76	75	1	77	74	3	77	78	-1	74	70	4
Grade 3	65	71	-6	64	67	-3	72	78	-6	71	76	-5	77	86	-9

Grade 4	77	79	-2	74	75	-1	76	79	-3	65	66	-1	76	75	1			
Grade 5	53	63	-10	58	63	-5	58	69	-11	48	59	-11	66	80	-14			
Grade 6	48	64	-16	54	68	-14	53	73	-20	45	57	-12	45	64	-19			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	51	59	-8	52	58	-6	53	64	-11	52	66	-14	50	62	-12	61	72	-11

2012 Algebra I - As of enrollment May 10, 2012												
	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	78	69	9	57	58	-1	70	58	12	67	46	21
Grade 9	56	69	-13	42	58	-16	43	58	-15	34	46	-12
Grade 10	42	69	-27	32	58	-26	36	58	-22	23	46	-23
Grade 11	52	69	-17	42	58	-16	40	58	-18	36	46	-10

2012 Algebra II - As of enrollment May 10, 2012												
	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	92	73	19	78	58	20	78	70	8	64	56	8
Grade 10	89	73	16	72	58	14	56	70	-14	46	56	-10
Grade 11	64	73	-9	45	58	-13	47	70	-23	23	56	-33

2012 Geometry - As of enrollment May 10, 2012												
	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	85	70	15	82	66	16	84	64	20	83	70	13
Grade 9	67	70	-3	50	66	-16	56	64	-8	66	70	-4
Grade 10	55	70	-15	43	66	-23	48	64	-16	44	70	-26
Grade 11	42	70	-28	44	66	-22	46	64	-18	45	70	-25

2012 High School Summative Math - As of enrollment May 10, 2012

Socioeconomically Disadvantaged

2012 English/Language Arts - As of enrollment May 10, 2012																		
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	73	74	-1	60	61	-1	66	69	-3	71	69	2	62	61	1			
Grade 3	75	80	-5	66	73	-7	70	77	-7	62	66	-4	63	71	-8			
Grade 4	75	73	2	63	59	4	62	53	9	66	61	5	58	48	10	75	75	0
Grade 5	67	66	1	69	70	-1	65	63	2	70	70	0	63	63	0			
Grade 6	65	67	-2	60	56	4	63	64	-1	70	70	0	62	59	3			
Grade 7	74	74	0	68	68	0	65	60	5	72	68	4	61	55	6	90	85	5
Grade 8	65	67	-2	61	68	-7	63	63	0	63	66	-3	56	57	-1			
Grade 9	63	59	4	67	68	-1	69	69	0	66	64	2	61	58	3			
Grade 10	64	72	-8	61	73	-12	57	66	-9	63	71	-8	57	66	-9			
Grade 11	68	77	-9	64	71	-7	60	65	-5	69	77	-8	61	70	-9			

2012 General Mathematics - As of enrollment May 10, 2012																		
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	56	64	-8	53	58	-5	61	64	-3	62	72	-10	47	58	-11	64	73	-9
Grade 9	42	64	-22	36	58	-22	46	64	-18	53	72	-19	36	58	-22	44	73	-29

2012 Mathematics - As of enrollment May 10, 2012															
	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	74	71	3	75	75	0	76	74	2	76	78	-2	73	70	3
Grade 3	74	71	3	72	67	5	79	78	1	77	76	1	84	86	-2
Grade 4	80	79	1	76	75	1	79	79	0	71	66	5	78	75	3
Grade 5	64	63	1	67	63	4	71	69	2	60	59	1	79	80	-1

Grade 6	64	64	0	67	68	-1	69	73	-4	61	57	4	64	64	0			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	58	59	-1	64	58	6	69	64	5	67	66	1	61	62	-1	71	72	-1

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	92	69	23	83	58	25	94	58	36	88	46	42
Grade 8	76	69	7	57	58	-1	65	58	7	60	46	14
Grade 9	62	69	-7	48	58	-10	49	58	-9	35	46	-11
Grade 10	56	69	-13	43	58	-15	42	58	-16	33	46	-13
Grade 11	53	69	-16	41	58	-17	42	58	-16	36	46	-10

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	87	73	14	74	58	16	79	70	9	59	56	3
Grade 10	82	73	9	66	58	8	73	70	3	49	56	-7
Grade 11	73	73	0	55	58	-3	63	70	-7	41	56	-15

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	90	70	20	83	66	17	87	64	23	84	70	14
Grade 9	71	70	1	72	66	6	70	64	6	73	70	3
Grade 10	57	70	-13	50	66	-16	53	64	-11	55	70	-15
Grade 11	52	70	-18	49	66	-17	48	64	-16	47	70	-23

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	86	78	8	79	76	3	80	75	5	60	63	-3
Grade 11	78	78	0	77	76	1	82	75	7	58	63	-5

Students with Disabilities

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	51	74	-23	44	61	-17	45	69	-24	51	69	-18	39	61	-22			
Grade 3	59	80	-21	54	73	-19	54	77	-23	49	66	-17	51	71	-20			
Grade 4	50	73	-23	45	59	-14	42	53	-11	46	61	-15	41	48	-7	62	75	-13
Grade 5	59	66	-7	60	70	-10	57	63	-6	57	70	-13	60	63	-3			
Grade 6	47	67	-20	40	56	-16	38	64	-26	44	70	-26	46	59	-13			
Grade 7	50	74	-24	52	68	-16	45	60	-15	52	68	-16	44	55	-11	76	85	-9
Grade 8	45	67	-22	40	68	-28	45	63	-18	43	66	-23	34	57	-23			
Grade 9	46	59	-13	46	68	-22	51	69	-18	45	64	-19	37	58	-21			
Grade 10	46	72	-26	40	73	-33	41	66	-25	40	71	-31	38	66	-28			
Grade 11	42	77	-35	42	71	-29	40	65	-25	47	77	-30	36	70	-34			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	41	64	-23	36	58	-22	50	64	-14	51	72	-21	29	58	-29	53	73	-20
Grade 9	41	64	-23	32	58	-26	44	64	-20	46	72	-26	27	58	-31	46	73	-27

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	53	71	-18	55	75	-20	59	74	-15	58	78	-20	58	70	-12

Grade 3	61	71	-10	54	67	-13	66	78	-12	69	76	-7	77	86	-9			
Grade 4	63	79	-16	56	75	-19	57	79	-22	55	66	-11	65	75	-10			
Grade 5	60	63	-3	60	63	-3	65	69	-4	56	59	-3	77	80	-3			
Grade 6	51	64	-13	48	68	-20	56	73	-17	40	57	-17	47	64	-17			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	41	59	-18	49	58	-9	41	64	-23	53	66	-13	41	62	-21	44	72	-28

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	94	69	25	93	58	35	81	58	23	92	46	46
Grade 8	72	69	3	64	58	6	79	58	21	58	46	12
Grade 9	54	69	-15	42	58	-16	47	58	-11	35	46	-11
Grade 10	45	69	-24	36	58	-22	34	58	-24	27	46	-19
Grade 11	41	69	-28	19	58	-39	32	58	-26	25	46	-21

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 11	48	73	-25	43	58	-15	43	70	-27	34	56	-22

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	45	70	-25	39	66	-27	50	64	-14	55	70	-15
Grade 10	37	70	-33	33	66	-33	35	64	-29	40	70	-30
Grade 11	31	70	-39	27	66	-39	24	64	-40	34	70	-36

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	83	78	5	95	76	19	91	75	16	100	63	37
Grade 11	56	78	-22	37	76	-39	74	75	-1	60	63	-3

Decision Making Models (entries: 0, attachment(s): 0)

Department: Section Incomplete		Subject/Course: Section Incomplete		Date: Section Incomplete	
Grade Level: Section Incomplete		Administrator: Section Incomplete			
Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs	
Section Incomplete					

David Reese Elementary

School Plan to Achieve Bold Goals 2012 - 2013

Principal (Print Name): Jenifer Avey
(Signature): Jenifer Avey

RECEIVED
FEB 28 2013
LEARNING SUPPORT SERVICES

Elk Grove Unified School District
Elk Grove, California

Approved by the Elk Grove Unified School District Board of Education on _____

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

Table of Contents

David Reese Elementary

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- a. EGUSD Description
 - Mission Statement and Core Values
 - District Bold Goals (K-12)
 - District Annual Student Performance Targets

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- c. School Demographics

II. Timeline

III. Analysis of Data and Action Plan

IV. Funding

V. Staffing Matrix

VI. Governance

Addendum

I. Introduction

David Reese Elementary

Elk Grove Unified School District - Description

The Elk Grove Unified School District has served the Cosumnes River- south Sacramento area since 1959 as a unified district. The 320 square miles of the district includes the city of Elk Grove as well as the southern part of the city of Sacramento and large portions of Sacramento County. As of **October 2012** our K-12 enrollment was **63,194**, a figure that includes 9,189 students who are English Learners. Students come to Elk Grove from all over the world, and they speak more than 81 different languages.

Mission Statement:

The Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential

Core Values:

Outcomes for students: *Achievement of core academic skills; Confident, effective thinkers and problem solvers; Ethical participants in society*

Commitments about how we operate as an organization: *Supporting continuous improvement of instruction; Building strong relationships*

High expectations for learning for ALL students and staff: *Instructional excellence; Safe, peaceful, and healthy environment; Enriched learning environment; Collaboration with diverse communities and families*

EGUSD Bold Achievement Goals

- **100% of students will be "proficient" or "advanced" in Math and English Language Arts (ELA) as measured by the California Standards Test (CST).**
- **100% of 12th graders will pass the California High School Exit Exam (CAHSEE).**
- **100% of students will be college and career ready.**
- **100% of schools will meet annual Adequate Yearly Progress (AYP) and Academic Performance Index (API) targets.**

District Annual Student Performance Targets

California Standards Test

- 50% of all students in each subgroup scoring in the "Far Below Basic" and "Below Basic" levels will improve and exit those categories in both Math and English Language Arts (ELA).
- 60% of ALL students in each subgroup will be "proficient" or "advanced" in both Math and ELA.
- 100% of students scoring "proficient" or "advanced" will maintain or improve in Math and ELA.
- 100% of schools will meet annual Math and ELA targets specified in their School Plan to Achieve Bold Goals.
- 100% of students in grades 2 through 8 will participate in CST testing to meet AYP.¹

CAHSEE

- 75% of 10th graders in each subgroup will pass the CAHSEE.
- 100% of 10th graders will participate in CAHSEE testing to meet AYP.¹

English Language Development (ELD)

- 100% of English Learners will redesignate to Fluent English Proficient (FEP) within 5 years of enrolling in EGUSD.

- 100% of English Learners at ELD 4 / 5 (Early Advanced/Advanced) will be redesignated as FEP within 2 years.
- 100% of English Learners will progress at least one ELD level until English proficient ² as measured by the California English Language Development Test (CELDT).

College and Career

- 100% of students in 9th and 10th grade will complete a college/career plan.
- 95% of students in 10th grade will participate in PSAT testing.
- 30% of eligible students will participate in career academies, pathways, and/or ROP programs.
- 75% of students in 12th grade will complete UC/CSU A-G course requirements.

¹Schools and district must meet 95% test participation in each subgroup to meet federal AYP requirements.

²To be English proficient, a student must meet two criteria:

- Overall proficiency level score of Early Advanced (4) or Advanced (5).
- Each skill area proficiency score at the Intermediate level (3) or above.

School Description

See School Accountability Report Card at www.egusd.net

School Demographics	
	School
Enrollment - (October 2012)	1,048
English Language Learners - (March 2012)	388
Languages other than English - (March 2012)	17
Students of Poverty - (October 2012)	919

Ethnicity								
	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Unknown
School (Oct 2012)	203 (19.37%)	3 (0.29%)	273 (26.05%)	14 (1.34%)	436 (41.60%)	24 (2.29%)	55 (5.25%)	40 (3.82%)

II. TIMELINE

David Reese Elementary

October 28, 2012

Begin Data Analysis and Target Goals with staff.

- Hold School Site Council Meeting (See Attached Sample Agenda)
- Complete Data Analysis and Target Goals
- Review Action Plan and all of its components

March 15, 2013

Complete PTABG. Have it signed by your SSC and EL Chairperson and submit this, along with minutes from School Site Council Meetings stating that the PTABG had been reviewed and approved to Learning Support Services.

April 1, 2013 - May 15, 2013

Meet with staff and SSC to review yearly progress and begin to set goals for 2013-14.

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Focused Work: 2012-2013

David Reese Elementary

Data Analysis:

Using the information provided to you in your **Bold Goals PowerPoint**, along with any other student data you have put together (i.e. attendance, office referrals, suspensions, other forms of CST data, PreK, ASES/ASSETs, CAHSEE, MYPAS, CELDT, etc.), collaborate with your staff and school site council to determine your **Action Steps for Continuous Improvement**. These actions do not have to be plentiful, but they need to be meaningful and measureable.

Please fill out the form below as documentation of your data analysis meeting with your staff and school site council.

Data Analysis Meeting:

Staff:

Traditional/Modified:

Date: (mm/dd/yyyy)

Year Round:

Tracks B, C & D

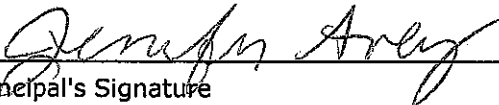
Date: 8/27/2012 (mm/dd/yyyy)

Tracks A

Date: 9/24/2012 (mm/dd/yyyy)

School Site Council:

Date: 10/30/2012 (mm/dd/yyyy)


Principal's Signature

Jenifer Avey

Principal's Name

Plan Review:

	Last Updated: 2/28/2013							
	Principal	Date	Director - Elementary Ed	Date	Director - LSS	Date	Associate Superintendent	Date
Initial Plan	Jenifer Avey	2/22/2013	Fawzia Keval	2/22/2013	Mark Vigario	2/22/2013	Donna Cherry	2/22/2013
Trimester 1								
Trimester 2								
Trimester 3								

Regional Focus:

All Florin region schools will increase reading comprehension by 10 percentage points as measured by Spring 2013 CSTs.

Problem of Practice:

Problem of Practice:

Overall comprehension is hindered as a result of low student engagement in the classroom. We believe this is interfering with the transfer from direct instruction to the independent application of skills and standards by students.

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Focused Work: 2012-2013

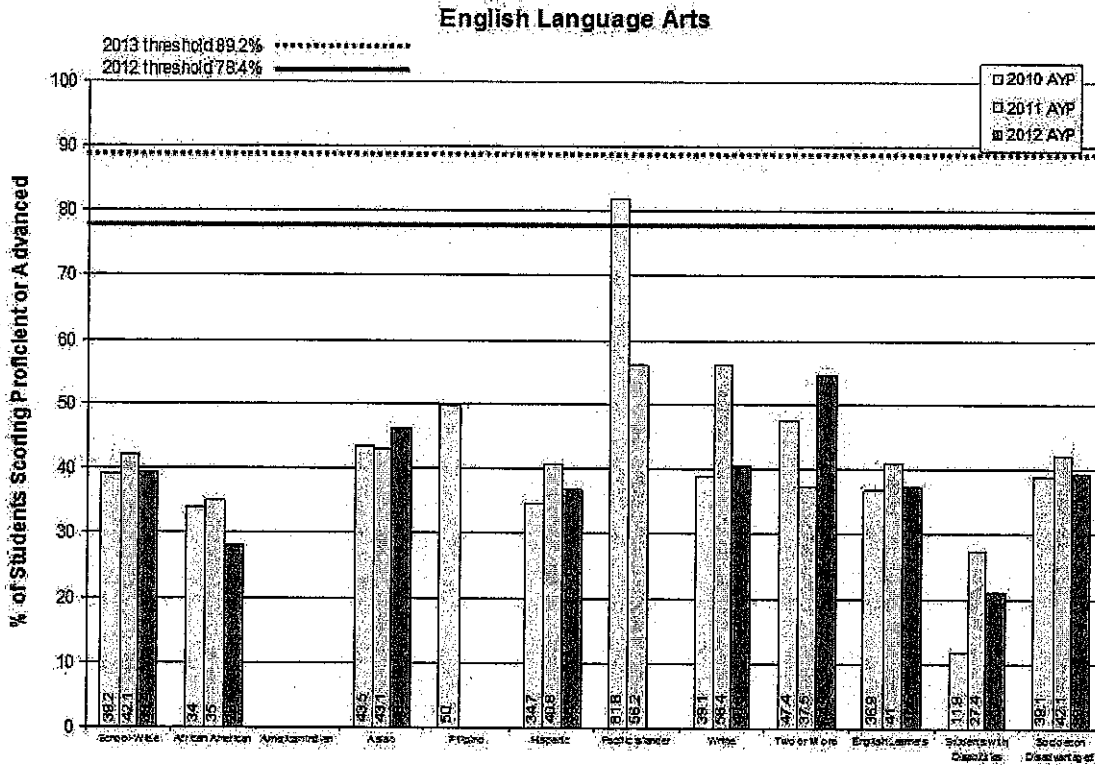
David Reese Elementary

CST English Language Arts:

Focused Work: CST English Language Arts - Develop and adhere to individual grade level action plans to address the area stated in the Problem of Practice / Regional Focus.

Date updated: 2/27/2013

Adequate Yearly Progress (AYP) 2010 – 2012 Percent Proficient: ELA



24

Goals: see DMM

Focused Work Details (1)

	Fiscal Resources	Person(s) Responsible	Funding	Human Resources	Evidence of Progress
1	Provide the following to support Problem of Practice: 1. Purchase materials to	<ul style="list-style-type: none"> Principal Staff 	<ul style="list-style-type: none"> Title I Title II Title III EIA/EL Parent 	<ul style="list-style-type: none"> ASES Coordinator CPL EL Coach Math Coach 	See Attached Project Managers and Decision Making

<p>support instruction in ELA</p> <ol style="list-style-type: none"> 2. Provide staff development in Writing and Reading instruction through coaching and professional learning opportunities. 3. Provide Release Time for Shadowing, and Peer Observation 4. Provide stipends and release time for planning and collaboration in ELA 5. Purchase and utilize research based materials and supplies to support Writing and Reading instruction 6. Purchase technology based equipment to support Reading and Writing instruction 7. Work with ASES to provide support in continuing the site/regional goals into our after school program 8. Provide targeted assistance during and after school through small group instruction by credentialed teachers in ELA 9. Provide necessary materials/supplies for after school targeted assistance in ELA 10. Provide additional Library Tech support to allow increased access to appropriate leveled reading materials. 11. Provide support with management of intervention by increasing VP time. 		<p>Invoivement</p> <ul style="list-style-type: none"> ● Staff Development ● Afterschool Funds ● General Fund ● Ases Funds 	<ul style="list-style-type: none"> ● PAIS ● Principal ● Program Improvement Coach ● RED ● Special Ed Program Specialist ● Teaching Staff ● Vice Principal ● Library Tech ● Clerical Staff ● Custodial Staff 	<p>Frameworks</p>
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Decision Making Models (entries: 0, attachment(s): 7)

Attachment(s)

- LA DMM1.doc
- 2nd ELADMM.doc
- 3rdELADMM.doc
- ELA Grd4Decision Making Model PTABG.doc
- 5thELADMM.doc
- 6th ELA DMM.doc
- Kind DMM ELA.doc

Decision-Making Model (Continuous Improvement)
PTABG

Grade Level/Department: 1st Grade/David Reese
 Administrator: Avey/Ferreira

Date: 09-11-12

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
<p><u>Knowing What to Look for:</u> What essential data sources have been identified? -First Trimester Benchmark Assessments -BPST -High frequency Words</p> <p>How and When is the data gathered? Collect at the end of the trimester for report cards. Compared to baseline data collected at the beginning of the year. All tests are individually given. In addition, assessments are ongoing on a daily basis. The assessments will be given at the end of each trimester.</p> <p>Who is responsible for gathering and synthesizing the data? The teachers like to test their own students so that they may make instructional decisions based upon the results. Administration will provide opportunities to checkpoint after each benchmark for teachers to update plans for their goals.</p>	<p><u>Converting data to meaningful information:</u> Data Analysis day in Fall for grade level.</p> <p><u>Gap Analysis:</u> Performance summary for grade level -Analyze pre-assessment data as a group and decide. Class Averages for BPST: 25 Class Average for High frequency Words: Entry Level 10-12 words</p> <p><u>Cause Analysis:</u> -Intransigency -Late entry to kindergarten -Students with zeros -Excessive absenteeism -2nd language -Disconnect between assessment and application -Lack of phonemic awareness -Inattention -Speech and hearing difficulties</p>	<p><u>Knowing what to do:</u> <u>Intervention Selection:</u> *Small group intervention *Identify strategies that will meet the needs of students *SOAR *Use ELD strategies throughout the day (pictures, sentence frames, student talk, TPR) *Differentiated instruction *Intensive phonemic awareness/phonics instruction *Use Carol's OC Sound/Spelling Powerpoints</p> <p><u>Research:</u> *Research that refers to the need for students to talk about what they're learning before doing something with it (structure student interaction): -L. GERS slide.pdf *Formative assessment is a critically important way for students to acquire and integrate new knowledge and to make adjustments as they move toward conceptual understanding and independent transfer. *Throughout The Art and Science of Teaching, Marzano reinforces the value of higher order questions, including: (1) general inferential questions (e.g., default questions requiring students to use their own background knowledge and (2) questions requiring students to reason logically with information presented.</p> <p><u>Project management:</u> 1st Grade Elementary Task Analysis.doc</p>	<p><u>Knowing how you're doing:</u> <u>Resources –</u> <u>Outcomes –</u></p> <ul style="list-style-type: none"> What are the program evaluation data points: 1st grade benchmark assessments When will data be gathered? - After each 1st Grade Benchmark What is the reporting strategy? - group item analysis, FAST Is there a need for formative evaluation strategies? - 1st Grade benchmarks Is there a need for summative evaluation strategies? EOY 1st Grade Benchmark <p>Bold (SMART) Goal By 1st Grade Benchmark 1, 100% of students will improve by 50% or score 36 on BPST and will improve by 50% or read 40 high frequency words. By 1st Grade Benchmark 2, 100% of students will improve by 50% or score 50 on BPST and will improve by 50% or read 55 high frequency words. By 1st Grade Benchmark 3, 100% of students will improve by 50% or score 60 on BPST and will improve by 50% or read 80 high frequency words.</p>	<p>Professional Learning Needs Making sure we have what it takes to get the job done</p> <p>Professional Learning Needs: Knowledge Based: Funding Needed: *Release time to assess students **Support to pull more differentiated groups</p>

Decision-Making Model (Continuous Improvement)
PTABG

Grade Level/Department: 2nd/David Reese
Administrator: Avey/Ferreira

Date: 10-03-12

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
<p><u>Knowing What to Look for:</u></p> <ul style="list-style-type: none"> Used your Assessment binder for possibilities: -CELDT Crosstab -BPST -Word Analysis -Fluencies -Spelling inventory (Johnston) -Common Grade level Assessments Coach pulls data for grade level team to analyze. Team collected data and brought to the meeting 	<p><u>Converting data to meaningful information:</u></p> <p>Data Analysis day in Fall for grade level.</p> <p><u>Gap Analysis:</u></p> <p>Performance summary for grade level 2012 CST:</p> <p>Word Analysis, Fluency, Vocab.- 64%</p> <p>ALS Benchmark 1: 34.7%</p> <p>BPST Ranges</p> <p><u>Cause Analysis:</u></p> <ul style="list-style-type: none"> *Lack of language exposure *Exposure to spelling patterns in first grade but have not learned to mastery *Lack of reading opportunities at home *Difficulty focusing/effort in class *Lack of phonemic awareness *Learning English 	<p><u>Knowing what to do:</u></p> <p><u>Intervention Selection:</u></p> <ul style="list-style-type: none"> *Using data to provide strategic interventions in phonics during SOAR *Making sure we do blending, dictation, and decodable -Explicitly calling out patterns -Explicit instruction of long vs. short vowel cards *Small group instruction for blending during workshop *Use Carol's SMARTboard Sound Spelling Cards <p><u>Research:</u></p> <ul style="list-style-type: none"> *Research that refers to the need for students to talk about what they're learning before doing something with it (structure student interaction): -GRR slide ppt *Formative assessment is a critically important way for students to acquire and integrate new knowledge and to make adjustments as they move toward conceptual understanding and independent transfer. *Throughout The Art and Science of Teaching, Marzano reinforces the value of higher order questions, including: (1) general inferential questions (e.g., default questions requiring students to use their own background knowledge and (2) questions requiring students to reason logically with information presented. <p><u>Project management:</u></p> <p>2nd Grade Elementary Task Analysis.doc</p>	<p><u>Knowing how you're doing:</u></p> <p><u>Resources –</u></p> <p><u>Outcomes –</u></p> <ul style="list-style-type: none"> What are the program evaluation data points: ALS benchmark assessments, CST, Common Grade Level Assessments When will data be gathered? - After each ALS Benchmark What is the reporting strategy? - group item analysis, FAST Is there a need for formative evaluation strategies? - ALS benchmarks Is there a need for summative evaluation strategies? - CST <p><u>SMART Goal</u></p> <p>100% of our students will increase 10 points on BPST or get to 60 by October.</p> <p>100% of students will score 50% on Word Analysis, Fluency, and Vocab. on ALS Benchmark 2.</p> <p>100% of our students will increase 10 points on BPST or get to 75 by January.</p> <p>100% of students will score 60% on Word Analysis, Fluency, and Vocab. on ALS Benchmark 3.</p> <p>100% of our students will increase 10 points on BPST or get to 85 by May.</p>	<p><u>Professional Learning Needs</u></p> <p><u>Making sure we have what it takes to get the job done</u></p> <p><u>Professional Learning Needs:</u></p> <p>Knowledge Based: -Movements</p> <p>Funding Needed: -Sound Spelling Cards resource sheets in color and laminated</p>

Decision-Making Model (Continuous Improvement)
PTABG

Grade Level/Department: 3rd Grade ELA/David Reese
 Administrator: Avey/Ferreira

Date: 09-28-12

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
<p><u>Knowing What to Look for:</u></p> <ul style="list-style-type: none"> -CST 2012 -Entry Level Assessments -Fluency -Comp. Pre-assessment <p>Coach pulls data for grade level team to analyze. Team collected data and brought to the meeting</p>	<p><u>Converting data to meaningful information:</u></p> <p>Data Analysis day in Fall for grade level.</p> <p><u>Gap Analysis:</u></p> <p>Performance summary for grade level</p> <ul style="list-style-type: none"> -Reading Comp-53, 51, 58, 59, 62, 52 % on ELA of 2012 CST <p>-Analyze pre-assessment data as a group and decide:</p> <ol style="list-style-type: none"> 1.) What's our main goal (getting kids reading and comprehending) 2.) How can we meet those needs <u>3rd Grade Intervention Ideas.doc</u> <p><u>Cause Analysis:</u></p> <ul style="list-style-type: none"> -For most: High number of ELs -Confused with how to read question -When looking at fluencies, some students have a low fluency that correlates to low comprehension -Low vocabulary -Varying levels of prior knowledge 	<p><u>Knowing what to do:</u></p> <p><u>Intervention Selection:</u></p> <ul style="list-style-type: none"> -Follow Reading Comprehension Checklist -Make Visible, Review, MODEL, partner, Accountability -Observe best practices (computer lab/off track/coverage) -Make sure we practice through EXPLICIT repetition- give kids multiple opportunities -Tie to learning objectives -Team focus -Phonics Review support with decodables -Common explicit reading strategy instruction amongst grade level -Utilize strategies in all subjects (including SOAR) <p><u>3rd Grade Intervention Ideas.doc</u></p> <p><u>Research:</u></p> <ul style="list-style-type: none"> * Research that refers to the need for students to talk about what they're learning before doing something with it (structure student interaction): -AGRR slide.ppt *Formative assessment is a critically important way for students to acquire and integrate new knowledge and to make adjustments as they move toward conceptual understanding and independent transfer. *Throughout <u>The Art and Science of Teaching</u>, Marzano reinforces the value of higher order questions, including: (1) general inferential questions (e.g., default questions requiring students to use their own background knowledge and (2) questions requiring students to reason logically with information presented. <p><u>Project management:</u></p> <p><u>3rd Grade Elementary Task Analysis.doc</u></p>	<p><u>Knowing how you're doing:</u></p> <p><u>Resources –</u></p> <ul style="list-style-type: none"> -Provide reading strategy cards <p><u>Outcomes –</u></p> <ul style="list-style-type: none"> • What are the program evaluation data points: ALS benchmark assessments, CST, Common Grade Level Assessments • When will data be gathered? • After each ALS Benchmark • What is the reporting strategy? group item analysis, FAST • Is there a need for formative evaluation strategies? -ALS benchmarks • Is there a need for summative evaluation strategies? CST <p>Bold (SMART) Goal</p> <p>3rd grade students will score 56% on Reading Comprehension on ALS Benchmark 1.</p> <p>By ALS Benchmark 2, 100% of 3rd grade students will score 61% or higher. Students who do not meet this goal will improve 10% from benchmark 1.</p> <p>By ALS Benchmark 3, 100% of 3rd grade students will score 66% or higher. Students who do not meet this goal will improve 10% from benchmark 1.</p> <p>By the 2013 CST, the average of ALL 100% of our students will improve 10% (56%-66%) on reading comprehension.</p>	<p>Professional Learning Needs</p> <p><u>Making sure we have what it takes to get the job done</u></p> <p><u>Professional Learning Needs: Knowledge Based:</u></p> <p><u>The Perfect Use of Instructional Minutes for ELA.doc</u></p> <p>Funding Needed:</p>

**Decision-Making Model (Continuous Improvement)
PTABG**

Grade Level/Department: 4th Grade David Reese ES ELA
Team Leader/Dept Head: Kyle Swift

Date: August 28, 2012

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
<p><u>Knowing What to Look for:</u></p> <ul style="list-style-type: none"> What essential data sources have been identified? CST ELA and Math Number of students in Special Ed (4/55) Number of Students taking medication Number of students with ADHD and or attention problem Behavior concerns with FB/BB students (8/55 severe, repetitive behavior issues) ELL % and level 	<p><u>Converting data to meaningful information:</u></p> <p><u>Gap Analysis:</u></p> <ul style="list-style-type: none"> 35% of our 4th graders scored FB/BB in Math 42% of our 4th graders scored FB/BB in ELA 36/55 students ELL and FB/BB; 1 EL 4 and 7 EL's in this group <p><u>Cause Analysis:</u></p> <p>What is the cause of the gap identified in the previous step? Is it related to material, financial, or human resources?</p> <ul style="list-style-type: none"> Attention issues Stress and emotional issues Non-readers and below level readers who lack ... Challenging life issues Get bored and don't enjoy reading Our schedule is posing some challenges with how to use minutes well for intervention 	<p><u>Knowing what to do:</u></p> <p>Intervention Selection: What initiatives, programs, modifications will be implemented, monitored, and/or evaluated as a result of the data indicators and gap analysis?</p> <ul style="list-style-type: none"> Push-in multi-syllabic support to teachers for FB/BB instruction: small group instruction of the reading lesson. Support for two tracks for 6-8 weeks then move on to two different tracks (during ELA time). REWARDS with 4th graders who are EL 1's. Brainology Lessons and Advocacy (for addressing motivation) Support for students with emotional needs (lunch groups; Classy) "Focus Five": Teresa at lunch Use Picture Books or another strategy for engaging non-readers Get Going with ARI Silent Sustained Reading Time with text logs (accountability). The expectation is to get the book out at any free time. Create a job of "librarian" to help teacher manage the reading. Each book has a card in it to check-out. Find cheap books. Need support getting classroom libraries labeled for AR (Albert; Teresa; Kyle) Can this be 6th grade NEHS kids? AR incentive program - who would be interested in this? SOAR - Supporting Reading with EO <p>DBQ's; Story Plot; Explicit Reading Strategies (Expository texts); Synonyms/antonyms/homophones/graphs; main idea-detail</p> <ul style="list-style-type: none"> SOAR - Avenues/EL instruction with a phonics component Across the Grade level for EL and for FB/BB: How to provide phonics/reading support to students every day for 10 minutes per day. Determine what the resource will be for this. OC resources for supporting this instruction (use Getting Started 2nd grade) Everyone needs a copy of it. Begins Sept 18th - Jenny will bring Ma, Sackett, Bright, and Thompson up to speed (rest of third grade). Looking at the schedule and adjusting for maximum effectiveness. Possible 4th Grade Schedule 7:50 ELA (reading, writing, spelling) 8:50-9:30 SOAR 10:30-10:45 Recess 10:45-11:40 Science/Social Sci 11:40-12:20 Lunch 12:20-1:50 Math 1:50- Clean up <p>What is current research telling us related to the proposed improvement initiative, programming etc.?</p> <ul style="list-style-type: none"> Can we replicate? Do we have to originate? Project management <p>\\horizon\Public\DM\DM_DecisionMakingModels\DM\12-13\4th Grade\4th Grade Elementary Task Analysis.doc</p>	<p><u>Knowing how you're doing:</u></p> <p>Resources - What resources are being utilized and what programs, products, and/or services are being provided?</p> <p>Outcomes - What are the intended, measurable outcomes?</p> <ul style="list-style-type: none"> What are the program evaluation data points When will data be gathered? What is the reporting strategy? Is there a need for formative evaluation strategies? Is there a need for summative evaluation strategies? <p>SMART Goal (state): Specific, Measureable, Achievable, Relevant, Time-bound</p> <p>2011 scores RC 52% 2012 scores RC 54%</p> <p>2012 3rd grade scores 55%</p> <p>Fourth grade average score of 60% or higher on Reading Comprehension Strand of CST.</p> <p>100% of students will score 2/6 or more on ALS benchmark assessment #1 in Reading Comprehension</p> <p>100% of students will score 3/6 or more on ALS benchmark assessment #2 in Reading Comprehension</p> <p>100% of students will score 4/6 or more on ALS benchmark assessment #3 in Reading Comprehension.</p>	<p><u>Making sure we have what it takes to get the job done</u></p> <ul style="list-style-type: none"> Throughout the continuous improvement process, what professional learning needs have been identified? Knowledge-based: research content or programs or strategies: Jenny's list Are there costs associated with the needs? Intervention Teacher for Push-in Can TOT, Site support or Program Improvement resources be utilized to support the initiative?

Decision-Making Model (Continuous Improvement)
PTABG

Grade Level/Department: 5th Grade/David Reese
Administrator: Avey/Ferreira

Date: 08-29-12

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
<p><u>Knowing What to Look for:</u></p> <ul style="list-style-type: none"> -CST 2011 and 2012 (look at program and current incoming students) -Common Grade level Assessments Coach pulls data for grade level team to analyze. Team collected data and brought to the meeting 	<p><u>Converting data to meaningful information:</u></p> <p>Data Analysis day in Fall for grade level.</p> <p><u>Gap Analysis:</u></p> <p>Performance summary for grade level</p> <ol style="list-style-type: none"> 1.) What's our main goal. Continue with our emphasis on writing with a focus on strategies 2.) How can we meet those needs (flexible grouping- with a focus in explicit instruction and SOAR) <p><u>Last Year Incoming, Last Year ELA (Program), This Years'</u></p> <p>Word Analysis/Vocab: 59%, 65%</p> <p>Reading Comp.: 59%, 54%</p> <p>Lit Resp./Analysis: 56%, 52%</p> <p>Writing Conv.: 62%, 56%</p> <p>Writing Strats: 60%, 57%, 46%</p> <p><u>Cause Analysis:</u></p> <ul style="list-style-type: none"> -Unfamiliar with writing process -Unfamiliar with terminology/academic language -Testing fatigue/lack of stamina -Lack of exposure to sentence correction and peer revision -Inability to dissect question 	<p><u>Knowing what to do:</u></p> <p><u>Intervention Selection:</u></p> <ul style="list-style-type: none"> -Identify academic language and explicitly teach meaning and application (dissect question) -Use CST Vocab Quizzes from Marilyn -Use question stems for sentence lifting (from Terri) -SOAR groups will focus on 6 writing strategies <p><u>Research:</u></p> <ul style="list-style-type: none"> * Research that refers to the need for students to talk about what they're learning before doing something with it (structure student interaction): ↳ GRR slide.ppt *Formative assessment is a critically important way for students to acquire and integrate new knowledge and to make adjustments as they move toward conceptual understanding and independent transfer. *Throughout The Art and Science of Teaching, Marzano reinforces the value of higher order questions, including: (1) general inferential questions (e.g., default questions requiring students to use their own background knowledge and (2) questions requiring students to reason logically with information presented. <p><u>Project management:</u></p> <p>5th Grade Elementary Task Analysis.doc</p>	<p><u>Knowing how you're doing:</u></p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> -Release Questions -Vocab Quizzes -Question Stems -SOAR group collaboration <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> • What are the program evaluation data points: ALS benchmark assessments, CST, Common Grade Level Assessments • When will data be gathered?- After each ALS Benchmark • What is the reporting strategy?- group item analysis, FAST • Is there a need for formative evaluation strategies?-ALS benchmarks • Is there a need for summative evaluation strategies? CST <p>Bold (SMART) Goal:</p> <ul style="list-style-type: none"> 100% of our 5th grade students will score 2/7 on writing strategies on ALS Benchmark 1. 100% of our 5th grade students will score 2/6 on the writing strategies strand of ALS benchmark 2. 100% of our 5th grade students will score 3/6 on the writing strategies strand of ALS benchmark 3. 100% of our 5th grade students will score an average of 51% or higher on the writing strategies strand of the ELA 2013 CST. 	<p><u>Professional Learning Needs</u></p> <p><u>Making sure we have what it takes to get the job done:</u></p> <p><u>Professional Learning Needs:</u></p> <p><u>Knowledge Based:</u></p> <p><u>Funding Needed:</u></p>

Decision-Making Model (Continuous Improvement)
PTABG

Grade Level/Department: 6th Grade/David Reese
 Administrator: Avey/Ferreira

Date: 08-30-12

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
<p><u>Knowing What to Look for:</u> CST Data (2012 6th for program) (2012 5th for current) Coach pulls data for grade level team to analyze. Team collected data and brought to the meeting</p>	<p><u>Converting data to meaningful information:</u> Data Analysis day in Fall for grade level. Gap Analysis: Performance summary for grade level 2012 Program- 2013 Current Word Anl/Vocab: 56% - 58% Reading Comp.: 51% - 58% Lit Rep./Anl: 55% - 55% Writ Conv.: 64% - 61% Writing Strats.: 52% - 56%</p> <p><u>Cause Analysis:</u> -Focus on application of writing and not as much on strategies (lack of explicit instruction) -Focused more on paragraph structure than revision -Need more analysis of writing</p>	<p><u>Knowing what to do:</u> Intervention Selection: *Use writing intervention teacher to differentiate instruction (specifically with revision strategies) *Make writing strategies a focus for EOS during SOAR *Sentence combining *Sentence Lifting of student papers</p> <p><u>Research:</u> *Research that refers to the need for students to talk about what they're learning before doing something with it (structure student interaction): -> GRR slide.pdf *Formative assessment is a critically important way for students to acquire and integrate new knowledge and to make adjustments as they move toward conceptual understanding and independent transfer. *Throughout The Art and Science of Teaching, Marzano reinforces the value of higher order questions, including: (1) general inferential questions (e.g., default questions requiring students to use their own background knowledge and (2) questions requiring students to reason logically with information presented.</p> <p><u>Project management:</u> 6th Grade 6th Grade Elementary Task Analysis.doc</p>	<p><u>Knowing how you're doing:</u> Resources = Outcomes - • What are the program evaluation data points: ALS benchmark assessments, CST, Common Grade Level Assessments • When will data be gathered? • After each ALS Benchmark group item analysis, FAST • What is the reporting strategy? - is there a need for formative evaluation strategies? - ALS benchmarks • Is there a need for summative evaluation strategies? CST</p> <p>Bold (SMART) Goal 2012 5th grade writing strategies CST strand score is 56%. Sixth grade will have an average score of 65% or higher on the Writing Strategy Strand of 2013 CST. 100% of students will score 6/12 or more on ALS benchmark assessment #1 in Writing Strategies. 100% of students will score 8/12 or more on ALS benchmark assessment #2 in Writing Strategies. 100% of students will score 10/12 or more on ALS benchmark assessment #3 Writing Strategies.</p>	<p><u>Professional Learning Needs</u> Making sure we have what it takes to get the job done. Professional Learning Needs: Knowledge Based: Funding Needed:</p>

Decision-Making Model (Continuous Improvement)
PTABG

Grade Level/Department: K/David Reese Elementary
Administrator: Avey/ Ferreira

Date: 10-19-12

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
<p><u>Knowing What to Look for:</u></p> <p><u>Knowing What to Look for:</u></p> <p>What essential data sources have been identified? -First Trimester Benchmark Assessments - Letter Recognition - Phonemic Awareness</p> <p>How and When is the data gathered? Collect at the end of the trimester for report cards. Compared to baseline data collected at the beginning of the year. All tests are individually given. In addition, assessments are ongoing on a daily basis. The assessments will be given at the end of each trimester.</p> <p>Who is responsible for gathering and synthesizing the data? The teachers like to test their own students so that they may make instructional decisions based upon the results. Administration will provide opportunities to checkpoint after each benchmark for teachers to update plans for their goals.</p>	<p><u>Converting data to meaningful information:</u></p> <p><u>Gap Analysis:</u></p> <ul style="list-style-type: none"> What is the data indicating? # of students that know uppercase letters: # of students that know lowercase letters: <p><u>Cause Analysis:</u></p> <ul style="list-style-type: none"> What is the cause of the gap identified in the previous step? Is it related to material, financial, or human resources? No prior school experience Lots of transiency of kids -Large amount of ELs -Varying academic levels of students -Lack of school readiness -Students with socio-emotional issues -Lack of awareness from parents about what is expected -Some parents see school as the only academic experience -Parents struggling with how to do homework and/or returning it (clearly explaining instructions/academic language) -Some parent have lack of English skills to support students at home -High student teacher ratio -Students lose knowledge while they are off track -Students don't have materials at home -Large amount of student tardiness and attendance issues -Community is underserved -Lack of bilingual interpreter -Hurts relationships with students and families -Lack of consistent partnering and support -Not developmentally ready 	<p><u>Knowing what to do:</u></p> <p><u>Intervention Selection:</u> What initiatives, programs, modifications will be implemented, monitored, and/or evaluated as a result of the data indicators and gap analysis?</p> <ul style="list-style-type: none"> Intercession of 7 week breaks Use of bilingual associate to help build relationships with students and families Pre-assessments before school year starts to assist with differentiated instruction Use music and kinesthetic actions to assist with letter memorization, recognition, and sounds Differentiated instruction during workshop (letter matching, letter recognition, visual discrimination, repetition, songs, kinesthetic movement) Constant exposure to letters in the classroom Continue to work as a strong team <p><u>Project management:</u> Kinder Task Analysis.doc</p>	<p><u>Knowing how you're doing:</u></p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> CDs and materials from Florin Elementary <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> What are the program evaluation data points: 1st grade benchmark assessments when will data be gathered? - After each 1st Grade Benchmark What is the reporting strategy? - group item analysis, FAST Is there a need for formative evaluation strategies? - 1st Grade benchmarks Is there a need for summative evaluation strategies? EOY 1st Grade Benchmark <p><u>Research:</u></p> <ul style="list-style-type: none"> Research that refers to the need for students to talk about what they're learning before doing something with it (structure student interaction): LEBR Slide.ppt Formative assessment is a critically important way for students to acquire and integrate new knowledge and to make adjustments as they move toward conceptual understanding and independent transfer. Throughout The Art and Science of Teaching, Mazzone reinforces the value of higher order questions, including: (1) general inferential questions (e.g., detail questions requiring students to use their own background knowledge and (2) questions requiring students to reason logically with information presented. <p>SMART Goal (state): <u>Specific, Measureable, Achievable, Relevant, Time-bound</u></p> <p>By Kindergarten benchmark 2, 80% (14/24 students) of the students will have 8/31 sounds mastered, 75% of the students will have 100% letter recognition of both upper and lower case letters as determined by the common kinder benchmark assessment. All students that do not meet grade level goals will improve 10% from 1st trimester assessments.</p> <p>By Kindergarten Benchmark 3, 85% (20/24) of the students will have 100% letter recognition mastery, 85% (18/24 students) will have mastery of 31 sounds as determined by the common kinder benchmark assessment. All students that do not meet grade level goals will improve 10% from 2nd trimester assessments.</p>	<p>Throughout the continuous improvement process, what professional learning needs have been identified?</p> <ul style="list-style-type: none"> *CDs from Florin *People to support differentiated instruction *Bilingual associate to support relationships with student and families that speak Spanish *Copies

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Focused Work: 2012-2013

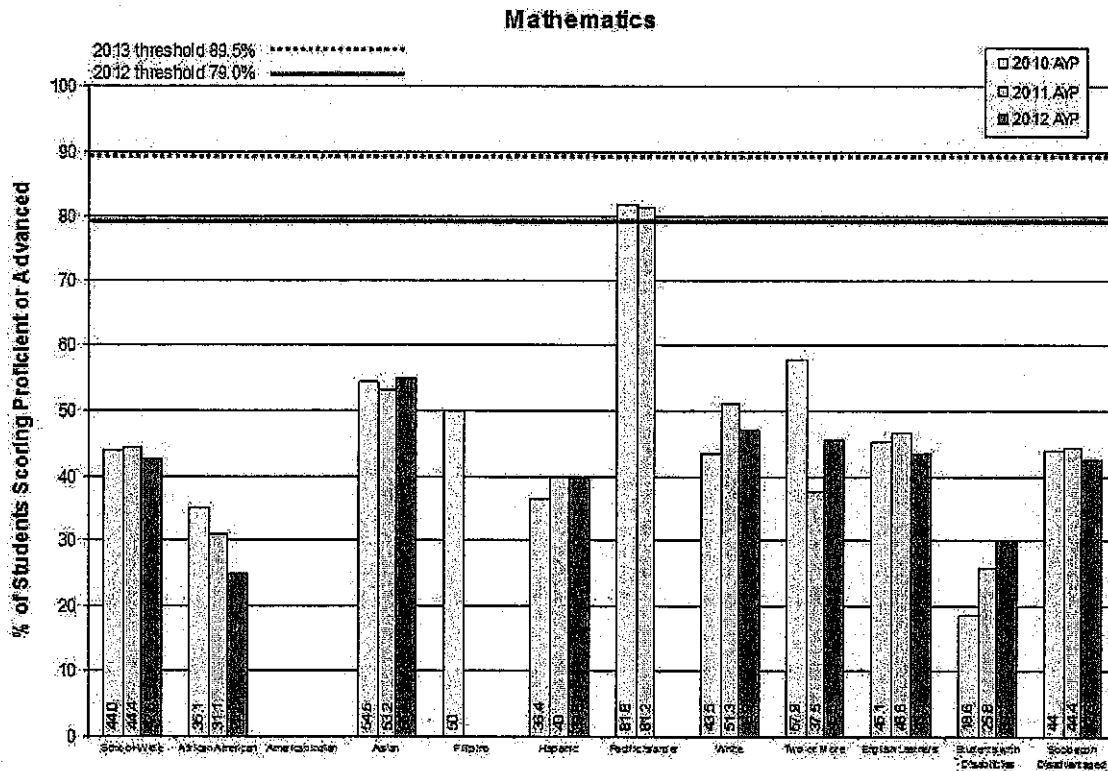
David Reese Elementary

CST Mathematics:

Focused Work: CST Mathematics - Develop and adhere to individual grade level action plans to address the area stated in the Problem of Practice / Regional Focus.

Date updated: 2/27/2013

Adequate Yearly Progress (AYP) 2010 - 2012 Percent Proficient: Math



25

Goals: see DMM

Focused Work Details (1)

	Fiscal Resources	Person(s) Responsible	Funding	Human Resources	Evidence of Progress
1	Provide the following to support Problem of Practice: 1. Purchase materials to	<ul style="list-style-type: none"> Principal Staff 	<ul style="list-style-type: none"> Title I Title II Title III EIA/EL Parent 	<ul style="list-style-type: none"> ASES Coordinator CPL EL Coach Math Coach 	See Attached Decision Making Frameworks and Project Managers

<p>support instruction in Math</p> <ol style="list-style-type: none"> 2. Provide staff development in Math through coaching and professional development opportunities. 3. Provide Release Time for Shadowing, and Peer Observation in Math 4. Provide stipends and release time for observation, grade level collaboration, and professional learning. 5. Purchase and utilize research based materials and supplies to support Math 6. Purchase technology based equipment to support Math instruction 7. Work with ASES to provide support in continuing the site/regional goals into our after school program with Math instruction 8. Provide targeted assistance during and after school through small group instruction by credentialed teachers 9. Provide necessary materials/supplies for after school targeted assistance 10. Provide support with management of intervention by increasing VP time. 		<p>Involvement</p> <ul style="list-style-type: none"> ● Staff Development ● Afterschool Funds ● General Fund ● Ases Funds 	<ul style="list-style-type: none"> ● PAIS ● Principal ● Program Improvement Coach ● RED ● Special Ed Program Specialist ● Teaching Staff ● Vice Principal 	
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Decision Making Models (entries: 0, attachment(s): 7)

Attachment(s)

- [MathDMM1.doc](#)
- [2ndMath DMM.doc](#)
- [3rdMath DMM.doc](#)
- [Math Grd4Decision Making Model PTABG.doc](#)
- [5thmath DMM.doc](#)
- [6thMath DMM.doc](#)
- [MathDMM kinder.doc](#)

Decision-Making Model (Continuous Improvement)
PIABG

Grade Level/Department: 1st Grade/David Reese
 Administrator: Avey/Ferreira

Date: 09-11-12

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
<p><u>Knowing What to Look for:</u></p> <p>Go Math! Assessments 1st Grade benchmarks</p> <p>How and When is the data gathered? Collect at the end of the trimester for report cards. Compared to baseline data collected at the beginning of the year. All tests are individually given. In addition, assessments are ongoing on a daily basis. The assessments will be given at the end of each trimester.</p> <p>Who is responsible for gathering and synthesizing the data?</p> <p>The teachers like to test their own students so that they may make instructional decisions based upon the results. Administration will provide opportunities to checkpoint after each benchmark for teachers to update plans for their goals.</p>	<p><u>Converting data to meaningful information:</u> Data Analysis day in Fall for grade level.</p> <p><u>Gap Analysis:</u> Performance summary for grade level Trimester 1 data of number identification, counting, and writing</p> <p><u>Cause Analysis:</u> -Developmental -Progression of instruction -Transiency -Late entry to kindergarten -Students with zeros -Excessive absenteeism -2nd language -Disconnect between assessment and application -Lack of phonemic awareness -Inattention -Speech and hearing difficulties</p>	<p><u>Knowing what to do:</u></p> <p><u>Intervention Selection:</u> -Differentiated instruction through workshop (i.e. write to 100, 1 more, 1 less) -Practice in homework -1 to 1 correspondence -Daily practice problems that involve number sense</p> <p><u>Research:</u> * Research that refers to the need for students to talk about what they're learning before doing something with it (structure student interaction): -LGR3 slide.ppt *Formative assessment is a critically important way for students to acquire and integrate new knowledge and to make adjustments as they move toward conceptual understanding and independent transfer. -Throughout The Art and Science of Teaching, Marzano reinforces the value of higher order questions, including: (1) general inferential questions (e.g., default questions requiring students to use their own background knowledge and (2) questions requiring students to reason logically with information presented.</p> <p><u>Project management:</u> 1st Grade Elementary Task Analysis.doc</p>	<p><u>Knowing how you're doing:</u></p> <p><u>Resources –</u></p> <p><u>Outcomes –</u></p> <ul style="list-style-type: none"> • What are the program evaluation data points: 1st grade benchmark assessments • When will data be gathered? - After each 1st Grade Benchmark • What is the reporting strategy? - group item analysis, FAST • Is there a need for formative evaluation strategies? - 1st Grade benchmarks • Is there a need for summative evaluation strategies? EOY 1st Grade Benchmark <p>Bold (SMART) Goal Benchmark will be baseline.</p> <p>By 1st Grade Benchmark 2, 100% of students score 7/10 the identification of 10 numbers, count to 100 (3 errors), and write to the number 100 (3 errors). Students that do not meet goal will improve by 10% from trimester 1 benchmark.</p> <p>By 1st Grade Benchmark 3, 100% of students score 10/10 on the identification of 10 numbers, count to 120 (2 errors), and write to the number 120 (2 errors). Students that do not meet goal will improve by 10% from trimester 2 benchmark.</p>	<p>Making sure we have what it takes to get the job done</p> <p>Professional Learning Needs: Knowledge Based: Funding Needed:</p>

Decision-Making Model (Continuous Improvement)
PTABC

Grade Level/Department: 2nd Grade Math/David Reese
Administrator: Avey/Ferreira

Date: 10-03-12

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
<p><u>Knowing What to Look for:</u></p> <p>Used your Assessment binder for possibilities: -BOY, EOY, MOY Go Math Assessments -CST 2012</p> <p>Coach pulls data for grade level team to analyze. Team collected data and brought to the meeting</p>	<p><u>Converting data to meaningful information:</u> Data Analysis day in Fall for grade level.</p> <p><u>Gap Analysis:</u> Performance summary for grade level Place Value CST 2012 BOY Go Math!</p> <p><u>Cause Analysis:</u> -New Program -Teachers are learning new strategies along with students -Students are struggling with analysis/word problems -Students want a quick fix and struggle with persevering a problem -Parents do not know how to help students at home because they learned a different way -Lack of number sense -Low reading skills prohibit students from reading word problems -Not enough lessons in last year's program to teach place value --Less conceptual understanding with Scott Foreman</p>	<p><u>Knowing what to do:</u></p> <p><u>Intervention Selection:</u> *Go Math! *Collaborating with colleagues to problem solve new program *Utilize spiraling in Go Math to continue to review concept *Continue with 4-a-day review of concepts taught in Go Math!</p> <p><u>Research:</u> * Research that refers to the need for students to talk about what they're learning before doing something with it (structure student interaction): --GRR slide.ppt *Formative assessment is a critically important way for students to acquire and integrate new knowledge and to make adjustments as they move toward conceptual understanding and independent transfer. *Throughout <i>The Art and Science of Teaching</i>, Marzano reinforces the value of higher order questions, including: (1) general inferential questions (e.g., default questions requiring students to use their own background knowledge and (2) questions requiring students to reason logically with information presented.</p> <p><u>Project management:</u> 2nd Grade Elementary Task Analysis.doc</p>	<p><u>Knowing how you're doing:</u></p> <p><u>Resources --</u></p> <p><u>Outcomes --</u></p> <ul style="list-style-type: none"> What are the program evaluation data points: Go Math Assessments When will data be gathered?-- Coach will pull grade level data What is the reporting strategy?-- group item analysis, FAST Is there a need for formative evaluation strategies?--Go Math benchmarks Is there a need for summative evaluation strategies? CST <p><u>Bold (SMART) Goal</u> 100% of our 2nd grades students will increase from 64% to 69% on the 2012 CST Place Value, Addition, or Subtraction.</p> <p>Students will score 45.9% on Number and Operations in Base 10 on BOY Go Math! Assessment.</p> <p>Students will score 56% on Number and Operations in Base 10 on MOY Go Math! Assessment.</p> <p>Students will score 70% on Number and Operations in Base 10 on EOY Go Math! Assessment.</p>	<p><u>Professional Learning Needs</u> Making sure we have what it takes to get the job done</p> <p>Professional Learning Needs: Knowledge Based: *Watch a demo lesson of Go Math!</p> <p>Funding Needed: -Funding for subs so we can watch the demo lesson -Funding Rudy so he could video tape lesson</p>

Decision-Making Model (Continuous Improvement)
PTABG

Grade Level/Department: David Reese 3rd
 Administrator: Avey/Ferreira

Date: 9-28-12

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
<p><u>Knowing What to Look for:</u></p> <p>Used your Assessment binder for possibilities:</p> <p>-CST 2012 Scores</p> <p>Coach pulls data for grade level team to analyze. Team collected data and brought to the meeting</p>	<p><u>Converting data to meaningful information:</u></p> <p>Data Analysis day in Fall for grade level.</p> <p><u>Gap Analysis:</u></p> <p>Performance summary for grade level Place Value: 71, 59, 65, 64, 66% CST 2012</p> <p>1.) What's our main goal: getting kids to understand place value</p> <p><u>Cause Analysis:</u></p> <p>-Varying explicit instruction in previous grades</p> <p>-Varying levels of interaction with numbers</p> <p>-Abstract thought</p> <p>-Place Value is Chapter 1 (spiraling)</p>	<p><u>Knowing what to do:</u></p> <p><u>Intervention Selection:</u></p> <ul style="list-style-type: none"> -Place Value Wheels -Showing the base 10 blocks associated with numbers -Premade SMARTboard lessons -Always have place value in 4-a-day -Verbal repetition with every number <p><u>Research:</u></p> <ul style="list-style-type: none"> * Research that refers to the need for students to talk about what they're learning before doing something with it (structure student interaction): -GRR slide.ppt *Formative assessment is a critically important way for students to acquire and integrate new knowledge and to make adjustments as they move toward conceptual understanding and independent transfer. *Throughout <i>The Art and Science of Teaching</i>, Marzano reinforces the value of higher order questions, including: (1) general inferential questions (e.g., default questions requiring students to use their own background knowledge and (2) questions requiring students to reason logically with information presented. <p><u>Project management:</u></p> <p><u>3rd Grade Elementary Task Analysis.doc</u></p>	<p><u>Knowing how you're doing:</u></p> <p><u>Resources –</u></p> <ul style="list-style-type: none"> Whiteboards Magic Math Wheels <p><u>Outcomes –</u></p> <ul style="list-style-type: none"> • What are the program evaluation data points: ALS benchmark assessments, CST, Common Grade Level Assessments • When will data be gathered? - After each ALS Benchmark • What is the reporting strategy? - group item analysis, FAST • Is there a need for formative evaluation strategies? - ALS benchmarks • Is there a need for summative evaluation strategies? - CST <p>Bold (SMART) Goal</p> <p>100% of 3rd grade students will score an average of 64% on Place Value of ALS Benchmark 1.</p> <p>By ALS Benchmark 2, 3rd grade students will score 69% or higher on Place Value. Students who do not meet this goal will improve 10% from benchmark 1.</p> <p>By ALS Benchmark 3, 3rd grade students will score 74% or higher. Students who do not meet this goal will improve 10% from benchmark 2.</p> <p>By the 2013 CST, the average of ALL 100% of our students will improve 10% (64%-74%) on Place Value.</p>	<p><u>Professional Learning Needs</u></p> <p><u>Making sure we have what it takes to get the job done</u></p> <p><u>Professional Learning Needs:</u></p> <ul style="list-style-type: none"> • Knowledge Based: • Singapore math presentations • Place Value Wheels <p>Funding Needed:</p>

Decision-Making Model (Continuous Improvement)
PTABG

Grade Level/Department: 4th Grade David Reese ES Math
Team Leader/Dept Head: Kyle Sweet

Date: August 28, 2012

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
<p><u>Knowing What to Look For:</u></p> <ul style="list-style-type: none"> What essential data sources have been identified? CST ELA and Math Number of students in Special Ed (4/55) Number of Students taking medication Number of students with ADHD and or attention problem (8/55) Behavior concerns with FB/BB students (8/55 severe, repetitive behavior issues) ELL % and level 	<p><u>Converting data to meaningful information:</u></p> <p><u>Gap Analysis:</u></p> <ul style="list-style-type: none"> 35% of our 4th graders scored FB/BB in Math 36/55 students ELL and FB/BB; 1 EL 4 and 7 EL's in this group Current 4th graders 2012 CST Current 5th Graders 2010 CST Place Value: 63% 70% Add/Sub/Mult/Divide: 59% 72% Alg Func 67% 69% Meas/Geo: 69% 72% Statistics Prob: 76% 71% <p><u>Cause Analysis:</u></p> <p>What is the cause of the gap identified in the previous step? Is it related to material, financial, or human resources?</p> <ul style="list-style-type: none"> Attention issues Stress and emotional issues Challenging life issues Our schedule is posing some challenges with how to use minutes well for intervention Unable to re-group Knowledge of math facts Number concepts are not there (number sense) Little understanding of place value. 	<p><u>Knowing what to do:</u></p> <p>Intervention Selection: What initiatives, programs, modifications will be implemented, monitored, and/or evaluated as a result of the data indicators and gap analysis?</p> <ul style="list-style-type: none"> More time for the operational, computational, and place value questions in the first chapters To address Math Facts: untimed practice Train students in manipulatives and then do "centers" on Fridays (Deana) Math mini-groups (4 or fewer students) after-school to practice strategies. Give new strategies: <ul style="list-style-type: none"> arrays! Start with a fact you know and build upon it Teach multiplication chart/skip counting Looking at the schedule and adjusting for maximum effectiveness. <ul style="list-style-type: none"> Possible 4th Grade Schedule 7:50 ELA (reading, writing, spelling) 8:50-9:30 SOAR 10:30-10:45 Recess 10:45-11:40 Science/Social Sci 11:40-12:20 Lunch 12:20-1:50 Math 1:50- Clean up <p>What is current research telling us related to the proposed improvement initiative, programming etc.?</p> <ul style="list-style-type: none"> Can we replicate? Do we have to originate? <p>Project management \\horizon\Public\DMM_DecisionMakingModels\DMM_12-13\4th Grade\4th Grade Elementary_Task Analysis.doc</p>	<p><u>Knowing how you're doing:</u></p> <p>Resources - What resources are being utilized and what programs, products, and/or services are being provided?</p> <p>Outcomes - What are the intended, measurable outcomes?</p> <ul style="list-style-type: none"> What are the program evaluation data points When will data be gathered? What is the reporting strategy? Is there a need for formative evaluation strategies? Is there a need for summative evaluation strategies? <p><u>SMART Goal (state), Specific, Measurable, Achievable, Relevant, Time-bound</u></p> <p>Fourth graders will score 69% average or higher on the Add, Subtract, Multiply and Divide strand of CST.</p> <p>On ALS benchmark 1, 100% of our 4th grade students will score 50% or 12/23 problems correct. On ALS benchmark 2, 100% of our 4th grade students will score 64% or 20/32 problems correct. On ALS benchmark 3, 100% of our 4th grade students will score 69% or 20/30 problems correct.</p>	<p><u>Making sure we have what it takes to get the job done</u></p> <p>Throughout the continuous improvement process, what professional learning needs have been identified?</p> <ul style="list-style-type: none"> Knowledge-based: content or research Skill-based: programs or strategies: <p>Are there costs associated with the needs?</p> <p>Can TOT, Site support or Program Improvement resources be utilized to support the initiative?</p>

Decision-Making Model (Continuous Improvement)
FIABG

Grade Level/Department: Grade 5 Math/ David Reese
 Administrator: Avey/Ferreira

Date: 08-29-12

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
<p><u>Knowing What to Look for:</u></p> <ul style="list-style-type: none"> -Cst 2012 -Go Math! BOY <p>Coach pulls data for grade level team to analyze. Team collected data and brought to the meeting</p>	<p><u>Converting data to meaningful information:</u></p> <p>Data Analysis day in Fall for grade level.</p> <p><u>Gap Analysis:</u></p> <p>Performance summary for grade level</p> <ul style="list-style-type: none"> -Analyze pre-assessment data as a group and decide: 1.) What's our main goal 2.) How can we meet those needs <p><u>Cause Analysis:</u></p> <ul style="list-style-type: none"> -Inability to access math facts (add, subtract, multiply) -Inability to read word problems -Evaluating new program and teaching math in a new way -5th graders learning math in a new way then previous grades -Lack of repeated practice or showing work on homework 	<p><u>Knowing what to do:</u></p> <p><u>Intervention Selection:</u></p> <ul style="list-style-type: none"> -Interventions for learning basic math facts (afterschool) -Error analysis and re-teach <p><u>Research:</u></p> <ul style="list-style-type: none"> * Research that refers to the need for students to talk about what they're learning before doing something with it (structure student interaction): ↳ GRR slide.ppt *Formative assessment is a critically important way for students to acquire and integrate new knowledge and to make adjustments as they move toward conceptual understanding and independent transfer. *Throughout The Art and Science of Teaching, Marzano reinforces the value of higher order questions, including: (1) general inferential questions (e.g., default questions requiring students to use their own background knowledge and (2) questions requiring students to reason logically with information presented. <p><u>Project management:</u></p> <p><u>5th Grade Elementary Task Analysis.doc</u></p>	<p><u>Knowing how you're doing:</u></p> <p><u>Resources –</u></p> <p><u>Outcomes –</u></p> <ul style="list-style-type: none"> • What are the program evaluation data points: Go Math! benchmark assessments, CST, Common Grade Level Assessments • When will data be gathered?– After each GO Math! Benchmark • What is the reporting strategy?– group item analysis, FAST • Is there a need for formative evaluation strategies?–Go Math! benchmarks • Is there a need for summative evaluation strategies? CST <p><u>Bold (SMART) Goal</u></p> <p>100% of our students will increase by 5% from BOY to MOY on 5th grade Go math assessments.</p> <p>100% of our students will increase by 5% from MOY to EOY on 5th grade Go math assessments.</p>	<p><u>Professional Learning Needs</u></p> <p><u>Making sure we have what it takes to get the job done.</u></p> <p><u>Professional Learning Needs:</u></p> <p>Knowledge Based:</p> <p>Funding Needed:</p>

Decision-Making Model (Continuous Improvement)
PTABG

Grade Level/Department: 6th Grade Math/ David Reese
Administrator: Avey/Ferreira

Date: 08-30-12

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
<p><u>Knowing What to Look for:</u></p> <ul style="list-style-type: none"> Used your Assessment binder for possibilities: -CST 2012/2011 Coach pulls data for grade level team to analyze. Team collected data and brought to the meeting 	<p><u>Data Analysis Results</u></p> <p><u>Converting data to meaningful information:</u></p> <ul style="list-style-type: none"> Data Analysis day in Fall for grade level. <u>Gap Analysis:</u> 2012 6th grade program scores: Ratios/Proportions/Percents/Neg. Fractions: 56% Operations/Problem Solving/ Fractions: 60% Algebra and Functions: 63% Measurement/Geometry: 51% Statistics/Data/Probability: 55% <p><u>Cause Analysis:</u></p> <ul style="list-style-type: none"> -Inability to access basic math facts -Confused about simple operation algorithm -Unclear about place value -Struggle with division in percents and that it is a part of 100 -Struggle changing percents to decimals 	<p><u>Knowing what to do:</u></p> <p><u>Intervention Selection:</u></p> <ul style="list-style-type: none"> -Team commit to use M3 Pacing Guide -Use M3 strategies -Use Number lines when rounding -Lattice Math -Decomposition -Singapore Math Strategies -Build Confidence/Empower kids -Continue with thoughtful math Warm-ups incorporating number sense -Mastering math facts (online games Xtramath.com) -Math Freathy afterschool math fact intervention <p><u>Research:</u></p> <ul style="list-style-type: none"> * Research that refers to the need for students to talk about what they're learning before doing something with it (structure student interaction): \LGRR slide.ppt *Formative assessment is a critically important way for students to acquire and integrate new knowledge and to make adjustments as they move toward conceptual understanding and independent transfer. *Throughout <i>The Art and Science of Teaching</i>, Marzano reinforces the value of higher order questions, including: (1) general inferential questions (e.g., default questions requiring students to use their own background knowledge and (2) questions requiring students to reason logically with information presented. <p><u>Project management:</u></p> <p>6th Grade Elementary Task Analysis.doc</p>	<p><u>Knowing how you're doing:</u></p> <p><u>Resources -</u></p> <ul style="list-style-type: none"> -Use M3 resources <p><u>Outcomes -</u></p> <ul style="list-style-type: none"> • What are the program evaluation data points: ALS benchmark assessments, CST, Common Grade Level Assessments • When will data be gathered? - After each ALS Benchmark • What is the reporting strategy? - group item analysis, FAST • Is there a need for formative evaluation strategies? - ALS benchmarks • Is there a need for summative evaluation strategies? - CST <p><u>Bold (SMART) Goal</u></p> <p>Our 6th grade students will increase the grade level averaged scale score from 336 to 350 (basic to proficient).</p> <p>On ALS benchmark 1, 100% of our 6th grade students will score 33% or 6/18 problems correct.</p> <p>On ALS benchmark 2, 100% of our 6th grade students will score 50% or 9/18 problems correct.</p> <p>On ALS benchmark 3, 100% of our 6th grade students will score 75% or 14/18 problems correct.</p>	<p><u>Professional Learning Needs</u></p> <p><u>Making sure we have what it takes to get the job done</u></p> <p><u>Professional Learning Needs:</u></p> <ul style="list-style-type: none"> Knowledge Based: <ul style="list-style-type: none"> -Mark Wirth or Logan Brown model algebra files and M3 Funding Needed: <ul style="list-style-type: none"> -Algebra Tiles (magnetic and student)

Decision-Making Model (Continuous Improvement)
PTABC

Grade Level/Department: Kinder/David Reese
Administrator: Avey/Ferreira

Date: 10-24-12

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
<p><u>Knowing What to Look for:</u></p> <p>Go Math! Assessments Kinder benchmarks</p> <p>How and When is the data gathered? Collect at the end of the trimester for report cards. Compared to baseline data collected at the beginning of the year. All tests are individually given. In addition, assessments are ongoing on a daily basis. The assessments will be given at the end of each trimester.</p> <p>Who is responsible for gathering and synthesizing the data?</p> <p>The teachers like to test their own students so that they may make instructional decisions based upon the results. Administration will provide opportunities to checkpoint after each benchmark for teachers to update plans for their goals.</p>	<p><u>Converting data to meaningful information:</u></p> <p>Data Analysis day in Fall for grade level.</p> <p>Gap Analysis: Performance summary for grade level: Trimester 1 data of number identification, counting, and writing Number Identification: 14/25, 15/25.</p> <p>Cause Analysis: -No prior school experience -Lots of transiency of kids -Large amount of ELs -Varying academic levels of students -Lack of school readiness -Students with socio-emotional issues -Lack of awareness from parents about what is expected</p> <p>-Some parents see school as the only academic experience -Parents struggling with how to do homework and/or returning it (clearly explaining instructions/academic language) -Some parent have lack of English skills to support students at home -High student teacher ratio -Students lose knowledge while they are off track -Students don't have materials at home -Large amount of student tardiness and attendance issues -Community is underserved -Lack of bilingual interpreter -Hurts relationships with students and families -Lack of consistent partnering and support -Not developmentally ready</p>	<p><u>Knowing how you're doing:</u></p> <p><u>Resources –</u></p> <p><u>Outcomes –</u></p> <ul style="list-style-type: none"> What are the program evaluation data points: 1st grade benchmark assessments When will data be gathered? After each 1st Grade Benchmark What is the reporting strategy? group item analysis, FAST Is there a need for formative evaluation strategies? 1st Grade benchmarks Is there a need for summative evaluation strategies? EOY 1st Grade Benchmark <p>Bold (SMART) Goal Benchmark will be baseline.</p> <p>By Kinder Benchmark 2, 50% of students score 100% on the identification of 21 numbers. Students that do not meet this grade level goal will improve by 10% from benchmark 1.</p> <p>By Kinder Benchmark 3, 75% of students score 100% on the identification of 21 numbers. Students that do not meet this grade level goal will improve by 10% from benchmark 2.</p>	<p><u>Knowing what to do:</u></p> <p><u>Intervention Selection:</u></p> <ul style="list-style-type: none"> -Common Number writing rhymes activities into Calendar -Utilize number of days in school to familiarize students with numbers -Games that involve number searching <p><u>Research:</u></p> <ul style="list-style-type: none"> * Research that refers to the need for students to talk about what they're learning before doing something with it (structure student interaction): _GGG slide.ppt *Formative assessment is a critically important way for students to acquire and integrate new knowledge and to make adjustments as they move toward conceptual understanding and independent transfer. *Throughout The Art and Science of Teaching, Marzano reinforces the value of higher order questions, including: (1) general inferential questions (e.g. default questions requiring students to use their own background knowledge and (2) questions requiring students to reason logically with information presented. <p><u>Project management:</u></p> <p>Kinder Task Analysis.doc</p>	<p>Professional Learning Needs <u>Making sure we have what it takes to get the job done.</u></p> <p>Professional Learning Needs: Knowledge Based: Funding Needed:</p>

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Focused Work: 2012-2013

David Reese Elementary

API/AYP:

Focused Work: API/AYP - 100% of all schools will meet annual targets in each subgroup.

Date updated: 2/27/2013

Goals: see DMM

Focused Work Details (1)

	Fiscal Resources	Person(s) Responsible	Funding	Human Resources	Evidence of Progress
1	Provide the following to support Problem of Practice: <ol style="list-style-type: none"> 1. Provide staff with research surrounding English Language Arts, Math, and Culturally Responsive practices. 2. Purchase materials to support English Language Arts, Math, and Culturally Responsive practices. 3. Provide staff development in English Language Arts, Math, and Culturally Responsive practices. 4. Provide stipends and release time to support planning and development in English Language Arts, Math, and Culturally Responsive practices. 5. Purchase and utilize research based materials and supplies 6. Purchase technology based equipment to support instruction 7. Work with ASES to provide support in continuing the Problem of Practice into our after school program 8. Provide targeted assistance after school through small group instruction by credentialed teachers 9. Provide necessary materials/supplies for after school targeted assistance 	<ul style="list-style-type: none"> ● Principal ● Staff 	<ul style="list-style-type: none"> ● Title I ● Title II ● Title III ● EIA/EL ● Parent Involvement ● Staff Development ● Afterschool Funds ● General Fund ● ASES Funds 	<ul style="list-style-type: none"> ● ASES Coordinator ● CPL ● EL Coach ● Math Coach ● PAIS ● Principal ● Program Improvement Coach ● RED ● Special Ed Program Specialist ● Teaching Staff ● Vice Principal 	See Attached Project Managers and Decision Making Frameworks

Decision Making Models (entries: 0, attachment(s): 1)

Attachment(s)

Decision-Making Model (Continuous Improvement)
 PTABG David Reese Elementary School
 Date: 9/21/12

API/AYP Plan
 Administrator: Jennifer Avey

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs																		
<p><u>Knowing What to Look for:</u></p> <ul style="list-style-type: none"> • AYP/API data • Disaggregate CST • CAHSEE data <p>Principal and Staff</p>	<p><u>Converting data to meaningful information:</u></p> <p>Administration and Leadership Team</p> <p>Grade Level Team Analysis</p> <p>Gap Analysis: API 729 decreased to 719 14 of 25 criteria met</p> <table border="1"> <thead> <tr> <th></th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>School wide</td> <td>39.4</td> <td>42.5</td> </tr> <tr> <td>AA</td> <td>28.0</td> <td>25.0</td> </tr> <tr> <td>Asian</td> <td>46.2</td> <td>55.0</td> </tr> <tr> <td>Hispanic</td> <td>36.8</td> <td>39.6</td> </tr> <tr> <td>EL</td> <td>37.5</td> <td>43.5</td> </tr> </tbody> </table> <p>Cause Analysis:</p> <ul style="list-style-type: none"> • Behavior: tardies, suspensions exclude students from the learning environment. • Low attendance for subgroups • Students are not engaged in the learning environment • Low knowledge of Lesson Design: time allocated to instruction • Lack of use of Best Practices: i.e. academic vocabulary, differentiated instruction, workshop, infotext, expository writing, etc. • Lack of vertically aligned standards-based curricular maps • Low English language proficiency of students • High variance between the quality of instruction across classrooms. • Lack of systematic common formative assessments. Escalating Thresholds for NCLB 		ELA	Math	School wide	39.4	42.5	AA	28.0	25.0	Asian	46.2	55.0	Hispanic	36.8	39.6	EL	37.5	43.5	<p><u>Knowing what to do:</u></p> <p><u>Intervention Selection:</u></p> <ul style="list-style-type: none"> • Implementing the DMF and SMART goals within Grade level teams • Implementation of ALS Benchmark tests (grades 2-6) • Regional Focus of comprehension • Attendance Campaign • Culturally Responsive Instruction Techniques • Instructional Rounds • Vertical Articulation during teacher collaboration time • Professional Learning for Writing, Reading, and Math instruction <p><u>Project management:</u></p>	<p><u>Knowing how you're doing:</u></p> <p><u>Resources –</u></p> <ul style="list-style-type: none"> • EL Coach (1 in region) • PE-EL Coach (2 in region) • AIT/s • Intervention teachers (Elementary) • EGUUSD Mindset materials • Program and Curriculum Specialist/s • Release time for teachers to collaborate/observe • Adopted Writing Curriculum • Co-Op meetings <p><u>Outcomes –</u></p> <ul style="list-style-type: none"> • CELDT • Grades, GPA, D/F rate • CST • CAHSEE • ALS Benchmarks • Graduation Rate • Re-designation Rate • A-G Readiness percentage <p><u>Bold (SMART) Goal:</u></p> <p>30% of students will move at least one performance level on CST in ELA and/or Math by 2013 CST.</p>	<p><u>Learning Needs</u></p> <p><u>Making sure we have what it takes to get the job done</u></p> <p><u>Professional Learning Needs:</u></p> <p><u>Knowledge Based:</u></p> <ul style="list-style-type: none"> • What are the Best Practices? • What do our students need to increase their learning? • What are the best practices to support instruction? <p><u>Skills Based:</u></p> <ul style="list-style-type: none"> • How to increase students engagement • What strategies are highest leverage for instruction <p><u>Funding Needed:</u></p> <ul style="list-style-type: none"> • Substitutes for Release days and peer observations • Salaries for AITs • Materials for Regional Focus work • Funding for Professional learning • Registration for Workshops • Copies for assessments
	ELA	Math																				
School wide	39.4	42.5																				
AA	28.0	25.0																				
Asian	46.2	55.0																				
Hispanic	36.8	39.6																				
EL	37.5	43.5																				

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Focused Work: 2012-2013

David Reese Elementary

English Language Development:

Focused Work: English Language Development

- 100% of English Learners will redesignate to Fluent English Proficient (FEP) within 5 years of enrolling in EGUSD.
- 100% of English Learners at ELD 4 / 5 (Early Advanced/Advanced) will be redesignated as FEP within 2 years.
- 100% of English Learners will progress at least one ELD level until English proficient as measured by the California English Language Development Test (CELDT).

Date updated: 2/27/2013

Goals:	see DMM
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Focused Work Details (1)

	Fiscal Resources	Person(s) Responsible	Funding	Human Resources	Evidence of Progress
1	Provide the following to support Problem of Practice: <ol style="list-style-type: none"> 1. Provide staff with research surrounding English Language Development. 2. Purchase materials to support English Language Development 3. Provide staff development in English Language Development 4. Provide stipends and release time to address concerns surrounding English Language Development. 5. Purchase and utilize research based materials and supplies 6. Purchase technology based equipment to support instruction 7. Work with ASES to provide support in continuing the Problem of Practice into our after school program 8. Provide targeted assistance after school through small group instruction by credentialed teachers 9. Provide necessary materials/supplies for after school targeted assistance 	<ul style="list-style-type: none"> ● Principal ● Staff 	<ul style="list-style-type: none"> ● Title I ● Title II ● Title III ● EIA/EL ● Parent Involvement ● Staff Development ● Afterschool Funds ● General Fund ● Ases Funds 	<ul style="list-style-type: none"> ● ASES Coordinator ● CPL ● EL Coach ● Math Coach ● PAIS ● Principal ● Program Improvement Coach ● RED ● Special Ed Program Specialist ● Teaching Staff ● Vice Principal 	See Attached Project Managers and Decision Making Frameworks

Decision Making Models (entries: 0, attachment(s): 1)

Attachment(s)

ELDecision Making Model PTABG.DOC

Decision-Making Model (Continuous Improvement)
 PTABG David Reese Elementary School

ELL Plan
 Administrator: Jennifer Avey

Date: 9/21/12

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
<p><u>Knowing What to Look for: Pull relevant data before data team meets</u></p> <ul style="list-style-type: none"> • ELL Progress <ul style="list-style-type: none"> ○ CELDT crosstab ○ Crosstab CELDT/CST • Percent PR/AD • Percent FB/BB • Number students @ each CELDT level • Re-designated Fluent Rate • Grades (D/F rate) • Writing Samples <p>Principal and staff pull data for data team to analyze.</p> <p>All staff members meet to analyze data and complete year-long plan</p>	<p><u>Converting data to meaningful information:</u> EL/SDAIE Data Team: Principal, VPPAIS, EL Coordinator, EL coach, counselor, teacher/s</p> <p><u>Gap Analysis:</u></p> <ul style="list-style-type: none"> • 37.5% of EL Learners are Advanced/Proficient • The gap between Reese students and AYP threshold is 40.9% • DRES has a 10.8% re-designation rate <p><u>Cause Analysis:</u></p> <ul style="list-style-type: none"> • Intervention teachers teaching • Students do not have enough opportunities to practice speaking in English • Professional learning for ELD is a teacher choice • Some teacher needs are unknown • Issues with EO support distracts from EL needs • Lack of targeted data informing us about EL progress • CELDT tests are not reliable • L1s in classrooms K-12, so all teachers need L1 strategies 	<p><u>Knowing what to do:</u> Intervention Selection:</p> <ul style="list-style-type: none"> • Survey teachers to uncover targeted needs • Support teachers with accessible instructional maps explicitly tied to ELD standards. • Learn to infuse daily oral practice in all content areas and holding students accountable for responses-workshops and peer observations • Teacher Teams Norming of student work/performance • Mindset and Brainology lessons • STELLAR • CELDT Team Testing Approach <p><u>Project management:</u></p>	<p><u>Knowing how you're doing:</u> Resources –</p> <ul style="list-style-type: none"> • Avenues • EL Coach (1 in region) • PI-EL Coach (2 in region) • AIT/s (Secondary) • SIOP materials C/P/L • SCOE EL Math resources • Intervention teacher (Elementary) • EGUSD Mindset materials <p><u>Outcomes –CELDT</u></p> <ul style="list-style-type: none"> • Assessments • Grades, GPA, D/F rate • CST • CAHSEE • ALS Benchmarks • Re-designation Rate <p>Bold (SMART) Goal All EL students will move at least one level on CELDT per year and re-designate within 2 years of reaching level 4/5.</p>	<p><u>Making sure we have what it takes to get the job done</u></p> <p><u>Professional Learning Needs:</u> Knowledge Based:</p> <ul style="list-style-type: none"> • What do EL students need for support in Math, Science, ELA, Social Science • Reading Comprehension • Writing Instruction • Defining CELDT levels/implications <p><u>Skills Based:</u></p> <ul style="list-style-type: none"> • What are ELD strategies? • What are SDAIE strategies? • Structured Student Interaction (student accountability in response) • Vocabulary Strategies • Writing Program • Avenues training • FAST training and reports <p><u>Funding Needed:</u></p> <ul style="list-style-type: none"> • Substitutes for release days and peer observations • Copies for assessments • Registration for workshops

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Focused Work: 2012-2013

David Reese Elementary

Parental Involvement:

Focused Work: Parental Involvement

Please use the results of your 2012 Title I Parent Survey to determine your areas of focus for 2012-2013

1. I have been given information on parent involvement opportunities at my child's school.
2. I feel I have had opportunities to become involved in my child's academic program.
3. I have been informed about the state's academic content standards and assessments given to my child.
4. I have been given information about how I can help my child with his/her academic achievement.
5. The school has notified me about the time and place of parent meetings.
6. School parent meetings were informative and helpful.

Date updated: 2/19/2013

Parental Involvement Allocation \$22,032.00

Goals:	see DMM
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Decision Making Models (entries: 0, attachment(s): 1)

Attachment(s)

[Parent Involvement.doc](#)

Decision-Making Model (Continuous Improvement)
PTABG Reese Elementary School

Parent Involvement

Date: 9/21/12

Administrator: Jenifer Avey

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
<p><i>Knowing What to Look for:</i></p> <ul style="list-style-type: none"> -Title 1 Parent Survey -Evidence of Attendance/Sign-in Sheets (All School Events) -Back to School Night -Open House -Conferences -Reading Nights -Title 1 Parent Meeting -ELAC/DLAC -SSC -Awards Recognition (monthly) -Indian Education -PTA/PTO -ASES Parent Council -Parent Visitor Logs -Volunteers <p>All staff will pull data for data team to analyze.</p>	<p><i>Converting data to meaningful information:</i></p> <p>Data is pulled at the end of each event.</p> <p>Gap Analysis:</p> <ul style="list-style-type: none"> -Same parents come to all events -Most parents are English speaking -Turnout is not what we want it to be <p>Cause Analysis:</p> <ul style="list-style-type: none"> -Parent involvement is correlated with student achievement -Lack of access to school (transportation issues) -Varying work hours -Varying family dynamic -Lack of daycare -Parents don't have confidence that they have value -Communication issues (flyers don't make it home, language) -Parents feel disenfranchised due to past experiences -Lack of understanding of shared responsibility for student success -Kids are over programmed -Teacher home communication 	<p><i>Knowing what to do:</i></p> <p>Intervention Selection:</p> <ul style="list-style-type: none"> -Create a Parent Liaison -Involve BTA (personal contact in primary language) -Use Auto Dialer (In English and Spanish) -Weekly communication with monitoring for targeted families (secretary, BTA, Off-track bilingual teacher) -Access to home language through BTA -Hold events at non-traditional hours -Professional Development on family dynamics (Judgments we make) -Provide daycare with multilingual daycare providers -Elicit feedback from parents and LISTEN more (Build Relationships) -Third Grade Parent Workshops -Professional Development for teachers and office staff (welcoming, including, educating, conferencing) -Explore email communication options <p>Research:</p> <ul style="list-style-type: none"> -In creased parent involvement increase student achievement. <p>Project management: see task analysis</p>	<p><i>Knowing how you're doing:</i></p> <p>Current Resources -</p> <ul style="list-style-type: none"> -BTA -Sign-In Sheets -Auto Dialer -Preschool -ASES Coordinators <p>Outcomes -</p> <ul style="list-style-type: none"> • Sign-In Sheets, increased attendance, increased student achievement, behavior decrease • After each meeting/event data will be analyzed • Administration celebrates • Formative and Summative evaluation of each event and Title 1 Parent Survey (Questions 2, 4) <p>Bold (SMART) Goal Event attendance will increase to a minimum of 65%.</p>	<p><i>Making sure we have what it takes to get the job done</i></p> <p>Professional Learning Needs:</p> <ul style="list-style-type: none"> Knowledge Based: <ul style="list-style-type: none"> -Professional Development on culturally responsive family dynamics -Professional Development for teachers and office staff (welcoming, including, educating, conferencing) Funding Needed: <ul style="list-style-type: none"> -BTA -Copies -Stipend/Timesheet Positions: Classified and Certificated

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Focused Work: 2012-2013

David Reese Elementary

Culturally Responsive Practices:

Focused Work: Culturally Responsive Practices

Cultural responsiveness is the combination of organizational policies and practices and individuals values and behaviors that enable the organization to interact effectively in culturally diverse settings.

Date updated: 2/19/2013

Goals:	see DMM
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Decision Making Models (entries: 0, attachment(s): 1)

Attachment(s)

[CRIS Decision Making Model.doc](#)

Decision-Making Model (Continuous Improvement)
 PTABG David Reese Elementary School

Culturally Responsive Instructional Strategies Plan

Administrator: Jenifer Avey

Date: 9/21/12

Data Source	Data Analysis Results	Design, Development and Implementation	Program/initiative Evaluation	Professional Learning Needs
<p><u>Knowing What to Look for:</u></p> <ul style="list-style-type: none"> • EL Progress • Discipline Data • Suspension data • ELA/Math achievement data • Attendance • Parent survey-involvement <p>Principal and Teaching Staff are responsible for pulling data on a monthly basis</p>	<p><u>Converting data to meaningful information:</u> Leadership Team will analyze data</p> <p><u>Gap Analysis:</u> African American students have an overrepresentation in special education and discipline data (this subgroup also surpassed their AYP/API goals)</p> <p><u>Cause Analysis:</u></p> <ul style="list-style-type: none"> • Teachers learning and implementing culturally responsive instr. strategies. • Difficulty admitting ownership of problem. • Lack of connection with community. • Classroom management 	<p><u>Knowing what to do:</u> <u>Intervention Selection:</u></p> <ul style="list-style-type: none"> • Use continuous improvement model to examine effectiveness of implementation. • Peer observations. • Invite community leaders to provide cultural sensitivity PL. • Silent Mentoring. • Character Ed./Bully Prevention/Second Step Programs • Community outreach • Positive Recognition • Classroom management PL <p>Research: Edwin Javius, Noma Lemoline, Glen Singleton, Roslyn Tatem-O'Neil, Doug Reeves,</p> <p><u>Project management:</u></p>	<p><u>Knowing how you're doing:</u> <u>Resources:</u> Instructional/EL coaches Student Support/Health Services Community Leaders Character Ed Resources SARB CST <u>Outcomes-</u> Attendance data Discipline data Parent surveys DMF/SMART goals results Walk through data School/student climate survey ALS Benchmarks AYP/API growth Achievement gap decrease</p> <p><u>SMART Goal:</u> All students will meet their API/AYP goals and there will be a 20% decrease in suspensions</p>	<p><u>Making sure we have what it takes to get the job done:</u> <u>Professional Learning Needs:</u> <u>Knowledge Based:</u> What are the Best Practices? What are the best practices to support a decreased amount of African American students for discipline referrals</p> <p><u>Skills Based:</u></p> <ul style="list-style-type: none"> • How to increase student engagement • How to increase knowledge and implementation of positive, preventative classroom management skills <p>Funding Needed:</p> <ul style="list-style-type: none"> • Substitutes for Release days and peer observations • Materials for Regional Focus work • Funding for Professional learning

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Focused Work: 2012-2013

David Reese Elementary

Corrective Action:

Focused Work: Corrective Action

Date updated: 11/1/2012

Assigned by District

Corrective Action Assigned by District	Result	Person(s) Responsible	Funding	Resources	Evidence of Progress
<ul style="list-style-type: none"> Significantly decrease management authority at the school level 	Increase the impact of decisions regarding, but not limited to, budget, acquisition, and placement of personnel, evaluations, curriculum, interventions, site focus, Instructional Rounds, and site support teams, as well as empower other members of the staff.	Principal, staff, and district personnel	<ul style="list-style-type: none"> Title I Title II Title III EIA/EL Parent Involvement Staff Development Afterschool Funds General Funds ASES Funds 	<ul style="list-style-type: none"> ASES Coordinator CPL EL Coach Math Coach PAIS Principal Program Improvement Coach RED Special Ed. Program Specialist Teaching Staff Vice Principal 	Common Assessments, Updated Decision Making Frameworks & CST scores

Selected by Site

Corrective Action Selected by Site	Result	Person(s) Responsible	Funding	Resources	Evidence of Progress
<ul style="list-style-type: none"> Institute and fully implement a new curriculum. <p>Develop grade level writing curriculum and yearlong plan by incorporating "Step Up To Writing," Common Core Standards and Current State Writing Standards.</p> <p>Review plan at every staff and grade level meeting.</p>	Increase student proficiency in narrative and expository writing, as well as increase the ability of grade level teachers to deliver powerful instruction in the area of writing.	Principal, staff, and district personnel	<ul style="list-style-type: none"> Title I Title II Title III EIA/EL Parent Involvement Staff Development Afterschool Funds General Funds ASES Funds 	<ul style="list-style-type: none"> ASES Coordinator CPL EL Coach Math Coach PAIS Principal Program Improvement Coach RED Special Ed. Program Specialist Teaching Staff Vice Principal 	Common Assessments, Updated Decision Making Frameworks & CST scores

David Reese Elementary

Plan to Achieve Bold Goals, Year 2012 - 2013
Final Budget (February 2013)

Object Codes	EIA BTA	EIA (EL Testing / Coordination / Supplies)	Title III - LEP - Allocation	Title I - Basic - Allocation	Title I - Basic - (Prof. Dev't)	Title I - Afterschool	Title I - Parental Involvement	Title I - Services	State Comp Ed - One time	Title II (Prof. Dev't)	Total
Allocation	\$56,913	\$31,000	\$9,700	\$363,195	\$32,989	\$36,000	\$22,032	\$32,432	\$4,150	\$3,500	\$591,911
Carry Over	\$0	\$638	\$0	\$58,508	\$0	\$5,400	\$0	\$0	\$0	\$0	\$64,546
Subtotal	\$56,913	\$31,638	\$9,700	\$421,703	\$32,989	\$41,400	\$22,032	\$32,432	\$4,150	\$3,500	\$656,457
1000 Certified Personnel (+ Benefits) Contracted Staff	\$0	\$0	\$0	\$123,308	\$32,989	\$27,190	\$0	\$0	\$0	\$0	\$183,487
1000 Certified Personnel Non Contracted Staff (timesheet/stipend)	\$0	\$25,437	\$8,468	\$147,870	\$0	\$10,947	\$5,410	\$0	\$3,623	\$3,056	\$204,811
3000 Certified Personnel timesheet/stipend 3000's benefits	\$0	\$3,701	\$1,232	\$21,515	\$0	\$1,592	\$787	\$0	\$527	\$444	\$29,798
2000 Classified Personnel (+ Benefits) Contracted Staff	\$56,913	\$2,500	\$0	\$11,016	\$0	\$0	\$0	\$0	\$0	\$0	\$70,429
2000 Classified Personnel Non Contracted Staff (timesheet/stipend)	\$0	\$0	\$0	\$12,895	\$0	\$0	\$7,100	\$0	\$0	\$0	\$19,995
3000 Classified Personnel Non Contracted staff 3000's benefits	\$0	\$0	\$0	\$2,955	\$0	\$0	\$1,627	\$0	\$0	\$0	\$4,582
4000 Supplies & Equipment	\$0	\$0	\$0	\$86,838	\$0	\$1,671	\$4,000	\$0	\$0	\$0	\$92,509
5000 Services	\$0	\$0	\$0	\$15,306	\$0	\$0	\$3,108	\$32,432	\$0	\$0	\$50,846
Balance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Notes:
 *Contracted employees
 Balance field should be zero
 Benefit rates:
 Certified @ 14.55%
 Classified State Funds @ 24.52%
 Classified Federal Funds @ 22.92%

Principal: **Jennifer Avey**
 School Site Council Chairperson: **Marion Pratt**
 EL Advisory Chairperson: **Rosa Gonzalez**

Signatures: (Must sign in blue ink)
 Date: 2/27/13
Marion Pratt
2/27/13
Jennifer Avey
2-28-13

V. STAFFING MATRIX**David Reese Elementary**

Name	Title/Position	Object Code	Start Date	End Date	FTE	Program	Calendar
CHOYORN SAECHAO	TEACHING ASSOCIATE-BILINGUAL	7091	07/01/12	06/30/13	0.15	EIA:Limited English Proficienc	80
JACKIE FERREIRA	PROG ADM, ELEM SCH INSTR SPEC	3010	07/02/12	06/30/13	0.50	NCLB:Title I, Part A, Basic	25
SHARON HAMLIN	ACADEMIC INTERVENTION TEACHER	3010	07/01/12	06/30/13	0.20	NCLB:Title I, Part A, Basic	17
CLAUDETT SANDERS	ACADEMIC PROGRAM COORDINATOR	3010	07/01/12	06/30/13	0.30	NCLB:Title I, Part A, Basic	12
CLAUDETT SANDERS	ACADEMIC PROGRAM COORDINATOR	5858	07/01/12	06/30/13	0.25	Afterschool Twilight-Site	12
HEATHER CHEUNG	ACADEMIC INTERVENTION TEACHER	3010	07/01/12	06/30/13	1.00	NCLB:Title I, Part A, Basic	156
MARIA CHAVEZ	TEACHING ASSOCIATE-BILINGUAL	7091	07/01/12	06/30/13	0.75	EIA:Limited English Proficienc	7
NATALIE RIOS	LIBRARY TECHNICIAN	3010	02/12/13	06/30/13	0.38	NCLB:Title I, Part A, Basic	804

VI. Governance

David Reese Elementary

Required signatures of Principal, School Site Council and Advisory Committee Chairpersons and Recommendation to the Board of Education of the Elk Grove Unified School District to approve this Plan to Achieve Bold Goals for 2012 - 2013

Name and Title	Signature	
Jenifer Avey		
Principal	Signature <i>Jenifer Avey</i>	Date 2-27-13
Marion Pratt		
School Site Council Chairperson	Signature <i>Marion Pratt</i>	Date 2/27/13
Rosa Gonzalez		
English Language Advisory Committee Chairperson	Signature <i>Rosa Gonzalez</i>	Date 2-28-13

Assurances for Consolidated Programs

The parents and staff of David Reese Elementary make the following assurances to the Board of Education of the Elk Grove Unified School District and the California Department of Education:

1. The School Leadership Team and the School Site Council have developed the Plan to Achieve Bold Goals and the corresponding budgets to be presented for approval to the Board of Education of the Elk Grove Unified School District.
2. The School Site Council and all advisory committees have been formed in accordance with procedures established by federal or state law and regulations.
3. The School Site Council will post an agenda item for review and approval of the school's Plan to Achieve Bold Goals. This public posting will occur at least 72 hours in advance of the meeting and include the date, time and location of the meeting.
4. A copy of the Plan to Achieve Bold Goals and a list of members of the School Site Council and/or all committees are available at the school office for review by school staff, parents and community members.
5. Adequate information has been given to the members of the School Site Council, the school's English Learners' Advisory Committee and/or other committees about the special needs of students as part of the comprehensive needs assessment. This includes educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
6. Plans for the instruction of students who are English Learners have been developed in consultation with the school's English Learners' Advisory Committee.
7. The school may designate an existing school level advisory committee, such as the School Site Council, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body has parents of ELs constituting at least the same percentage of the committee membership as their children represent of the student body. (EC 52176[b]) (EC 52176[b][c]; 64001[a]; 5 CCR 11308[d])
8. The schools staff and parents have participated in a thorough needs assessment and examination of student work as part of the annual school needs assessment and the Elk Grove Unified School District's Local Education Agency Plan.
9. All categorical programs function effectively to meet the needs of students and to meet the compliance regulations of state and/or federal laws, and these are reviewed on a regular basis by the principal and other staff.
10. Parents have had adequate opportunities to participate in the development of schoolwide programs at Title I schools and categorical programs at all schools as described in federal law (No Child Left Behind Act of 2001), California Education Code, and the policies and regulations of the Elk Grove Unified Board of Education.
11. Multiple measures have been utilized in assessing student performance as part of the school accountability plan, and the school's assessment results have been shared with the school community.
12. Instruction by highly qualified teachers is provided to all students.
13. At Title 1 school wide schools, reform strategies give students the opportunity to meet the state's proficient and advanced levels and utilize instructional strategies that are research based.
14. At Title 1 school wide schools, strategies are adopted to attract and retain highly qualified, experienced teachers.
15. At Title 1 school wide schools, there is a plan to assist in the transition of children from preschool to kindergarten.

16. Title 1 school wide schools will coordinate and integrate federal, state and local services and programs.
17. There are clear procedures for parent and teacher consultation in the planning, implementation and evaluation of the Title I Schoolwide Program, including the development of the Parent-School Compact.
18. The Plan to Achieve Bold Goals is reviewed throughout the school year and evaluated annually.
19. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. [Title 5, Section 3831(b)] For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. [EC Section 52206(c)] The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds [Title 5 Section 3831(c)]

Assurances for the School Site Council (SSC)

1. The School Site Council is constituted correctly and was formed in accordance with state law.
2. The minimum size for any elementary school site council is ten.
3. The number of school staff on the SSC is equal to the number of parents. (Example: 5 parents + 5 staff members = 10 SSC members.)
4. The school principal takes an active role as a member of the School Site Council.
5. Classroom teachers form the majority of the members on the school staff portion of the SSC; these members are selected by classroom teachers.
6. Support personnel on the SSC are employees who work at the school site, and who are not the principal or classroom teachers; these members are selected by support personnel.
7. Parents on the SSC are parents at the school who are not employed at that school site; these members are selected by parents.
8. The SSC has regularly scheduled meetings throughout the school year (minimum of 4). Meetings are kept on file at the school site.
9. The site schedules at least two meetings for parents of English Learners during the year (the site selects two parents and one school representative to participate in district advisory meetings).
10. The site schedules at least two meeting for parents of GATE students during the year (the site selects one parent and one school representative to serve on district GATE advisory committee).

Members of the 2012 - 2013 School Site Council			
SCHOOL STAFF		PARENTS	
Your School Site Council is balanced.			
Principal	Jenifer Avey	Parent/Guardian	Marion Pratt
Teacher	Marjorie Woolfork	Parent/Guardian	Othelia Heffernan
Teacher	Marilyn Yu	Parent/Guardian	Jesse Razo
Teacher	Nancy Pineda	Parent/Guardian	Jennifer Joyce-Spencer
Other School Personnel	Cassandra Townsend	Parent/Guardian	Christina Hang-Yang

As the School Site Council Chairperson, I attest that the assurances have been reviewed with the School Site Council and the above membership of the School Site Council is accurate.

Marion Pratt

Name

Marion Pratt

Signature

2/27/13

Date

Addendum

David Reese Elementary

The California Minimally Proficient percent correct for each cluster is provided for comparison. This statistic reflects the performance of students who scored exactly the minimum score for proficient (350). This can be used as a benchmark to determine what was needed, in each strand, to reach the proficient level on the overall 2012 CST exam.

2012 English/Language Arts - As of enrollment May 10, 2012																		
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	62	74	-12	54	61	-7	60	69	-9	61	69	-8	53	61	-8			
Grade 3	65	80	-15	55	73	-18	56	77	-21	53	66	-13	55	71	-16			
Grade 4	66	73	-7	55	59	-4	53	53	0	57	61	-4	49	48	1	71	75	-4
Grade 5	57	66	-9	58	70	-12	54	63	-9	61	70	-9	56	63	-7			
Grade 6	56	67	-11	51	56	-5	55	64	-9	63	70	-7	51	59	-8			

2012 English/Language Arts - As of enrollment September 10, 2012																		
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 3	63	74	-11	56	61	-5	60	69	-9	60	69	-9	54	61	-7			
Grade 4	64	80	-16	54	73	-19	54	77	-23	51	66	-15	54	71	-17			
Grade 5	66	73	-7	54	59	-5	52	53	-1	56	61	-5	46	48	-2	71	75	-4
Grade 6	59	66	-7	59	70	-11	56	63	-7	61	70	-9	57	63	-6			

English/Language Arts	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
See Grade Level Decision Making Models		
School Wide		
See Grade Level Decision Making Models		
Regional		
See Grade Level Decision Making Models		

2012 Mathematics - As of enrollment May 10, 2012																
	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability			
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	
Grade 2	63	71	-8	65	75	-10	66	74	-8	72	78	-6	63	70	-7	
Grade 3	64	71	-7	60	67	-7	69	78	-9	70	76	-6	75	86	-11	

Grade 4	73	79	-6	69	75	-6	68	79	-11	61	66	-5	75	75	0
Grade 5	54	63	-9	56	63	-7	59	69	-10	52	59	-7	75	80	-5
Grade 6	55	64	-9	59	68	-9	63	73	-10	50	57	-7	54	64	-10

2012 Mathematics - As of enrollment September 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 3	63	71	-8	66	75	-9	65	74	-9	72	78	-6	64	70	-6
Grade 4	62	71	-9	59	67	-8	66	78	-12	68	76	-8	75	86	-11
Grade 5	73	79	-6	70	75	-5	68	79	-11	62	66	-4	74	75	-1
Grade 6	55	63	-8	57	63	-6	59	69	-10	53	59	-6	75	80	-5

Mathematics	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
See Grade Level Decision Making Models		
School Wide		
See Grade Level Decision Making Models		
Regional		
See Grade Level Decision Making Models		

2012 Science - As of enrollment May 10, 2012

	Physical Science 5			Physical Science 4			Life Science 5			Life Science 4			Earth Science 5			Earth Science 4		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 5	64	75	-11	53	68	-15	63	70	-7	63	72	-9	55	69	-14	49	63	-14

2012 Science - As of enrollment September 10, 2012

	Physical Science 5			Physical Science 4			Life Science 5			Life Science 4			Earth Science 5			Earth Science 4		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 6	65	75	-10	54	68	-14	64	70	-6	63	72	-9	57	69	-12	51	63	-12

Science	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
See Grade Level Decision Making Models		
School Wide		
See Grade Level Decision Making Models		
Regional		
See Grade Level Decision Making Models		

Regional Data

Florin

2012 English/Language Arts - As of enrollment May 10, 2012																		
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	65	74	-9	56	61	-5	59	69	-10	63	69	-6	54	61	-7			
Grade 3	66	80	-14	57	73	-16	58	77	-19	55	66	-11	54	71	-17			
Grade 4	66	73	-7	54	59	-5	52	53	-1	57	61	-4	48	48	0	70	75	-5
Grade 5	59	66	-7	59	70	-11	57	63	-6	63	70	-7	55	63	-8			
Grade 6	59	67	-8	52	56	-4	57	64	-7	64	70	-6	53	59	-6			
Grade 7	64	74	-10	60	68	-8	53	60	-7	61	68	-7	47	55	-8	78	85	-7
Grade 8	58	67	-9	59	68	-9	56	63	-7	58	66	-8	52	57	-5			
Grade 9	50	59	-9	60	68	-8	61	69	-8	56	64	-8	51	58	-7			
Grade 10	62	72	-10	64	73	-9	60	66	-6	61	71	-10	56	66	-10			
Grade 11	71	77	-6	63	71	-8	59	65	-6	70	77	-7	61	70	-9			

2012 General Mathematics - As of enrollment May 10, 2012																		
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	58	64	-6	53	58	-5	58	64	-6	60	72	-12	46	58	-12	63	73	-10
Grade 9	31	64	-33	26	58	-32	38	64	-26	42	72	-30	25	58	-33	40	73	-33

2012 Mathematics - As of enrollment May 10, 2012																		
	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	69	71	-2	71	75	-4	69	74	-5	73	78	-5	66	70	-4			
Grade 3	66	71	-5	62	67	-5	70	78	-8	69	76	-7	79	86	-7			
Grade 4	73	79	-6	69	75	-6	70	79	-9	64	66	-2	73	75	-2			
Grade 5	55	63	-8	58	63	-5	62	69	-7	51	59	-8	72	80	-8			
Grade 6	57	64	-7	60	68	-8	62	73	-11	54	57	-3	55	64	-9			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	44	59	-15	46	58	-12	50	64	-14	48	66	-18	47	62	-15	51	72	-21

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	72	69	3	59	58	1	63	58	5	59	46	13
Grade 8	69	69	0	54	58	-4	63	58	5	50	46	4
Grade 9	54	69	-15	44	58	-14	41	58	-17	35	46	-11
Grade 10	49	69	-20	37	58	-21	32	58	-26	27	46	-19
Grade 11	45	69	-24	38	58	-20	32	58	-26	27	46	-19

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	74	73	1	66	58	8	74	70	4	52	56	-4
Grade 10	66	73	-7	55	58	-3	59	70	-11	43	56	-13
Grade 11	51	73	-22	39	58	-19	43	70	-27	36	56	-20

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	81	70	11	77	66	11	72	64	8	75	70	5
Grade 9	61	70	-9	56	66	-10	55	64	-9	64	70	-6
Grade 10	43	70	-27	37	66	-29	36	64	-28	47	70	-23
Grade 11	40	70	-30	36	66	-30	35	64	-29	43	70	-27

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	83	78	5	76	76	0	75	75	0	58	63	-5
Grade 11	69	78	-9	68	76	-8	65	75	-10	48	63	-15

Regional Subgroup Data

Florin

African American

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	62	74	-12	54	61	-7	58	69	-11	56	69	-13	50	61	-11			
Grade 3	58	80	-22	48	73	-25	46	77	-31	45	66	-21	47	71	-24			
Grade 4	62	73	-11	48	59	-11	48	53	-5	51	61	-10	44	48	-4	64	75	-11
Grade 5	55	66	-11	54	70	-16	57	63	-6	59	70	-11	52	63	-11			
Grade 6	56	67	-11	50	56	-6	56	64	-8	61	70	-9	49	59	-10			
Grade 7	58	74	-16	54	68	-14	46	60	-14	52	68	-16	39	55	-16	72	85	-13
Grade 8	50	67	-17	50	68	-18	46	63	-17	49	66	-17	44	57	-13			
Grade 9	45	59	-14	56	68	-12	58	69	-11	53	64	-11	48	58	-10			
Grade 10	55	72	-17	59	73	-14	54	66	-12	55	71	-16	49	66	-17			
Grade 11	68	77	-9	59	71	-12	54	65	-11	66	77	-11	51	70	-19			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	51	64	-13	46	58	-12	53	64	-11	55	72	-17	41	58	-17	53	73	-20
Grade 9	39	64	-25	35	58	-23	38	64	-26	50	72	-22	29	58	-29	41	73	-32

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	63	71	-8	65	75	-10	67	74	-7	68	78	-10	62	70	-8
Grade 3	57	71	-14	51	67	-16	62	78	-16	61	76	-15	68	86	-18
Grade 4	65	79	-14	59	75	-16	61	79	-18	58	66	-8	69	75	-6
Grade 5	50	63	-13	52	63	-11	59	69	-10	48	59	-11	68	80	-12

Grade 6	50	64	-14	54	68	-14	54	73	-19	48	57	-9	47	64	-17			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	38	59	-21	37	58	-21	42	64	-22	39	66	-27	41	62	-21	43	72	-29

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	53	69	-16	43	58	-15	38	58	-20	23	46	-23
Grade 8	68	69	-1	36	58	-22	55	58	-3	49	46	3
Grade 9	52	69	-17	42	58	-16	40	58	-18	33	46	-13
Grade 10	48	69	-21	33	58	-25	32	58	-26	25	46	-21
Grade 11	41	69	-28	43	58	-15	33	58	-25	28	46	-18

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	56	73	-17	52	58	-6	57	70	-13	34	56	-22
Grade 11	49	73	-24	36	58	-22	38	70	-32	36	56	-20

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	61	70	-9	50	66	-16	52	64	-12	53	70	-17
Grade 10	40	70	-30	37	66	-29	31	64	-33	44	70	-26
Grade 11	42	70	-28	34	66	-32	35	64	-29	35	70	-35

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	78	78	0	58	76	-18	57	75	-18	40	63	-23
Grade 11	65	78	-13	60	76	-16	64	75	-11	52	63	-11

American Indian

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	60	74	-14	53	61	-8	44	69	-25	52	69	-17	38	61	-23			
Grade 3	65	80	-15	60	73	-13	75	77	-2	62	66	-4	11	71	-60			
Grade 4	47	73	-26	40	59	-19	27	53	-26	52	61	-9	26	48	-22	37	75	-38
Grade 5	21	66	-45	19	70	-51	25	63	-38	47	70	-23	13	63	-50			
Grade 6	69	67	2	41	56	-15	66	64	2	54	70	-16	51	59	-8			
Grade 9	40	59	-19	58	68	-10	57	69	-12	50	64	-14	49	58	-9			
Grade 10	56	72	-16	80	73	7	78	66	12	73	71	2	57	66	-9			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	14	64	-50	0	58	-58	45	64	-19	40	72	-32	55	58	-3	44	73	-29

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	79	71	8	65	75	-10	67	74	-7	69	78	-9	52	70	-18

Grade 2	70	74	-4	60	61	-1	61	69	-8	68	69	-1	57	61	-4			
Grade 3	70	80	-10	58	73	-15	62	77	-15	58	66	-8	54	71	-17			
Grade 4	69	73	-4	55	59	-4	54	53	1	61	61	0	50	48	2	70	75	-5
Grade 5	62	66	-4	60	70	-10	57	63	-6	67	70	-3	54	63	-9			
Grade 6	60	67	-7	52	56	-4	56	64	-8	68	70	-2	56	59	-3			
Grade 7	68	74	-6	64	68	-4	56	60	-4	69	68	1	55	55	0	87	85	2
Grade 8	62	67	-5	63	68	-5	61	63	-2	62	66	-4	57	57	0			
Grade 9	54	59	-5	65	68	-3	66	69	-3	63	64	-1	57	58	-1			
Grade 10	63	72	-9	66	73	-7	59	66	-7	63	71	-8	58	66	-8			
Grade 11	71	77	-6	65	71	-6	62	65	-3	73	77	-4	65	70	-5			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	64	64	0	60	58	2	66	64	2	65	72	-7	47	58	-11	69	73	-4

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	74	71	3	75	75	0	73	74	-1	75	78	-3	70	70	0			
Grade 3	71	71	0	71	67	4	76	78	-2	73	76	-3	85	86	-1			
Grade 4	79	79	0	80	75	5	80	79	1	71	66	5	78	75	3			
Grade 5	60	63	-3	63	63	0	66	69	-3	55	59	-4	76	80	-4			
Grade 6	63	64	-1	65	68	-3	67	73	-6	58	57	1	59	64	-5			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	50	59	-9	57	58	-1	57	64	-7	53	66	-13	51	62	-11	58	72	-14

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	74	69	5	59	58	1	64	58	6	62	46	16
Grade 8	69	69	0	54	58	-4	64	58	6	50	46	4
Grade 9	59	69	-10	52	58	-6	48	58	-10	39	46	-7
Grade 10	51	69	-18	48	58	-10	38	58	-20	32	46	-14
Grade 11	49	69	-20	33	58	-25	35	58	-23	23	46	-23

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	75	73	2	67	58	9	75	70	5	53	56	-3
Grade 10	70	73	-3	58	58	0	63	70	-7	44	56	-12
Grade 11	55	73	-18	42	58	-16	45	70	-25	36	56	-20

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	83	70	13	78	66	12	70	64	6	75	70	5
Grade 9	61	70	-9	58	66	-8	55	64	-9	67	70	-3
Grade 10	44	70	-26	37	66	-29	38	64	-26	49	70	-21
Grade 11	43	70	-27	40	66	-26	36	64	-28	49	70	-21

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	82	78	4	79	76	3	76	75	1	54	63	-9
Grade 11	69	78	-9	70	76	-6	67	75	-8	47	63	-16

Filipino

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	63	74	-11	58	61	-3	58	69	-11	70	69	1	47	61	-14			
Grade 3	73	80	-7	60	73	-13	62	77	-15	63	66	-3	52	71	-19			
Grade 4	82	73	9	71	59	12	59	53	6	74	61	13	65	48	17	79	75	4
Grade 5	59	66	-7	69	70	-1	60	63	-3	74	70	4	59	63	-4			
Grade 6	63	67	-4	52	56	-4	57	64	-7	67	70	-3	51	59	-8			
Grade 7	61	74	-13	65	68	-3	61	60	1	62	68	-6	47	55	-8	85	85	0
Grade 8	48	67	-19	63	68	-5	58	63	-5	65	66	-1	57	57	0			
Grade 9	59	59	0	64	68	-4	65	69	-4	50	64	-14	57	58	-1			
Grade 10	74	72	2	70	73	-3	66	66	0	59	71	-12	62	66	-4			
Grade 11	78	77	1	65	71	-6	60	65	-5	66	77	-11	61	70	-9			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	69	64	5	64	58	6	56	64	-8	64	72	-8	43	58	-15	62	73	-11
Grade 9	21	64	-43	20	58	-38	18	64	-46	50	72	-22	9	58	-49	22	73	-51

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	66	71	-5	75	75	0	62	74	-12	75	78	-3	69	70	-1			
Grade 3	70	71	-1	65	67	-2	77	78	-1	72	76	-4	88	86	2			
Grade 4	83	79	4	94	75	19	88	79	9	72	66	6	87	75	12			
Grade 5	64	63	1	66	63	3	75	69	6	59	59	0	76	80	-4			
Grade 6	59	64	-5	69	68	1	65	73	-8	60	57	3	56	64	-8			
	Rational Numbers			Exponents, Powers			Quantitative			Multi-Step			Measurement and			Statistics, Data		

				and Roots			Relationships and Evaluation Expressions			Problems, Graphing and Functions			Geometry			Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	43	59	-16	53	58	-5	50	64	-14	52	66	-14	49	62	-13	62	72	-10

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	64	69	-5	50	58	-8	61	58	3	59	46	13
Grade 8	65	69	-4	43	58	-15	86	58	28	46	46	0
Grade 9	62	69	-7	50	58	-8	47	58	-11	37	46	-9
Grade 10	32	69	-37	25	58	-33	23	58	-35	23	46	-23

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	69	73	-4	63	58	5	66	70	-4	60	56	4
Grade 11	40	73	-33	30	58	-28	36	70	-34	41	56	-15

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	65	70	-5	59	66	-7	69	64	5	50	70	-20
Grade 9	65	70	-5	64	66	-2	59	64	-5	80	70	10
Grade 10	47	70	-23	36	66	-30	40	64	-24	45	70	-25
Grade 11	57	70	-13	45	66	-21	31	64	-33	40	70	-30

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	89	78	11	84	76	8	96	75	21	80	63	17
Grade 11	66	78	-12	67	76	-9	59	75	-16	50	63	-13

Hispanic

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	61	74	-13	51	61	-10	56	69	-13	58	69	-11	51	61	-10			
Grade 3	65	80	-15	56	73	-17	58	77	-19	54	66	-12	55	71	-16			
Grade 4	62	73	-11	52	59	-7	49	53	-4	55	61	-6	46	48	-2	70	75	-5
Grade 5	59	66	-7	59	70	-11	57	63	-6	62	70	-8	56	63	-7			
Grade 6	57	67	-10	51	56	-5	55	64	-9	62	70	-8	51	59	-8			
Grade 7	63	74	-11	59	68	-9	52	60	-8	58	68	-10	45	55	-10	76	85	-9
Grade 8	58	67	-9	58	68	-10	53	63	-10	56	66	-10	49	57	-8			
Grade 9	47	59	-12	57	68	-11	59	69	-10	52	64	-12	46	58	-12			
Grade 10	61	72	-11	64	73	-9	61	66	-5	60	71	-11	55	66	-11			
Grade 11	68	77	-9	62	71	-9	56	65	-9	67	77	-10	59	70	-11			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	57	64	-7	49	58	-9	54	64	-10	60	72	-12	47	58	-11	61	73	-12
Grade 9	29	64	-35	21	58	-37	40	64	-24	39	72	-33	21	58	-37	45	73	-28

2012 Mathematics - As of enrollment May 10, 2012

Place Value, Fractions and Decimals	Multiplication, Division and Fractions	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis and Probability
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Grade 8	56	64	-8	55	58	-3	55	64	-9	57	72	-15	52	58	-6	65	73	-8
Grade 9	26	64	-38	30	58	-28	39	64	-25	33	72	-39	30	58	-28	29	73	-44

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	71	71	0	75	75	0	69	74	-5	77	78	-1	72	70	2			
Grade 3	75	71	4	67	67	0	79	78	1	77	76	1	85	86	-1			
Grade 4	80	79	1	73	75	-2	75	79	-4	71	66	5	73	75	-2			
Grade 5	54	63	-9	59	63	-4	62	69	-7	51	59	-8	65	80	-15			
Grade 6	61	64	-3	65	68	-3	68	73	-5	58	57	1	57	64	-7			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	50	59	-9	44	58	-14	48	64	-16	50	66	-16	50	62	-12	51	72	-21

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	66	69	-3	69	58	11	62	58	4	56	46	10
Grade 8	73	69	4	59	58	1	67	58	9	51	46	5
Grade 9	51	69	-18	42	58	-16	37	58	-21	31	46	-15
Grade 10	48	69	-21	45	58	-13	36	58	-22	31	46	-15

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	65	73	-8	55	58	-3	54	70	-16	43	56	-13
Grade 11	42	73	-31	32	58	-26	42	70	-28	37	56	-19

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	74	70	4	61	66	-5	75	64	11	75	70	5
Grade 9	65	70	-5	59	66	-7	63	64	-1	66	70	-4
Grade 10	47	70	-23	41	66	-25	37	64	-27	51	70	-19
Grade 11	35	70	-35	30	66	-36	38	64	-26	37	70	-33

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	72	78	-6	63	76	-13	74	75	-1	80	63	17
Grade 11	76	78	-2	68	76	-8	67	75	-8	65	63	2

Pacific Islander

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	75	74	1	69	61	8	65	69	-4	76	69	7	68	61	7			
Grade 3	71	80	-9	67	73	-6	64	77	-13	62	66	-4	58	71	-13			
Grade 4	63	73	-10	52	59	-7	50	53	-3	55	61	-6	41	48	-7	67	75	-8
Grade 5	51	66	-15	54	70	-16	44	63	-19	56	70	-14	43	63	-20			
Grade 6	55	67	-12	55	56	-1	56	64	-8	68	70	-2	57	59	-2			
Grade 7	74	74	0	66	68	-2	60	60	0	65	68	-3	56	55	1	90	85	5
Grade 8	64	67	-3	76	68	8	68	63	5	71	66	5	60	57	3			
Grade 9	44	59	-15	58	68	-10	57	69	-12	58	64	-6	45	58	-13			
Grade 10	64	72	-8	64	73	-9	65	66	-1	66	71	-5	56	66	-10			
Grade 11	68	77	-9	53	71	-18	58	65	-7	78	77	1	59	70	-11			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	82	64	18	67	58	9	66	64	2	70	72	-2	54	58	-4	72	73	-1

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	76	71	5	76	75	1	71	74	-3	78	78	0	61	70	-9			
Grade 3	65	71	-6	61	67	-6	68	78	-10	69	76	-7	74	86	-12			
Grade 4	73	79	-6	74	75	-1	74	79	-5	67	66	1	72	75	-3			
Grade 5	56	63	-7	54	63	-9	56	69	-13	42	59	-17	46	80	-34			
Grade 6	62	64	-2	62	68	-6	63	73	-10	52	57	-5	61	64	-3			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	43	59	-16	50	58	-8	53	64	-11	46	66	-20	52	62	-10	55	72	-17

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	76	69	7	36	58	-22	67	58	9	38	46	-8
Grade 9	56	69	-13	48	58	-10	43	58	-15	42	46	-4
Grade 10	41	69	-28	43	58	-15	10	58	-48	31	46	-15

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	74	73	1	44	58	-14	69	70	-1	36	56	-20
Grade 10	64	73	-9	48	58	-10	31	70	-39	45	56	-11
Grade 11	43	73	-30	43	58	-15	47	70	-23	31	56	-25

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	65	70	-5	91	66	25	69	64	5	73	70	3
Grade 9	58	70	-12	33	66	-33	44	64	-20	46	70	-24
Grade 10	39	70	-31	43	66	-23	27	64	-37	45	70	-25
Grade 11	41	70	-29	45	66	-21	33	64	-31	37	70	-33

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 11	61	78	-17	53	76	-23	48	75	-27	60	63	-3

2 or More Ethnicities

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	68	74	-6	65	61	4	67	69	-2	68	69	-1	70	61	9			
Grade 3	63	80	-17	60	73	-13	58	77	-19	53	66	-13	52	71	-19			
Grade 4	70	73	-3	57	59	-2	55	53	2	58	61	-3	50	48	2	73	75	-2
Grade 5	65	66	-1	65	70	-5	65	63	2	64	70	-6	60	63	-3			
Grade 6	64	67	-3	57	56	1	63	64	-1	64	70	-6	60	59	1			
Grade 7	71	74	-3	68	68	0	64	60	4	60	68	-8	56	55	1	70	85	-15
Grade 8	58	67	-9	59	68	-9	54	63	-9	59	66	-7	57	57	0			

Grade 9	44	59	-15	56	68	-12	56	69	-13	48	64	-16	45	58	-13
Grade 10	70	72	-2	66	73	-7	69	66	3	48	71	-23	57	66	-9
Grade 11	84	77	7	67	71	-4	73	65	8	86	77	9	77	70	7

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	62	64	-2	50	58	-8	65	64	1	60	72	-12	25	58	-33	61	73	-12
Grade 9	29	64	-35	20	58	-38	18	64	-46	40	72	-32	18	58	-40	33	73	-40

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	74	71	3	75	75	0	78	74	4	79	78	1	79	70	9			
Grade 3	67	71	-4	67	67	0	71	78	-7	71	76	-5	74	86	-12			
Grade 4	74	79	-5	65	75	-10	67	79	-12	60	66	-6	66	75	-9			
Grade 5	53	63	-10	57	63	-6	57	69	-12	50	59	-9	71	80	-9			
Grade 6	57	64	-7	64	68	-4	60	73	-13	58	57	1	53	64	-11			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	54	59	-5	50	58	-8	55	64	-9	56	66	-10	51	62	-11	61	72	-11

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	53	69	-16	86	58	28	71	58	13	77	46	31
Grade 8	70	69	1	53	58	-5	66	58	8	50	46	4

Grade 9	62	69	-7	48	58	-10	43	58	-15	39	46	-7
Grade 10	59	69	-10	25	58	-33	28	58	-30	19	46	-27

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	68	73	-5	75	58	17	63	70	-7	36	56	-20
Grade 11	60	73	-13	31	58	-27	41	70	-29	39	56	-17

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	87	70	17	91	66	25	75	64	11	87	70	17
Grade 10	51	70	-19	45	66	-21	48	64	-16	55	70	-15
Grade 11	39	70	-31	36	66	-30	63	64	-1	60	70	-10

2012 High School Summative Math - As of enrollment May 10, 2012

English Learner

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	59	74	-15	48	61	-13	52	69	-17	57	69	-12	46	61	-15			
Grade 3	56	80	-24	45	73	-28	47	77	-30	45	66	-21	42	71	-29			
Grade 4	53	73	-20	43	59	-16	42	53	-11	48	61	-13	38	48	-10	63	75	-12
Grade 5	44	66	-22	45	70	-25	42	63	-21	52	70	-18	41	63	-22			

Grade 6	45	67	-22	37	56	-19	41	64	-23	54	70	-16	40	59	-19			
Grade 7	50	74	-24	48	68	-20	37	60	-23	52	68	-16	35	55	-20	73	85	-12
Grade 8	44	67	-23	45	68	-23	41	63	-22	43	66	-23	39	57	-18			
Grade 9	36	59	-23	47	68	-21	48	69	-21	46	64	-18	40	58	-18			
Grade 10	45	72	-27	46	73	-27	45	66	-21	48	71	-23	42	66	-24			
Grade 11	53	77	-24	45	71	-26	45	65	-20	54	77	-23	48	70	-22			

2012 General Mathematics - As of enrollment May 10, 2012																		
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	54	64	-10	45	58	-13	54	64	-10	55	72	-17	39	58	-19	58	73	-15
Grade 9	27	64	-37	17	58	-41	41	64	-23	40	72	-32	27	58	-31	44	73	-29

2012 Mathematics - As of enrollment May 10, 2012																		
	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	65	71	-6	66	75	-9	66	74	-8	69	78	-9	61	70	-9			
Grade 3	61	71	-10	57	67	-10	62	78	-16	64	76	-12	75	86	-11			
Grade 4	69	79	-10	66	75	-9	66	79	-13	58	66	-8	67	75	-8			
Grade 5	47	63	-16	47	63	-16	51	69	-18	41	59	-18	63	80	-17			
Grade 6	50	64	-14	49	68	-19	52	73	-21	44	57	-13	43	64	-21			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	39	59	-20	43	58	-15	46	64	-18	44	66	-22	42	62	-20	44	72	-28

2012 Algebra I - As of enrollment May 10, 2012											
Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
School Avg	CA Min Prof	Diff	School Avg	CA Min Prof	Diff	School Avg	CA Min Prof	Diff	School Avg	CA Min Prof	Diff

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	65	74	-9	56	61	-5	59	69	-10	62	69	-7	54	61	-7			
Grade 3	66	80	-14	56	73	-17	57	77	-20	54	66	-12	54	71	-17			
Grade 4	65	73	-8	53	59	-6	51	53	-2	57	61	-4	47	48	-1	69	75	-6
Grade 5	58	66	-8	58	70	-12	57	63	-6	62	70	-8	54	63	-9			
Grade 6	58	67	-9	51	56	-5	56	64	-8	64	70	-6	53	59	-6			
Grade 7	64	74	-10	60	68	-8	53	60	-7	61	68	-7	47	55	-8	78	85	-7
Grade 8	58	67	-9	59	68	-9	56	63	-7	58	66	-8	52	57	-5			
Grade 9	49	59	-10	60	68	-8	61	69	-8	56	64	-8	50	58	-8			
Grade 10	61	72	-11	64	73	-9	60	66	-6	61	71	-10	56	66	-10			
Grade 11	71	77	-6	63	71	-8	59	65	-6	70	77	-7	61	70	-9			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	58	64	-6	53	58	-5	58	64	-6	60	72	-12	46	58	-12	63	73	-10
Grade 9	31	64	-33	26	58	-32	38	64	-26	43	72	-29	25	58	-33	40	73	-33

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	68	71	-3	70	75	-5	69	74	-5	73	78	-5	66	70	-4			
Grade 3	66	71	-5	62	67	-5	70	78	-8	69	76	-7	79	86	-7			
Grade 4	73	79	-6	69	75	-6	69	79	-10	64	66	-2	72	75	-3			
Grade 5	55	63	-8	57	63	-6	61	69	-8	51	59	-8	72	80	-8			
Grade 6	56	64	-8	60	68	-8	62	73	-11	54	57	-3	54	64	-10			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	44	59	-15	46	58	-12	50	64	-14	48	66	-18	47	62	-15	51	72	-21

Grade 10	82	78	4	77	76	1	75	75	0	58	63	-5
Grade 11	69	78	-9	68	76	-8	66	75	-9	49	63	-14

Students with Disabilities

2012 English/Language Arts - As of enrollment May 10, 2012																		
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	45	74	-29	41	61	-20	44	69	-25	42	69	-27	39	61	-22			
Grade 3	44	80	-36	37	73	-36	33	77	-44	38	66	-28	37	71	-34			
Grade 4	44	73	-29	39	59	-20	38	53	-15	43	61	-18	33	48	-15	59	75	-16
Grade 5	48	66	-18	47	70	-23	49	63	-14	51	70	-19	44	63	-19			
Grade 6	37	67	-30	40	56	-16	41	64	-23	47	70	-23	39	59	-20			
Grade 7	36	74	-38	31	68	-37	29	60	-31	39	68	-29	28	55	-27	43	85	-42
Grade 8	26	67	-41	33	68	-35	28	63	-35	33	66	-33	33	57	-24			
Grade 9	31	59	-28	38	68	-30	39	69	-30	35	64	-29	30	58	-28			
Grade 10	39	72	-33	38	73	-35	44	66	-22	45	71	-26	34	66	-32			
Grade 11	34	77	-43	34	71	-37	33	65	-32	39	77	-38	31	70	-39			

2012 General Mathematics - As of enrollment May 10, 2012																		
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	39	64	-25	37	58	-21	42	64	-22	42	72	-30	32	58	-26	43	73	-30
Grade 9	32	64	-32	27	58	-31	39	64	-25	41	72	-31	26	58	-32	42	73	-31

2012 Mathematics - As of enrollment May 10, 2012															
	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	51	71	-20	52	75	-23	52	74	-22	57	78	-21	49	70	-21

Grade 3	48	71	-23	43	67	-24	53	78	-25	54	76	-22	63	86	-23			
Grade 4	58	79	-21	59	75	-16	56	79	-23	45	66	-21	58	75	-17			
Grade 5	46	63	-17	50	63	-13	53	69	-16	40	59	-19	63	80	-17			
Grade 6	40	64	-24	39	68	-29	41	73	-32	42	57	-15	41	64	-23			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	26	59	-33	22	58	-36	27	64	-37	28	66	-38	29	62	-33	23	72	-49

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	47	69	-22	43	58	-15	57	58	-1	23	46	-23
Grade 9	34	69	-35	36	58	-22	23	58	-35	23	46	-23
Grade 10	39	69	-30	32	58	-26	33	58	-25	18	46	-28
Grade 11	36	69	-33	32	58	-26	27	58	-31	24	46	-22

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 11	21	73	-52	22	58	-36	34	70	-36	28	56	-28

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	43	70	-27	36	66	-30	35	64	-29	54	70	-16
Grade 11	34	70	-36	33	66	-33	22	64	-42	38	70	-32


James Rutter Middle School

LEARNING SUPPORT SERVICES

MAR 01 2013

RECEIVED

School Plan to Achieve Bold Goals 2012 - 2013

Principal (Print Name): Yoni Perelman
(Signature): 

Elk Grove Unified School District
Elk Grove, California

Approved by the Elk Grove Unified School District Board of Education on _____

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

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 - Mission Statement and Core Values
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 - District Annual Student Performance Targets

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- c. School Demographics

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III. Analysis of Data and Action Plan

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VI. Governance

Addendum

I. Introduction

James Rutter Middle School

Elk Grove Unified School District - Description

The Elk Grove Unified School District has served the Cosumnes River- south Sacramento area since 1959 as a unified district. The 320 square miles of the district includes the city of Elk Grove as well as the southern part of the city of Sacramento and large portions of Sacramento County. As of **October 2011** our K-12 enrollment was **62,514**, a figure that includes 9,507 students who are English Learners. Students come to Elk Grove from all over the world, and they speak more than 81 different languages.

Mission Statement:

The Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential

Core Values:

Outcomes for students: *Achievement of core academic skills; Confident, effective thinkers and problem solvers; Ethical participants in society*

Commitments about how we operate as an organization: *Supporting continuous improvement of instruction; Building strong relationships*

High expectations for learning for ALL students and staff: *Instructional excellence; Safe, peaceful, and healthy environment; Enriched learning environment; Collaboration with diverse communities and families*

EGUSD Bold Achievement Goals

- **100% of students will be "proficient" or "advanced" in Math and English Language Arts (ELA) as measured by the California Standards Test (CST).**
- **100% of 12th graders will pass the California High School Exit Exam (CAHSEE).**
- **100% of students will be college and career ready.**
- **100% of schools will meet annual Adequate Yearly Progress (AYP) and Academic Performance Index (API) targets.**

District Annual Student Performance Targets

California Standards Test

- 50% of all students in each subgroup scoring in the "Far Below Basic" and "Below Basic" levels will improve and exit those categories in both Math and English Language Arts (ELA).
- 60% of ALL students in each subgroup will be "proficient" or "advanced" in both Math and ELA.
- 100% of students scoring "proficient" or "advanced" will maintain or improve in Math and ELA.
- 100% of schools will meet annual Math and ELA targets specified in their School Plan to Achieve Bold Goals.
- 100% of students in grades 2 through 8 will participate in CST testing to meet AYP.¹

CAHSEE

- 75% of 10th graders in each subgroup will pass the CAHSEE.
- 100% of 10th graders will participate in CAHSEE testing to meet AYP.¹

English Language Development (ELD)

- 100% of English Learners will redesignate to Fluent English Proficient (FEP) within 5 years of enrolling in EGUSD.

- 100% of English Learners at ELD 4 / 5 (Early Advanced/Advanced) will be redesignated as FEP within 2 years.
- 100% of English Learners will progress at least one ELD level until English proficient ² as measured by the California English Language Development Test (CELDT).

College and Career

- 100% of students in 9th and 10th grade will complete a college/career plan.
- 95% of students in 10th grade will participate in PSAT testing.
- 30% of eligible students will participate in career academies, pathways, and/or ROP programs.
- 75% of students in 12th grade will complete UC/CSU A-G course requirements.

¹Schools and district must meet 95% test participation in each subgroup to meet federal AYP requirements.

²To be English proficient, a student must meet two criteria:

- Overall proficiency level score of Early Advanced (4) or Advanced (5).
- Each skill area proficiency score at the Intermediate level (3) or above.

School Description

See School Accountability Report Card at www.egusd.net

School Demographics	
	School
Enrollment - (October 2011)	875
English Language Learners - (March 2011)	225
Languages other than English - (March 2011)	14
Students of Poverty - (October 2011)	725

Ethnicity								
	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Unknown
School (Oct 2011)	143 (16.34%)	2 (0.23%)	285 (32.57%)	17 (1.94%)	302 (34.51%)	15 (1.71%)	76 (8.69%)	35 (4.00%)

Input Version

II. TIMELINE

James Rutter Middle School

- | | |
|-------------------------------------|---|
| October 28, 2012 | Begin Data Analysis and Target Goals with staff. <ul style="list-style-type: none"> • Hold School Site Council Meeting (See Attached Sample Agenda) • Complete Data Analysis and Target Goals • Review Action Plan and all of its components |
| March 15, 2013 | Complete PTABG. Have it signed by your SSC and EL Chairperson and submit this, along with minutes from School Site Council Meetings stating that the PTABG had been reviewed and approved to Learning Support Services. |
| April 1, 2013 - May 15, 2013 | Meet with staff and SSC to review yearly progress and begin to set goals for 2013-14. |

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

James Rutter Middle School

Using the information provided to you in your **Bold Goals PowerPoint**, along with any other student data you have put together (i.e. attendance, office referrals, suspensions, other forms of CST data, PreK, ASES/ASSETS, CAHSEE, MYPAS, CELDT, etc.), collaborate with your staff and school site council to determine your **Action Steps for Continuous Improvement**. These actions do not have to be plentiful, but they need to be meaningful and measureable.

Please fill out the form below as documentation of your data analysis meeting with your staff and school site council.

Data Analysis Meeting:

Staff:

Traditional/Modified:

Date: 1/17/2013 (mm/dd/yyyy)

Year Round:

Tracks B, C & D

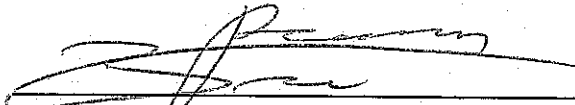
Date: (mm/dd/yyyy)

Tracks A

Date: (mm/dd/yyyy)

School Site Council:

Date: 2/28/2013 (mm/dd/yyyy)



Principal's Signature

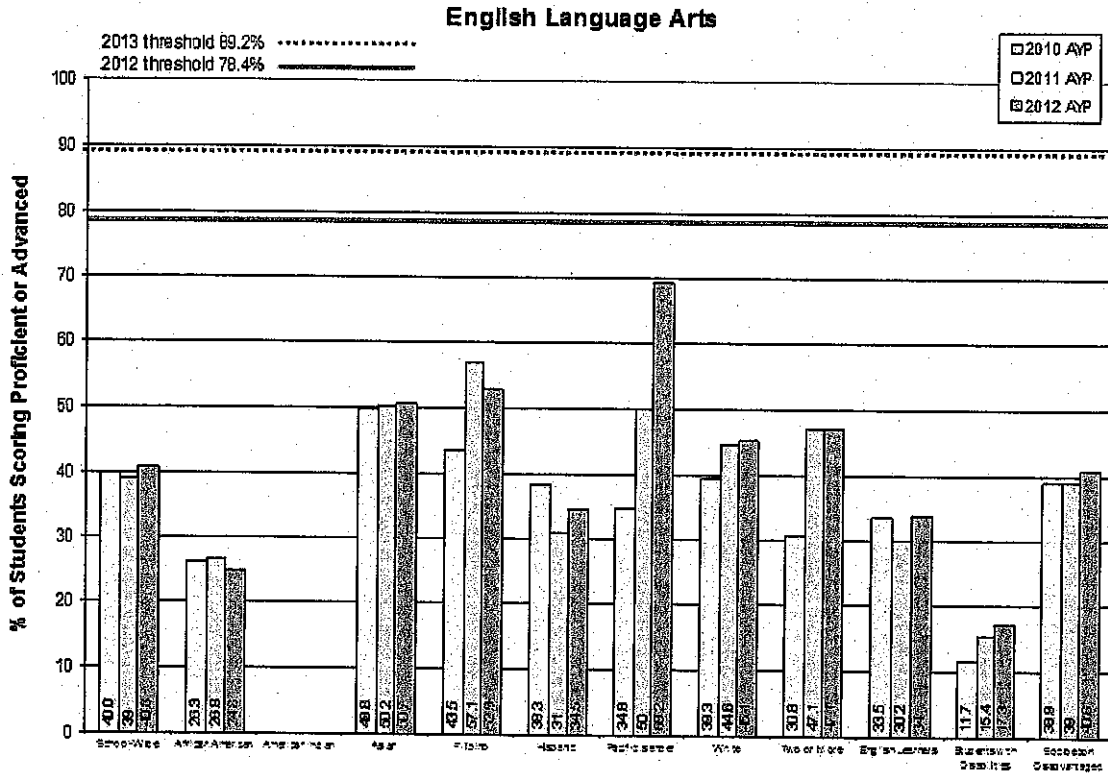
Yuri Penermon

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

James Rutter Middle School

Closing the Achievement Gap English Language Arts:

Adequate Yearly Progress (AYP) 2010 - 2012 Percent Proficient: ELA



English Language Arts	Action Steps for Continuous Improvement	Funding/Resources	How Will You Measure?
School Wide			
James Rutter will continue to focus on its Literacy Plan which includes: Step Up to Writing (SUTW) Critical Reading Strategies Higher Order Thinking Skills (HOTS)	Provide the following to support Problem of Practice: 1. Provide staff with research surrounding engagement strategies. 2. Purchase materials to support professional learning opportunities. 3. Provide staff development in engaging students, EDI, reading comprehension and other areas as they relate to the school's different literacy goals. 4. Provide stipends and release time to address PL needs. 5. Purchase and utilize research based materials and supplies.	<ul style="list-style-type: none"> • Ases Funds • EIA/EL • General Fund • State Comp. Ed. • Staff Development • Title II • Title III 	Performance on CST Common Assessments MYPAS Data

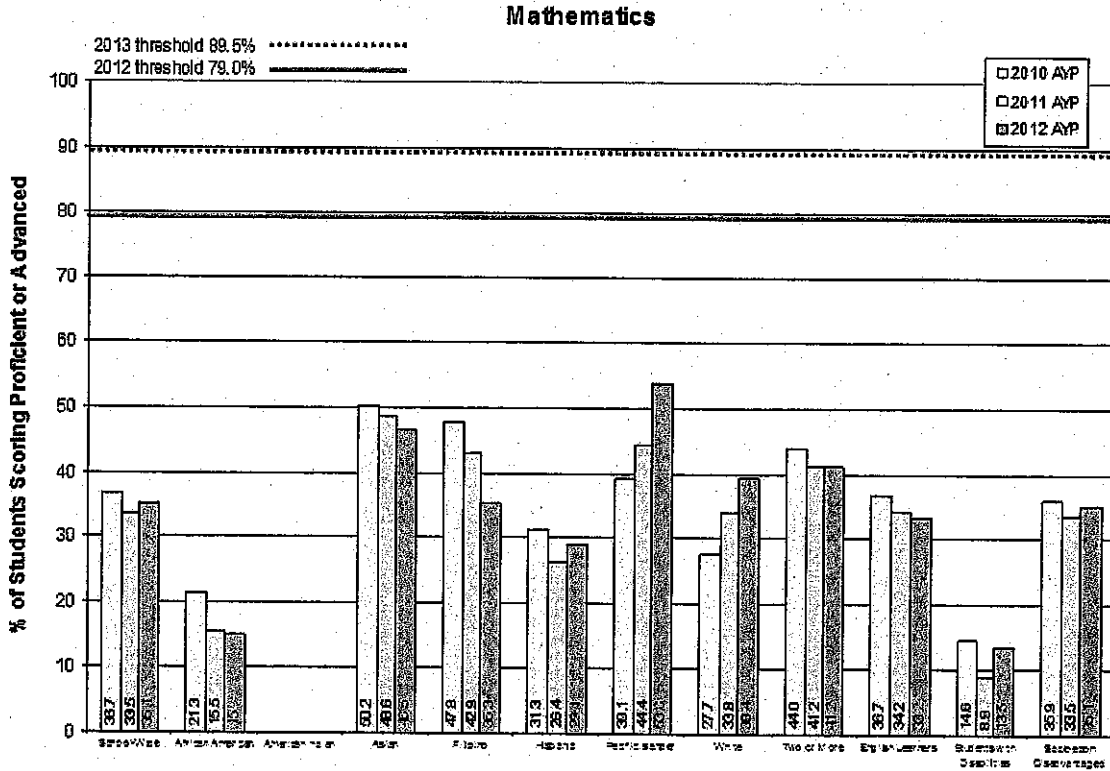
	<ol style="list-style-type: none"> 6. Purchase technology based equipment to support instruction 7. Work with ASES to provide support in continuing the Problem of Practice into our after school program 8. Provide targeted assistance after school through small group instruction by credentialed teachers 9. Provide necessary materials/supplies for after school targeted assistance 		
<p>Targeted Group(s) Determined by Data</p>			
<p>Students scoring Below Basic and Far Below Basic on CST.</p> <p>At Risk African American Students.</p>	<p>Provide the following to support Problem of Practice:</p> <ol style="list-style-type: none"> 1. Provide staff with research surrounding engagement strategies. 2. Purchase materials to support professional learning opportunities. 3. Provide staff development in engaging students, EDI, reading comprehension and other areas as they relate to the school's different literacy goals. 4. Provide stipends and release time to address PL needs. 5. Purchase and utilize research based materials and supplies. 6. Purchase technology based equipment to support instruction 7. Work with ASES to provide support in continuing the Problem of Practice into our after school program 8. Provide targeted assistance after school through small group instruction by credentialed teachers 9. Provide necessary materials/supplies for after school targeted assistance 10. Participation in Professional Development workshops and trainings designed to provide strategies for supporting At Risk African American Students 	<ul style="list-style-type: none"> ● Ases Funds ● EIA/EL ● General Fund ● State Comp. Ed. ● Staff Development ● Title II ● Title III 	<p>Performance on CST</p> <p>Common Assessments</p> <p>MYPAS Data</p>

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

James Rutter Middle School

Closing the Achievement Gap Math:

Adequate Yearly Progress (AYP) 2010 - 2012 Percent Proficient: Math



Mathematics	Action Steps for Continuous Improvement	Funding/Resources	How Will You Measure?
School Wide			
James Rutter will continue to focus on its Literacy Plan which includes: Step Up to Writing (SUTW) Critical Reading Strategies Higher Order Thinking Skills (HOTS)	<ol style="list-style-type: none"> 1. See Addendum: Decision Making Framework for Math 2. Teachers will teach writing utilizing the SUTW process. 3. Teachers will provide opportunities for students to read texts and utilize critical reading strategies. 4. Purchase materials to support instruction. 5. Provide staff development of math instructional 	<ul style="list-style-type: none"> • Ases Funds • EIA/EL • General Fund • State Comp. Ed. • Staff Development • Title II • Title III 	Performance on CST Common Assessments MYPAS Data

	<p>strategies.</p> <p>6. Provide release time for shadowing and peer observation for teachers to view various teaching strategies.</p> <p>7. Provide stipends and release time for data analysis and the creation of common assessments, planning and curriculum design.</p> <p>8. Purchase and utilize reserach based materials and supplies to support math dept. goals.</p> <p>9. Purchase technology-based equipment to support student engagement and learning as well as supplemental and after school programs.</p> <p>10. Work with ASES to provide support in continuing the site/regional goals into our after school programs.</p> <p>11. Provide targeted assistance during and after school through small group instruction by credentialed teachers.</p> <p>12. Provide necessary materials/supplies for after school targeted assistance.</p> <p>13. Reduce class size to enhance instruction of various courses, increase EL/SDAIE instruction and improve academic achievement.</p> <p>14. Provide material support and training support for E.L. classrooms.</p>		
<p>Targeted Group(s) Determined by Data</p>			
<p>Students scoring Below Basic and Far Below Basic on CST.</p> <p>At Risk African American Students.</p>	<p>1. Error Analysis with CST release questions (asking students to analyze why they would choose each option as opposed to the correct answer)</p> <p>2. Collaborative conversation to incorporate common academic language (CST) into instruction and align assessment question stems</p> <p>3. The team will develop shared sentence frames to develop higher order thinking in math.</p> <p>4. Department will commit to collaborate about multiple models used to teach a standard</p> <p>5. Scheduled time to discuss matriculation (Must Do's for the math department)</p> <p>6. Revisit past intervention model to enhance students' number sense</p>	<ul style="list-style-type: none"> ● Ases Funds ● EIA/EL ● General Fund ● State Comp. Ed. ● Staff Development ● Title II ● Title III 	<p>Performance on CST</p> <p>Common Assessments</p> <p>MYPAS Data</p>

7. Participation in Professional Development workshops designed for providing strategies for supporting At Risk African American Students.		
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Closing the Achievement Gap Parent Involvement:

Parent Involvement	Action Steps for Continuous Improvement	Funding/Resources	How Will You Measure?
School Wide			
<p>1. Provide a variety of means for parents to communicate with school personnel regarding student performance in the classroom.</p> <p>2. Provide opportunities for parents to build positive impressions of and relationships with James Rutter Middle School.</p> <p>3. Provide a variety of forms of communication for Spanish speaking and Hmong speaking families.</p> <p>4. On site Resource Center.</p> <p>5. Support for all families in assisting their students in their academics.</p>	<p>1. Continue utilization of School Loop.</p> <p>2. Make email responses to parents a priority for all staff.</p> <p>3. Promote school-wide events that highlight the positive work of Rutter staff and students such as Back to School Night and Open House.</p> <p>4. Host events that invite parents on campus such as Bring Your Parent To Lunch days.</p> <p>5. Provide copies of school publications in Spanish and Hmong.</p> <p>6. Development of an on site college, career, community resource center for student and parent use to create a college going culture on campus and provide information and support for families in preparing their student.</p> <p>7. Provide Parent University events and workshops to inform and support parents in assisting their students in becoming academically successful.</p>	<ul style="list-style-type: none"> ● Ases Funds ● EIA/EL ● General Fund ● State Comp. Ed. ● Staff Development ● Title II ● Title III 	<p>Parent Surveys</p> <p>Event sign-in sheets</p> <p>Attendance of school/parent events.</p>

IV. Funding

James Rutter Middle School

Plan to Achieve Bold Goals, Year 2012 - 2013
Final Budget (February 2013)

Object Codes		EIA BTA	EIA (EL Testing / Coordination / Supplies)	Title III - LEP - Allocation	State Comp Ed	State Comp Ed - One time (Summer)	State Comp Ed - One Time (APEX)	Title II (Prof. Dev't)	Total
Allocation		\$72,525	\$38,340	\$0	\$332,050	\$0	\$0	\$3,500	\$446,415
Carry Over		\$0	\$6,919	\$0	\$30,000	\$0	\$0	\$0	\$36,919
Subtotal		\$72,525	\$45,259	\$0	\$362,050	\$0	\$0	\$3,500	\$483,334
1000	Certificated Personnel (+ Benefits) Contracted Staff	\$0	\$0	\$0	\$306,913	\$0	\$0	\$0	\$306,913
1000	Certificated Personnel Non Contracted Staff (timesheet/stipend)	\$0	\$18,000	\$0	\$2,000	\$0	\$0	\$3,056	\$23,056
3000	Certificated Personnel timesheet/stipend 3000's benefits	\$0	\$2,619	\$0	\$291	\$0	\$0	\$444	\$3,354
2000	Classified Personnel (+ Benefits) Contracted Staff	\$72,525	\$0	\$0	\$0	\$0	\$0	\$0	\$72,525
2000	Classified Personnel Non Contracted Staff (timesheet/stipend)	\$0	\$1,305	\$0	\$10,000	\$0	\$0	\$0	\$11,305
3000	Classified Personnel Non Contracted staff 3000's benefits	\$0	\$319	\$0	\$2,452	\$0	\$0	\$0	\$2,771
4000	Supplies & Equipment	\$0	\$21,016	\$0	\$3,894	\$0	\$0	\$0	\$24,910
5000	Services	\$0	\$2,000	\$0	\$36,500	\$0	\$0	\$0	\$38,500
Balance		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Notes:

*Contracted employees

Balance field should be zero

Benefit rates:
Certificated @ 14.55%
Classified State Funds @ 24.52%
Classified Federal Funds @ 22.92%

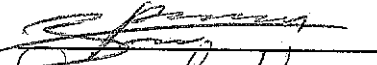

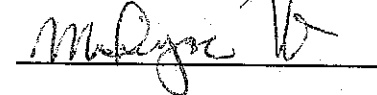
Principal **Yuri Penermon**

School Site Council Chairperson **Desiree Neves**

EL Advisory Chairperson **Jenny Minh Vo**

Signatures: (Must sign in blue ink)

Date

	2/25/13
	2/28/13
	2/25/13

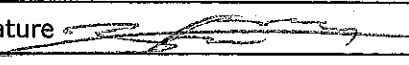
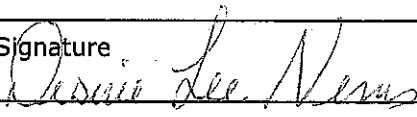

V. STAFFING MATRIX**James Rutter Middle School**

Name	Title/Position	Object Code	Start Date	End Date	FTE	Program	Calendar
MELISSA HOFF	7/8 TEACHER, LANGUAGE ARTS	7891	07/01/12	08/13/12	1.00	Economic Impact Aid (EIA)-SCE	2
ZONG VANG	TEACHING ASSOCIATE-BILINGUAL	7091	07/01/12	06/30/13	0.60	EIA:Limited English Proficienc	7
VICTORIA SIEVER	ACADEMIC PROGRAM COORDINATOR	7891	07/01/12	06/30/13	0.40	Economic Impact Aid (EIA)-SCE	12
AIDA SALAZAR	TEACHING ASSOCIATE-BILINGUAL	7091	07/01/12	06/30/13	0.68	EIA:Limited English Proficienc	7
MICHAEL ANDERSON	PROG ADM, MIDD SCH INSTR SPEC	7891	07/01/12	06/30/13	0.50	Economic Impact Aid (EIA)-SCE	26
LAURA KAHRS	CURR & INSTRUCTION COACH, K/12	7891	08/13/12	06/30/13	0.60	Economic Impact Aid (EIA)-SCE	2
LANIECIA HENDERSON	VICE PRINCIPAL-MIDDLE SCH	7891	07/01/12	06/30/13	1.00	Economic Impact Aid (EIA)-SCE	26

VI. Governance

James Rutter Middle School

Required signatures of Principal, School Site Council and Advisory Committee Chairpersons and Recommendation to the Board of Education of the Elk Grove Unified School District to approve this Plan to Achieve Bold Goals for 2012 - 2013

Name and Title	Signature	
Yuri Penermon		
Principal	Signature 	Date 2/28/13
Desiree Neves		
School Site Council Chairperson	Signature 	Date 2/28/13
Jenny Minh Vo		
English Language Advisory Committee Chairperson	Signature 	Date 2/28/13

Assurances for Consolidated Programs

The parents and staff of James Rutter Middle School make the following assurances to the Board of Education of the Elk Grove Unified School District and the California Department of Education:

1. The School Leadership Team and the School Site Council have developed the Plan to Achieve Bold Goals and the corresponding budgets to be presented for approval to the Board of Education of the Elk Grove Unified School District.
2. The School Site Council and all advisory committees have been formed in accordance with procedures established by federal or state law and regulations.
3. The School Site Council will post an agenda item for review and approval of the school's Plan to Achieve Bold Goals. This public posting will occur at least 72 hours in advance of the meeting and include the date, time and location of the meeting.
4. A copy of the Plan to Achieve Bold Goals and a list of members of the School Site Council and/or all committees are available at the school office for review by school staff, parents and community members.
5. Adequate information has been given to the members of the School Site Council, the school's English Learners' Advisory Committee and/or other committees about the special needs of students as part of the comprehensive needs assessment. This includes educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
6. Plans for the instruction of students who are English Learners have been developed in consultation with the school's English Learners' Advisory Committee.
7. The school may designate an existing school level advisory committee, such as the School Site Council, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body has parents of ELs constituting at least the same percentage of the committee membership as their children represent of the student body. (EC 52176[b]) (EC 52176[b][c]; 64001[a]; 5 CCR 11308[d])
8. The schools staff and parents have participated in a thorough needs assessment and examination of student work as part of the annual school needs assessment and the Elk Grove Unified School District's Local Education Agency Plan.
9. All categorical programs function effectively to meet the needs of students and to meet the compliance regulations of state and/or federal laws, and these are reviewed on a regular basis by the principal and other staff.
10. Parents have had adequate opportunities to participate in the development of schoolwide programs at Title I schools and categorical programs at all schools as described in federal law (No Child Left Behind Act of 2001), California Education Code, and the policies and regulations of the Elk Grove Unified Board of Education.
11. Multiple measures have been utilized in assessing student performance as part of the school accountability plan, and the school's assessment results have been shared with the school community.
12. Instruction by highly qualified teachers is provided to all students.
13. There are clear procedures for parent and teacher consultation in the planning, implementation and evaluation of the Title I Schoolwide Program, including the development of the Parent-School Compact.
14. The Plan to Achieve Bold Goals is reviewed throughout the school year and evaluated annually.
15. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. [Title 5, Section 3831(b)] For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its

curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. [EC Section 52206(c)] The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds [Title 5 Section 3831(c)]

Assurances for the School Site Council (SSC)

1. The School Site Council is constituted correctly and was formed in accordance with state law.
2. The minimum size for any secondary school site council is twelve.
3. The number of school staff on the SSC is equal to the number of parents. (Example: 6 parents/students + 6 staff members = 12 SSC members.)
4. The school principal takes an active role as a member of the School Site Council.
5. Classroom teachers form the majority of the members on the school staff portion of the SSC; these members are selected by classroom teachers.
6. Support personnel on the SSC are employees who work at the school site, and who are not the principal or classroom teachers; these members are selected by support personnel.
7. Parents on the SSC are parents at the school who are not employed at that school site; these members are selected by parents.
8. The SSC has regularly scheduled meetings throughout the school year (minimum of 4). Meetings are kept on file at the school site.
9. The site schedules at least two meetings for parents of English Learners during the year (the site selects two parents and one school representative to participate in district advisory meetings).
10. The site schedules at least two meeting for parents of GATE students during the year (the site selects one parent and one school representative to serve on district GATE advisory committee).

Members of the 2012 - 2013 School Site Council			
SCHOOL STAFF		PARENTS AND STUDENTS	
Your School Site Council is balanced.			
Principal	Yuri Penermon	Parent/Guardian	Desiree Neves
Teacher	Paul Allen	Parent/Guardian	Brenda Stafford-Aguirre
Teacher	Jamie Walker	Parent/Guardian	James Letoa
Teacher	Laura Poppers	Student	Jessica Oquendo
Teacher	Ellen Cochran	Student	Laila Tauqeer
Other School Personnel	Lynette Edom	Student	Ivy Vong

As the School Site Council Chairperson, I attest that the assurances have been reviewed with the School Site Council and the above membership of the School Site Council is accurate.

Desiree L Neves

Name

Desiree L Neves

Signature

2-28-2013

Date

	Avg % Correct	Prof % Correct		Avg % Correct	Prof % Correct		Avg % Correct	Prof % Correct		Avg % Correct	Prof % Correct		Avg % Correct	Prof % Correct		Avg % Correct	Prof % Correct	
Grade 8	58	64	-6	53	58	-5	58	64	-6	60	72	-12	46	58	-12	63	73	-10

General Mathematics	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
See attached Decision Making Framework for Math. SMART Goal: 45% of our FBB/BB/B 7th and 8th grade students will increase one performance band in rational numbers on 2013 CST.	See attached Decision Making Framework for Math(Design, Development, and Implementation section)	State Comp Ed Funds EIA/EL ELAP Title II Title III
School Wide		
See attached Decision Making Framework for Math.	See above	State Comp Ed Funds EIA/EL ELAP Title II Title III
Regional		
See attached Decision Making Framework for Math.	See above	State Comp Ed Funds EIA/EL ELAP Title II Title III

2012 Mathematics - As of enrollment May 10, 2012																		
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	44	59	-15	46	58	-12	50	64	-14	48	66	-18	47	62	-15	51	72	-21

2012 Mathematics - As of enrollment September 10, 2012																		
	Ratios, Proportions, Percentages and Negative Fractions			Operations and Problem Solving with Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	56	64	-8	58	68	-10	60	73	-13	53	57	-4	53	64	-11			
Grade 8	45	59	-14	47	58	-11	51	64	-13	49	66	-17	49	62	-13	52	72	-20

Mathematics	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
See attached Decision Making Framework for Math. SMART Goal: 45% of our FBB/BB/B 7th and 8th grade	See attached Decision Making Framework for Math(Design, Development, and Implementation section)	State Comp Ed Funds EIA/EL ELAP

Grade 8	81	70	11	77	66	11	72	64	8	75	70	5
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Geometry	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
See attached Decision Making Framework for Math. SMART Goal: 45% of our FBB/BB/B 7th and 8th grade students will increase one performance band in rational numbers on 2013 CST.	See attached Decision Making Framework for Math(Design, Development, and Implementation section)	State Comp Ed Funds EIA/EL ELAP Title II Title III
School Wide		
See attached Decision Making Framework for Math.	See above	State Comp Ed Funds EIA/EL ELAP Title II Title III
Regional		
See attached Decision Making Framework for Math.	See above	State Comp Ed Funds EIA/EL ELAP Title II Title III

2012 History/Social Science - As of enrollment May 10, 2012

	World History and Geography: Ancient Civilizations			Late Antiquity and the Middle Ages			Renaissance/Reformation			U.S. Constitution and the Early Republic			Civil War and Its Aftermath		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	57	63	-6	60	65	-5	65	70	-5	57	64	-7	58	67	-9

History/Social Science	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
See attached Decision Making Framework for Social Science. SMART Goal: 53% of students will move to Advanced and Proficient with 20% average in Advanced in US Constitution and Early Republic bands on 2013 CST.	See attached Decision Making Framework for Social Science(Design, Development, and Implementation section)	State Comp Ed Funds EIA/EL ELAP Title II Title III
School Wide		
See attached Decision Making Framework for Social Science.	See above	State Comp Ed Funds EIA/EL ELAP Title II Title III
Regional		
See attached Decision Making Framework for Social Science.	See above	State Comp Ed Funds EIA/EL ELAP

2012 Science - As of enrollment May 10, 2012

	Motion			Forces, Density and Buoyancy			Structure of Matter and Periodic Table			Earth in the Solar System			Reactions and the Chemistry of Living Systems			Investigation and Experimentation		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	62	61	1	69	71	-2	65	66	-1	67	70	-3	63	61	2	69	72	-3

Science	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
<p>See attached Decision Making Framework for Science.</p> <p>SMART Goal: 65% of students will move to Advanced and Proficient in Earth and Solar System bands on 2014 CST.</p>	<p>See attached Decision Making Framework for Social Science(Design, Development, and Implementation section)</p> <ol style="list-style-type: none"> 1. Purchase materials to support instruction. 2. Provide staff development of Science instructional strategies. 3. Provide release time for shadowing and peer observation for teachers to view various teaching strategies. 4. Provide stipends and release time for data analysis and the creation of common assessments, planning and curriculum design. 5. Purchase and utilize reserach based materials and supplies to support Science dept. goals. 6. Purchase technology-based equipment to support student engagement and learning as well as supplemental and after school programs. 7. Work with ASES to provide support in continuing the site/regional goals into our after school programs. 8. Provide targeted assistance during and after school through small group instruction by credentialed teachers. 9. Provide necessary materials/supplies for after school targeted assistance. 10. Reduce class size to enhance instruction of various courses, increase EL/SDAIE instruction and improve academic achievement. 11. Provide material support and training support for E.L. classrooms. 	<p>State Comp Ed Funds EIA/EL ELAP Title II Title III</p>
School Wide		
<p>See attached Decision Making Framework for Science.</p>	<p>See above</p>	<p>State Comp Ed Funds EIA/EL ELAP Title II Title III</p>
Regional		
<p>See attached Decision Making Framework for Science.</p>	<p>See above</p>	<p>State Comp Ed Funds EIA/EL ELAP Title II Title III</p>

Regional Data

Florin

2012 English/Language Arts - As of enrollment May 10, 2012																		
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	65	74	-9	56	61	-5	59	69	-10	63	69	-6	54	61	-7			
Grade 3	66	80	-14	57	73	-16	58	77	-19	55	66	-11	54	71	-17			
Grade 4	66	73	-7	54	59	-5	52	53	-1	57	61	-4	48	48	0	70	75	-5
Grade 5	59	66	-7	59	70	-11	57	63	-6	63	70	-7	55	63	-8			
Grade 6	59	67	-8	52	56	-4	57	64	-7	64	70	-6	53	59	-6			
Grade 7	64	74	-10	60	68	-8	53	60	-7	61	68	-7	47	55	-8	78	85	-7
Grade 8	58	67	-9	59	68	-9	56	63	-7	58	66	-8	52	57	-5			
Grade 9	50	59	-9	60	68	-8	61	69	-8	56	64	-8	51	58	-7			
Grade 10	62	72	-10	64	73	-9	60	66	-6	61	71	-10	56	66	-10			
Grade 11	71	77	-6	63	71	-8	59	65	-6	70	77	-7	61	70	-9			

2012 General Mathematics - As of enrollment May 10, 2012																		
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	58	64	-6	53	58	-5	58	64	-6	60	72	-12	46	58	-12	63	73	-10
Grade 9	31	64	-33	26	58	-32	38	64	-26	42	72	-30	25	58	-33	40	73	-33

2012 Mathematics - As of enrollment May 10, 2012																		
	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	69	71	-2	71	75	-4	69	74	-5	73	78	-5	66	70	-4			
Grade 3	66	71	-5	62	67	-5	70	78	-8	69	76	-7	79	86	-7			
Grade 4	73	79	-6	69	75	-6	70	79	-9	64	66	-2	73	75	-2			
Grade 5	55	63	-8	58	63	-5	62	69	-7	51	59	-8	72	80	-8			
Grade 6	57	64	-7	60	68	-8	62	73	-11	54	57	-3	55	64	-9			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	44	59	-15	46	58	-12	50	64	-14	48	66	-18	47	62	-15	51	72	-21

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	72	69	3	59	58	1	63	58	5	59	46	13
Grade 8	69	69	0	54	58	-4	63	58	5	50	46	4
Grade 9	54	69	-15	44	58	-14	41	58	-17	35	46	-11
Grade 10	49	69	-20	37	58	-21	32	58	-26	27	46	-19
Grade 11	45	69	-24	38	58	-20	32	58	-26	27	46	-19

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	74	73	1	66	58	8	74	70	4	52	56	-4
Grade 10	66	73	-7	55	58	-3	59	70	-11	43	56	-13
Grade 11	51	73	-22	39	58	-19	43	70	-27	36	56	-20

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	81	70	11	77	66	11	72	64	8	75	70	5
Grade 9	61	70	-9	56	66	-10	55	64	-9	64	70	-6
Grade 10	43	70	-27	37	66	-29	36	64	-28	47	70	-23
Grade 11	40	70	-30	36	66	-30	35	64	-29	43	70	-27

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	83	78	5	76	76	0	75	75	0	58	63	-5
Grade 11	69	78	-9	68	76	-8	65	75	-10	48	63	-15

Regional Subgroup Data

Florin

African American

2012 English/Language Arts - As of enrollment May 10, 2012																		
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	62	74	-12	54	61	-7	58	69	-11	56	69	-13	50	61	-11			
Grade 3	58	80	-22	48	73	-25	46	77	-31	45	66	-21	47	71	-24			
Grade 4	62	73	-11	48	59	-11	48	53	-5	51	61	-10	44	48	-4	64	75	-11
Grade 5	55	66	-11	54	70	-16	57	63	-6	59	70	-11	52	63	-11			
Grade 6	56	67	-11	50	56	-6	56	64	-8	61	70	-9	49	59	-10			
Grade 7	58	74	-16	54	68	-14	46	60	-14	52	68	-16	39	55	-16	72	85	-13
Grade 8	50	67	-17	50	68	-18	46	63	-17	49	66	-17	44	57	-13			
Grade 9	45	59	-14	56	68	-12	58	69	-11	53	64	-11	48	58	-10			
Grade 10	55	72	-17	59	73	-14	54	66	-12	55	71	-16	49	66	-17			
Grade 11	68	77	-9	59	71	-12	54	65	-11	66	77	-11	51	70	-19			

2012 General Mathematics - As of enrollment May 10, 2012																		
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	51	64	-13	46	58	-12	53	64	-11	55	72	-17	41	58	-17	53	73	-20
Grade 9	39	64	-25	35	58	-23	38	64	-26	50	72	-22	29	58	-29	41	73	-32

2012 Mathematics - As of enrollment May 10, 2012															
	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	63	71	-8	65	75	-10	67	74	-7	68	78	-10	62	70	-8
Grade 3	57	71	-14	51	67	-16	62	78	-16	61	76	-15	68	86	-18
Grade 4	65	79	-14	59	75	-16	61	79	-18	58	66	-8	69	75	-6
Grade 5	50	63	-13	52	63	-11	59	69	-10	48	59	-11	68	80	-12

Grade 6	50	64	-14	54	68	-14	54	73	-19	48	57	-9	47	64	-17			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	38	59	-21	37	58	-21	42	64	-22	39	66	-27	41	62	-21	43	72	-29

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	53	69	-16	43	58	-15	38	58	-20	23	46	-23
Grade 8	68	69	-1	36	58	-22	55	58	-3	49	46	3
Grade 9	52	69	-17	42	58	-16	40	58	-18	33	46	-13
Grade 10	48	69	-21	33	58	-25	32	58	-26	25	46	-21
Grade 11	41	69	-28	43	58	-15	33	58	-25	28	46	-18

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	56	73	-17	52	58	-6	57	70	-13	34	56	-22
Grade 11	49	73	-24	36	58	-22	38	70	-32	36	56	-20

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	61	70	-9	50	66	-16	52	64	-12	53	70	-17
Grade 10	40	70	-30	37	66	-29	31	64	-33	44	70	-26
Grade 11	42	70	-28	34	66	-32	35	64	-29	35	70	-35

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	78	78	0	58	76	-18	57	75	-18	40	63	-23
Grade 11	65	78	-13	60	76	-16	64	75	-11	52	63	-11

American Indian

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	60	74	-14	53	61	-8	44	69	-25	52	69	-17	38	61	-23			
Grade 3	65	80	-15	60	73	-13	75	77	-2	62	66	-4	11	71	-60			
Grade 4	47	73	-26	40	59	-19	27	53	-26	52	61	-9	26	48	-22	37	75	-38
Grade 5	21	66	-45	19	70	-51	25	63	-38	47	70	-23	13	63	-50			
Grade 6	69	67	2	41	56	-15	66	64	2	54	70	-16	51	59	-8			
Grade 9	40	59	-19	58	68	-10	57	69	-12	50	64	-14	49	58	-9			
Grade 10	56	72	-16	80	73	7	78	66	12	73	71	2	57	66	-9			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	14	64	-50	0	58	-58	45	64	-19	40	72	-32	55	58	-3	44	73	-29

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	79	71	8	65	75	-10	67	74	-7	69	78	-9	52	70	-18

	Correct	Correct		Correct	Correct		Correct	Correct		Correct	Correct		Correct	Correct		Correct	Correct	
Grade 2	70	74	-4	60	61	-1	61	69	-8	68	69	-1	57	61	-4			
Grade 3	70	80	-10	58	73	-15	62	77	-15	58	66	-8	54	71	-17			
Grade 4	69	73	-4	55	59	-4	54	53	1	61	61	0	50	48	2	70	75	-5
Grade 5	62	66	-4	60	70	-10	57	63	-6	67	70	-3	54	63	-9			
Grade 6	60	67	-7	52	56	-4	56	64	-8	68	70	-2	56	59	-3			
Grade 7	68	74	-6	64	68	-4	56	60	-4	69	68	1	55	55	0	87	85	2
Grade 8	62	67	-5	63	68	-5	61	63	-2	62	66	-4	57	57	0			
Grade 9	54	59	-5	65	68	-3	66	69	-3	63	64	-1	57	58	-1			
Grade 10	63	72	-9	66	73	-7	59	66	-7	63	71	-8	58	66	-8			
Grade 11	71	77	-6	65	71	-6	62	65	-3	73	77	-4	65	70	-5			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	64	64	0	60	58	2	66	64	2	65	72	-7	47	58	-11	69	73	-4

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	74	71	3	75	75	0	73	74	-1	75	78	-3	70	70	0			
Grade 3	71	71	0	71	67	4	76	78	-2	73	76	-3	85	86	-1			
Grade 4	79	79	0	80	75	5	80	79	1	71	66	5	78	75	3			
Grade 5	60	63	-3	63	63	0	66	69	-3	55	59	-4	76	80	-4			
Grade 6	63	64	-1	65	68	-3	67	73	-6	58	57	1	59	64	-5			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	50	59	-9	57	58	-1	57	64	-7	53	66	-13	51	62	-11	58	72	-14

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	74	69	5	59	58	1	64	58	6	62	46	16
Grade 8	69	69	0	54	58	-4	64	58	6	50	46	4
Grade 9	59	69	-10	52	58	-6	48	58	-10	39	46	-7
Grade 10	51	69	-18	48	58	-10	38	58	-20	32	46	-14
Grade 11	49	69	-20	33	58	-25	35	58	-23	23	46	-23

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	75	73	2	67	58	9	75	70	5	53	56	-3
Grade 10	70	73	-3	58	58	0	63	70	-7	44	56	-12
Grade 11	55	73	-18	42	58	-16	45	70	-25	36	56	-20

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	83	70	13	78	66	12	70	64	6	75	70	5
Grade 9	61	70	-9	58	66	-8	55	64	-9	67	70	-3
Grade 10	44	70	-26	37	66	-29	38	64	-26	49	70	-21
Grade 11	43	70	-27	40	66	-26	36	64	-28	49	70	-21

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	82	78	4	79	76	3	76	75	1	54	63	-9
Grade 11	69	78	-9	70	76	-6	67	75	-8	47	63	-16

Filipino

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	63	74	-11	58	61	-3	58	69	-11	70	69	1	47	61	-14			
Grade 3	73	80	-7	60	73	-13	62	77	-15	63	66	-3	52	71	-19			
Grade 4	82	73	9	71	59	12	59	53	6	74	61	13	65	48	17	79	75	4
Grade 5	59	66	-7	69	70	-1	60	63	-3	74	70	4	59	63	-4			
Grade 6	63	67	-4	52	56	-4	57	64	-7	67	70	-3	51	59	-8			
Grade 7	61	74	-13	65	68	-3	61	60	1	62	68	-6	47	55	-8	85	85	0
Grade 8	48	67	-19	63	68	-5	58	63	-5	65	66	-1	57	57	0			
Grade 9	59	59	0	64	68	-4	65	69	-4	50	64	-14	57	58	-1			
Grade 10	74	72	2	70	73	-3	66	66	0	59	71	-12	62	66	-4			
Grade 11	78	77	1	65	71	-6	60	65	-5	66	77	-11	61	70	-9			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	69	64	5	64	58	6	56	64	-8	64	72	-8	43	58	-15	62	73	-11
Grade 9	21	64	-43	20	58	-38	18	64	-46	50	72	-22	9	58	-49	22	73	-51

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	66	71	-5	75	75	0	62	74	-12	75	78	-3	69	70	-1
Grade 3	70	71	-1	65	67	-2	77	78	-1	72	76	-4	88	86	2
Grade 4	83	79	4	94	75	19	88	79	9	72	66	6	87	75	12
Grade 5	64	63	1	66	63	3	75	69	6	59	59	0	76	80	-4
Grade 6	59	64	-5	69	68	1	65	73	-8	60	57	3	56	64	-8

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	43	59	-16	53	58	-5	50	64	-14	52	66	-14	49	62	-13	62	72	-10

2012 Algebra I - As of enrollment May 10, 2012												
	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	64	69	-5	50	58	-8	61	58	3	59	46	13
Grade 8	65	69	-4	43	58	-15	86	58	28	46	46	0
Grade 9	62	69	-7	50	58	-8	47	58	-11	37	46	-9
Grade 10	32	69	-37	25	58	-33	23	58	-35	23	46	-23

2012 Algebra II - As of enrollment May 10, 2012												
	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	69	73	-4	63	58	5	66	70	-4	60	56	4
Grade 11	40	73	-33	30	58	-28	36	70	-34	41	56	-15

2012 Geometry - As of enrollment May 10, 2012												
	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	65	70	-5	59	66	-7	69	64	5	50	70	-20
Grade 9	65	70	-5	64	66	-2	59	64	-5	80	70	10
Grade 10	47	70	-23	36	66	-30	40	64	-24	45	70	-25
Grade 11	57	70	-13	45	66	-21	31	64	-33	40	70	-30

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	89	78	11	84	76	8	96	75	21	80	63	17
Grade 11	66	78	-12	67	76	-9	59	75	-16	50	63	-13

Hispanic

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	61	74	-13	51	61	-10	56	69	-13	58	69	-11	51	61	-10			
Grade 3	65	80	-15	56	73	-17	58	77	-19	54	66	-12	55	71	-16			
Grade 4	62	73	-11	52	59	-7	49	53	-4	55	61	-6	46	48	-2	70	75	-5
Grade 5	59	66	-7	59	70	-11	57	63	-6	62	70	-8	56	63	-7			
Grade 6	57	67	-10	51	56	-5	55	64	-9	62	70	-8	51	59	-8			
Grade 7	63	74	-11	59	68	-9	52	60	-8	58	68	-10	45	55	-10	76	85	-9
Grade 8	58	67	-9	58	68	-10	53	63	-10	56	66	-10	49	57	-8			
Grade 9	47	59	-12	57	68	-11	59	69	-10	52	64	-12	46	58	-12			
Grade 10	61	72	-11	64	73	-9	61	66	-5	60	71	-11	55	66	-11			
Grade 11	68	77	-9	62	71	-9	56	65	-9	67	77	-10	59	70	-11			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	57	64	-7	49	58	-9	54	64	-10	60	72	-12	47	58	-11	61	73	-12
Grade 9	29	64	-35	21	58	-37	40	64	-24	39	72	-33	21	58	-37	45	73	-28

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and	Multiplication, Division and	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis and
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	Avg % Correct	Prof % Correct		Avg % Correct	Prof % Correct		Avg % Correct	Prof % Correct		Avg % Correct	Prof % Correct		Avg % Correct	Prof % Correct		Avg % Correct	Prof % Correct	
Grade 8	56	64	-8	55	58	-3	55	64	-9	57	72	-15	52	58	-6	65	73	-8
Grade 9	26	64	-38	30	58	-28	39	64	-25	33	72	-39	30	58	-28	29	73	-44

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	71	71	0	75	75	0	69	74	-5	77	78	-1	72	70	2			
Grade 3	75	71	4	67	67	0	79	78	1	77	76	1	85	86	-1			
Grade 4	80	79	1	73	75	-2	75	79	-4	71	66	5	73	75	-2			
Grade 5	54	63	-9	59	63	-4	62	69	-7	51	59	-8	65	80	-15			
Grade 6	61	64	-3	65	68	-3	68	73	-5	58	57	1	57	64	-7			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	50	59	-9	44	58	-14	48	64	-16	50	66	-16	50	62	-12	51	72	-21

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	66	69	-3	69	58	11	62	58	4	56	46	10
Grade 8	73	69	4	59	58	1	67	58	9	51	46	5
Grade 9	51	69	-18	42	58	-16	37	58	-21	31	46	-15
Grade 10	48	69	-21	45	58	-13	36	58	-22	31	46	-15

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	65	73	-8	55	58	-3	54	70	-16	43	56	-13

Grade 11	42	73	-31	32	58	-26	42	70	-28	37	56	-19
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2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	74	70	4	61	66	-5	75	64	11	75	70	5
Grade 9	65	70	-5	59	66	-7	63	64	-1	66	70	-4
Grade 10	47	70	-23	41	66	-25	37	64	-27	51	70	-19
Grade 11	35	70	-35	30	66	-36	38	64	-26	37	70	-33

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	72	78	-6	63	76	-13	74	75	-1	80	63	17
Grade 11	76	78	-2	68	76	-8	67	75	-8	65	63	2

Pacific Islander

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	75	74	1	69	61	8	65	69	-4	76	69	7	68	61	7			
Grade 3	71	80	-9	67	73	-6	64	77	-13	62	66	-4	58	71	-13			
Grade 4	63	73	-10	52	59	-7	50	53	-3	55	61	-6	41	48	-7	67	75	-8
Grade 5	51	66	-15	54	70	-16	44	63	-19	56	70	-14	43	63	-20			
Grade 6	55	67	-12	55	56	-1	56	64	-8	68	70	-2	57	59	-2			
Grade 7	74	74	0	66	68	-2	60	60	0	65	68	-3	56	55	1	90	85	5
Grade 8	64	67	-3	76	68	8	68	63	5	71	66	5	60	57	3			
Grade 9	44	59	-15	58	68	-10	57	69	-12	58	64	-6	45	58	-13			
Grade 10	64	72	-8	64	73	-9	65	66	-1	66	71	-5	56	66	-10			
Grade 11	68	77	-9	53	71	-18	58	65	-7	78	77	1	59	70	-11			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	82	64	18	67	58	9	66	64	2	70	72	-2	54	58	-4	72	73	-1

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	76	71	5	76	75	1	71	74	-3	78	78	0	61	70	-9
Grade 3	65	71	-6	61	67	-6	68	78	-10	69	76	-7	74	86	-12
Grade 4	73	79	-6	74	75	-1	74	79	-5	67	66	1	72	75	-3
Grade 5	56	63	-7	54	63	-9	56	69	-13	42	59	-17	46	80	-34
Grade 6	62	64	-2	62	68	-6	63	73	-10	52	57	-5	61	64	-3

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	43	59	-16	50	58	-8	53	64	-11	46	66	-20	52	62	-10	55	72	-17

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	76	69	7	36	58	-22	67	58	9	38	46	-8
Grade 9	56	69	-13	48	58	-10	43	58	-15	42	46	-4
Grade 10	41	69	-28	43	58	-15	10	58	-48	31	46	-15

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	74	73	1	44	58	-14	69	70	-1	36	56	-20
Grade 10	64	73	-9	48	58	-10	31	70	-39	45	56	-11
Grade 11	43	73	-30	43	58	-15	47	70	-23	31	56	-25

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	65	70	-5	91	66	25	69	64	5	73	70	3
Grade 9	58	70	-12	33	66	-33	44	64	-20	46	70	-24
Grade 10	39	70	-31	43	66	-23	27	64	-37	45	70	-25
Grade 11	41	70	-29	45	66	-21	33	64	-31	37	70	-33

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 11	61	78	-17	53	76	-23	48	75	-27	60	63	-3

2 or More Ethnicities

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	68	74	-6	65	61	4	67	69	-2	68	69	-1	70	61	9			
Grade 3	63	80	-17	60	73	-13	58	77	-19	53	66	-13	52	71	-19			
Grade 4	70	73	-3	57	59	-2	55	53	2	58	61	-3	50	48	2	73	75	-2
Grade 5	65	66	-1	65	70	-5	65	63	2	64	70	-6	60	63	-3			
Grade 6	64	67	-3	57	56	1	63	64	-1	64	70	-6	60	59	1			
Grade 7	71	74	-3	68	68	0	64	60	4	60	68	-8	56	55	1	70	85	-15

Grade 8	58	67	-9	59	68	-9	54	63	-9	59	66	-7	57	57	0
Grade 9	44	59	-15	56	68	-12	56	69	-13	48	64	-16	45	58	-13
Grade 10	70	72	-2	66	73	-7	69	66	3	48	71	-23	57	66	-9
Grade 11	84	77	7	67	71	-4	73	65	8	86	77	9	77	70	7

2012 General Mathematics - As of enrollment May 10, 2012																		
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	62	64	-2	50	58	-8	65	64	1	60	72	-12	25	58	-33	61	73	-12
Grade 9	29	64	-35	20	58	-38	18	64	-46	40	72	-32	18	58	-40	33	73	-40

2012 Mathematics - As of enrollment May 10, 2012																		
	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	74	71	3	75	75	0	78	74	4	79	78	1	79	70	9			
Grade 3	67	71	-4	67	67	0	71	78	-7	71	76	-5	74	86	-12			
Grade 4	74	79	-5	65	75	-10	67	79	-12	60	66	-6	66	75	-9			
Grade 5	53	63	-10	57	63	-6	57	69	-12	50	59	-9	71	80	-9			
Grade 6	57	64	-7	64	68	-4	60	73	-13	58	57	1	53	64	-11			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	54	59	-5	50	58	-8	55	64	-9	56	66	-10	51	62	-11	61	72	-11

2012 Algebra I - As of enrollment May 10, 2012												
	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	53	69	-16	86	58	28	71	58	13	77	46	31

Grade 8	70	69	1	53	58	-5	66	58	8	50	46	4
Grade 9	62	69	-7	48	58	-10	43	58	-15	39	46	-7
Grade 10	59	69	-10	25	58	-33	28	58	-30	19	46	-27

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	68	73	-5	75	58	17	63	70	-7	36	56	-20
Grade 11	60	73	-13	31	58	-27	41	70	-29	39	56	-17

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	87	70	17	91	66	25	75	64	11	87	70	17
Grade 10	51	70	-19	45	66	-21	48	64	-16	55	70	-15
Grade 11	39	70	-31	36	66	-30	63	64	-1	60	70	-10

2012 High School Summative Math - As of enrollment May 10, 2012

English Learner

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	59	74	-15	48	61	-13	52	69	-17	57	69	-12	46	61	-15	63	75	-12
Grade 3	56	80	-24	45	73	-28	47	77	-30	45	66	-21	42	71	-29			
Grade 4	53	73	-20	43	59	-16	42	53	-11	48	61	-13	38	48	-10			

Grade 5	44	66	-22	45	70	-25	42	63	-21	52	70	-18	41	63	-22			
Grade 6	45	67	-22	37	56	-19	41	64	-23	54	70	-16	40	59	-19			
Grade 7	50	74	-24	48	68	-20	37	60	-23	52	68	-16	35	55	-20	73	85	-12
Grade 8	44	67	-23	45	68	-23	41	63	-22	43	66	-23	39	57	-18			
Grade 9	36	59	-23	47	68	-21	48	69	-21	46	64	-18	40	58	-18			
Grade 10	45	72	-27	46	73	-27	45	66	-21	48	71	-23	42	66	-24			
Grade 11	53	77	-24	45	71	-26	45	65	-20	54	77	-23	48	70	-22			

2012 General Mathematics - As of enrollment May 10, 2012																		
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	54	64	-10	45	58	-13	54	64	-10	55	72	-17	39	58	-19	58	73	-15
Grade 9	27	64	-37	17	58	-41	41	64	-23	40	72	-32	27	58	-31	44	73	-29

2012 Mathematics - As of enrollment May 10, 2012																		
	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	65	71	-6	66	75	-9	66	74	-8	69	78	-9	61	70	-9			
Grade 3	61	71	-10	57	67	-10	62	78	-16	64	76	-12	75	86	-11			
Grade 4	69	79	-10	66	75	-9	66	79	-13	58	66	-8	67	75	-8			
Grade 5	47	63	-16	47	63	-16	51	69	-18	41	59	-18	63	80	-17			
Grade 6	50	64	-14	49	68	-19	52	73	-21	44	57	-13	43	64	-21			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	39	59	-20	43	58	-15	46	64	-18	44	66	-22	42	62	-20	44	72	-28

2012 Algebra I - As of enrollment May 10, 2012																		
Number Prop., Operations					Graphing and Systems of					Quadratics and					Functions and Rational			

	and Linear Equations			Linear Equations			Polynomials			Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	24	69	-45	36	58	-22	14	58	-44	15	46	-31
Grade 8	71	69	2	64	58	6	70	58	12	57	46	11
Grade 9	49	69	-20	43	58	-15	37	58	-21	33	46	-13
Grade 10	44	69	-25	33	58	-25	35	58	-23	26	46	-20
Grade 11	50	69	-19	26	58	-32	31	58	-27	15	46	-31

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	69	73	-4	53	58	-5	65	70	-5	35	56	-21
Grade 11	45	73	-28	42	58	-16	41	70	-29	29	56	-27

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	59	70	-11	49	66	-17	58	64	-6	76	70	6
Grade 10	40	70	-30	32	66	-34	33	64	-31	46	70	-24
Grade 11	31	70	-39	32	66	-34	29	64	-35	37	70	-33

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	50	78	-28	53	76	-23	65	75	-10	40	63	-23
Grade 11	63	78	-15	67	76	-9	63	75	-12	36	63	-27

Socioeconomically Disadvantaged

Grade 7	44	59	-15	46	58	-12	50	64	-14	48	66	-18	47	62	-15	51	72	-21
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2012 Algebra I - As of enrollment May 10, 2012												
	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	72	69	3	59	58	1	63	58	5	59	46	13
Grade 8	69	69	0	54	58	-4	63	58	5	50	46	4
Grade 9	54	69	-15	44	58	-14	42	58	-16	36	46	-10
Grade 10	49	69	-20	37	58	-21	33	58	-25	26	46	-20
Grade 11	45	69	-24	38	58	-20	32	58	-26	27	46	-19

2012 Algebra II - As of enrollment May 10, 2012												
	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	73	73	0	65	58	7	72	70	2	50	56	-6
Grade 10	68	73	-5	56	58	-2	61	70	-9	43	56	-13
Grade 11	53	73	-20	40	58	-18	43	70	-27	37	56	-19

2012 Geometry - As of enrollment May 10, 2012												
	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	81	70	11	77	66	11	72	64	8	75	70	5
Grade 9	62	70	-8	57	66	-9	56	64	-8	64	70	-6
Grade 10	44	70	-26	38	66	-28	37	64	-27	48	70	-22
Grade 11	38	70	-32	36	66	-30	33	64	-31	43	70	-27

2012 High School Summative Math - As of enrollment May 10, 2012			
Algebra I	Geometry	Algebra II	Probability and Statistics

Grade 2	51	71	-20	52	75	-23	52	74	-22	57	78	-21	49	70	-21			
Grade 3	48	71	-23	43	67	-24	53	78	-25	54	76	-22	63	86	-23			
Grade 4	58	79	-21	59	75	-16	56	79	-23	45	66	-21	58	75	-17			
Grade 5	46	63	-17	50	63	-13	53	69	-16	40	59	-19	63	80	-17			
Grade 6	40	64	-24	39	68	-29	41	73	-32	42	57	-15	41	64	-23			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	26	59	-33	22	58	-36	27	64	-37	28	66	-38	29	62	-33	23	72	-49

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	47	69	-22	43	58	-15	57	58	-1	23	46	-23
Grade 9	34	69	-35	36	58	-22	23	58	-35	23	46	-23
Grade 10	39	69	-30	32	58	-26	33	58	-25	18	46	-28
Grade 11	36	69	-33	32	58	-26	27	58	-31	24	46	-22

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 11	21	73	-52	22	58	-36	34	70	-36	28	56	-28

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	43	70	-27	36	66	-30	35	64	-29	54	70	-16
Grade 11	34	70	-36	33	66	-33	22	64	-42	38	70	-32

2012 High School Summative Math - As of enrollment May 10, 2012

Decision Making Models (entries: 4, attachment(s): 0)

1	<p>Department: ELA</p> <p>Grade Level: 7th/8th</p>	<p>Subject/Course: ELA</p> <p>Administrator: Penermon</p>	<p>Date: 1/17/2013</p>	
Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
<p>Knowing what to look for:</p> <ul style="list-style-type: none"> ● CST strand and cluster from 2005 to 2012 ● Disaggregated data CST 2011 ● CST Cross Tab Analysis from strand and cluster data ● EL strand and cluster data ● Cross Tab Analysis for ELA and EL/SDAIE 	<p>Converting data to meaningful information: Analysis team is entire ELA Dept including EL and SpEd teachers.</p> <p>Gap Analysis:</p> <ul style="list-style-type: none"> ● Strand: 7th and 8th grade Reading Comprehension has remained constant hovering around 56% Adv/Pro <p>Cause Analysis:</p> <ul style="list-style-type: none"> ● Students are not reading often enough so they lack reading "stamina" and lack of support in finding appropriate reading materials. 	<p>Knowing what to do: Select intervention based on Cause Analysis</p> <p>Intervention Selection:</p> <ul style="list-style-type: none"> ● Expand explicit context clues to 7th grade ● Share actual current student writing samples at dept meetings ● Create department-wide reading list ● 7th grade monthly library visits ● 8th grade quarterly library visits ● Share roots/affixes strategies and instruction ● Assign ALS common assessments to curriculum ● Scaffold text logs for SDAIE and SpEd students ● Use scaffolds for intervention classes 	<p>Knowing how you're doing:</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Reading Strategies Text Log Starters ● Roots and Affixes Strategies and worksheets ● Librarian for Quick Pick Book Lists ● Books on Tape - iTunes downloads for core novels <p>Outcomes: - Use ALS and site common assessments to assess growth.</p> <p>SMART Goal (state): 65% of 7th and 8th grade students will score Pr/Adv on reading comprehension strand on 2013 CST - this reflects and 8% increase.</p>	<p>Making sure we have what it takes to get the job done:</p> <p>Professional Learning Needs:</p> <ul style="list-style-type: none"> ● Prosody/Fluency building ● Chunking information both for reading comprehension and writing ● How to scaffold text logs for all learners <p>Funding/Resource Needs:</p> <ul style="list-style-type: none"> ● After-school workshops ● Release day ● Before school- Wednesdays
2	<p>Department: Math</p>	<p>Subject/Course: Math</p>	<p>Date: 1/17/2013</p>	

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
Knowing what to look for: <ul style="list-style-type: none"> 7th grade pre-algebra CST Florin region elementary feeder school % Prof/Adv and % BB/FBB Data comparing intervention/Pre Alg I/Pre Alg JRMS trend data 7th Grade CELDT data Number Sense: Rational Number: 14 	Converting data to meaningful information: VP/PAIS, Math chair, and/or coaches analyze data weekly, monthly. Gap Analysis: <ul style="list-style-type: none"> 24% of our current 8th grade students scored Adv/Pro in rational numbers on 2012 CST 45% of our current 8th grade students scored FB/BB in rational numbers on 2012 CST. Cause Analysis: <ul style="list-style-type: none"> Lack of number sense in basic multiplication, place value, integers Students are unable to recognize notation, comprehend it, and apply it; lack of attention to detail Lack of automaticity of facts Low reading comprehension skills - lacking a multi-model picture representation in their mind of the concept. Lack of confidence/math anxiety, especially SDAIE and intervention students 	Knowing what to do: Intervention Selection <ul style="list-style-type: none"> Continue master quizzes weekly starting earlier this year - being certain to spiral back w/certain concepts Continue error analysis with CST release questions The team will continue to collaborate/implement multiple techniques used to teach a standard. This is in alignment with the new Common Core Math Standards. M3 grant participatns to share at department meetings 	Knowing how you're doing: Resources <ul style="list-style-type: none"> M3 Strategies CST release questions SDAIE math strategies Site-based Mastery quizzes ALS Site-based Smart quizzes SMART Goal (state): 45% of FBB/BB/B in 7th grade and 8th grade will increase one performance band in rational numbers as measured by 2013 CST.	

3

Department: Social Science

Subject/Course: History

Date: 1/17/2013

Grade Level: 7th/8th

Administrator: Penermon

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
Knowing what to look for: CST strand data from 2005-2012	Converting data to meaningful information: VP/PAIS and/or coaches collect data for team to analyze in the fall for goal setting - team is considering benchmark assessments. Gap Analysis:	Knowing what to do: Intervention Selection <ul style="list-style-type: none"> 7th grade standard 7.10.2 	Knowing how you're doing: Resources <ul style="list-style-type: none"> Student engagement strategies Critical thinking 	Making sure we have what it takes to get the job done: Professional Learning Needs

<ul style="list-style-type: none"> • CST Strand: Civil War - Adv/Pro increased by 12% from 2011 to 2012 • CST Strand: Ren/Refor - Adv/Pro increase by 16% from 2011 to 2012 • From Diagnostic 6th grade standards test incoming 7th graders' weaknesses are in Rome w/average of 26.2% correct 	<ul style="list-style-type: none"> • & 7.11.5 • 8th grade standards 8.9.1 & 10.4 & 8.11.5 • 8th grade intervention classes science and social science will trade students for one week • 7th and 8th grade week long review prior to testing on all units • Look at schema-building and culminating projects and best practices • BFLR weekly • Create swat unit with 6th grade information • Ongoing STAR review 	<p>strategies</p> <ul style="list-style-type: none"> • Writing strategies <p>SMART Goal (state): US Constitution & Early Republic: 53% of students will move to proficient and advanced with 20% average in Adv as measured by CST 2013</p>	<p>Knowledge Based: Specific breakdown of JRMS diagnostic scores by each feeder school</p> <p>Skills Based: Spiraling strategies</p> <p>Funding Needed:</p> <ul style="list-style-type: none"> • Release time for creating common assessments • Release time for creating spiraled lessons
<p>Cause Analysis:</p> <ul style="list-style-type: none"> • Targeted CST review and tutoring session for 18 week classes were given the week before CST • We decreased the number of students who do not have the opportunity to take social science at JRMS • EL populations have trouble showing they know, comprehending the test questions. They might give up. • Students (especially EL) may not understand the academic language. • Low proficiency ELL students are in social science classes with no ELD support • US Constitution and Early Republic concepts may not match the reality of our students' lives. We are unsure of which standards in this strand students are lacking. 			

4 Department: Science Subject/Course: Science Date: 1/17/2013
 Grade Level: 7th/8th Administrator: Pernermon

Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs
<p>Knowing what to look for:</p> <ul style="list-style-type: none"> • CST data by strand for 5 years • CST data 5th grade science • CST data 10th grade science • 6th grade math/ela scores 	<p>Converting data to meaningful information: VP/PAIS and/or coaches collect data for team to analyze in Fall for SMART goal setting; team is considering benchmark assessments.</p>	<p>Knowing what to do:</p> <p>Intervention Selection</p> <ul style="list-style-type: none"> • 7th grade continue with "organic chemistry" to address the Reactions and Chemical Living Strand • Using technology in the classroom for students to apply science standards • 7th grade taught Metric System and 	<p>Knowing how you're doing:</p> <p>Resources</p> <ul style="list-style-type: none"> • Using technology in the classroom for students to apply science • Pasco Sensors from FLorin HS with professional learning from Ray Pietersen <p>Outcomes</p> <ul style="list-style-type: none"> • Team common assessments 	<p>Making sure we have what it takes to get the job done:</p> <p>Professional Learning Needs</p> <ul style="list-style-type: none"> • How to teach critical thinking in science • How to use the sensors <p>Funding needed:</p> <ul style="list-style-type: none"> • For sensors • For copies for

Scientific Investigation throughout the year in 2012 - spiraled instruction

- 7th and 8th grade teachers to create grade level cloze notes to provide to students who need scaffolding
- The entire light unit needs to be taught in 7th

- CST

SMART Goal (state): 65% of students scoring PR/AD in Earth & Solar System as measured by 2014 CST

formative assessments

- For release time to plan the formative assessments

Project Management:

Laguna Creek High School

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LEARNING SUPPORT SERVICES

School Plan to Achieve Bold Goals 2012 - 2013

Principal (Print Name): DOUG CRAIG

(Signature): *Doug Craig*

**Elk Grove Unified School District
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on _____

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

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I. Introduction

Laguna Creek High School

Elk Grove Unified School District - Description

The Elk Grove Unified School District has served the Cosumnes River- south Sacramento area since 1959 as a unified district. The 320 square miles of the district includes the city of Elk Grove as well as the southern part of the city of Sacramento and large portions of Sacramento County. As of **October 2012** our K-12 enrollment was **63,194**, a figure that includes 9,189 students who are English Learners. Students come to Elk Grove from all over the world, and they speak more than 81 different languages.

Mission Statement:

The Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential

Core Values:

Outcomes for students: *Achievement of core academic skills; Confident, effective thinkers and problem solvers; Ethical participants in society*

Commitments about how we operate as an organization: *Supporting continuous improvement of instruction; Building strong relationships*

High expectations for learning for ALL students and staff: *Instructional excellence; Safe, peaceful, and healthy environment; Enriched learning environment; Collaboration with diverse communities and families*

EGUSD Bold Achievement Goals

- **100% of students will be "proficient" or "advanced" in Math and English Language Arts (ELA) as measured by the California Standards Test (CST).**
- **100% of 12th graders will pass the California High School Exit Exam (CAHSEE).**
- **100% of students will be college and career ready.**
- **100% of schools will meet annual Adequate Yearly Progress (AYP) and Academic Performance Index (API) targets.**

District Annual Student Performance Targets

California Standards Test

- 50% of all students in each subgroup scoring in the "Far Below Basic" and "Below Basic" levels will improve and exit those categories in both Math and English Language Arts (ELA).
- 60% of ALL students in each subgroup will be "proficient" or "advanced" in both Math and ELA.
- 100% of students scoring "proficient" or "advanced" will maintain or improve in Math and ELA.
- 100% of schools will meet annual Math and ELA targets specified in their School Plan to Achieve Bold Goals.
- 100% of students in grades 2 through 8 will participate in CST testing to meet AYP.¹

CAHSEE

- 75% of 10th graders in each subgroup will pass the CAHSEE.
- 100% of 10th graders will participate in CAHSEE testing to meet AYP.¹

English Language Development (ELD)

- 100% of English Learners will redesignate to Fluent English Proficient (FEP) within 5 years of enrolling in EGUSD.
- 100% of English Learners at ELD 4 / 5 (Early Advanced/Advanced) will be redesignated as FEP within 2 years.
- 100% of English Learners will progress at least one ELD level until English proficient ² as measured by the California English Language Development Test (CELDT).

College and Career

- 100% of students in 9th and 10th grade will complete a college/career plan.
- 95% of students in 10th grade will participate in PSAT testing.
- 30% of eligible students will participate in career academies, pathways, and/or ROP programs.
- 75% of students in 12th grade will complete UC/CSU A-G course requirements.

¹Schools and district must meet 95% test participation in each subgroup to meet federal AYP requirements.

²To be English proficient, a student must meet two criteria:

- Overall proficiency level score of Early Advanced (4) or Advanced (5).
- Each skill area proficiency score at the Intermediate level (3) or above.

School Description

See School Accountability Report Card at www.equsd.net

School Demographics	
	School
Enrollment - (October 2012)	1,641
English Language Learners - (March 2012)	133
Languages other than English - (March 2012)	17
Students of Poverty - (October 2012)	780

Ethnicity								
	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Unknown
School (Oct 2012)	366 (21.94%)	7 (0.42%)	310 (18.59%)	111 (6.65%)	359 (21.52%)	31 (1.86%)	389 (23.32%)	95 (5.70%)

II. TIMELINE

Laguna Creek High School

October 28, 2012

Begin Data Analysis and Target Goals with staff.

- Hold School Site Council Meeting (See Attached Sample Agenda)
- Complete Data Analysis and Target Goals
- Review Action Plan and all of its components

March 15, 2013

Complete PTABG. Have it signed by your SSC and EL Chairperson and submit this, along with minutes from School Site Council Meetings stating that the PTABG had been reviewed and approved to Learning Support Services.

April 1, 2013 - May 15, 2013

Meet with staff and SSC to review yearly progress and begin to set goals for 2013-14.

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Laguna Creek High School

Using the information provided to you in your **Bold Goals PowerPoint**, along with any other student data you have put together (i.e. attendance, office referrals, suspensions, other forms of CST data, PreK, ASES/ASSETS, CAHSEE, MYPAS, CELDT, etc.), collaborate with your staff and school site council to determine your **Action Steps for Continuous Improvement**. These actions do not have to be plentiful, but they need to be meaningful and measurable.

Please fill out the form below as documentation of your data analysis meeting with your staff and school site council.

Data Analysis Meeting:

Staff:

Traditional/Modified:

Date: 11/5/2012 (mm/dd/yyyy)

Year Round:

Tracks: B, C, D

Date: (mm/dd/yyyy)

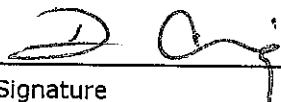
Tracks: A

Date: (mm/dd/yyyy)

School Site Council:

Date: 3/14/2013 (mm/dd/yyyy)

Principal's Signature



Doug Craig

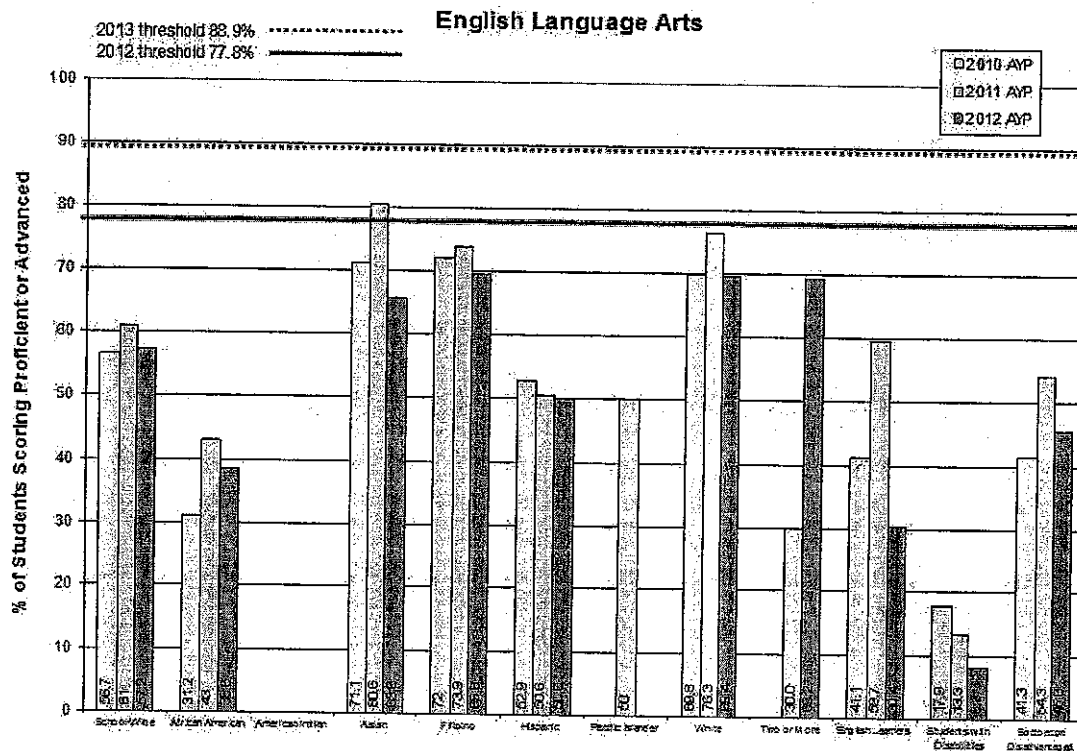
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III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Laguna Creek High School

Closing the Achievement Gap English Language Arts:

Adequate Yearly Progress (AYP) 2010 - 2012 Percent Proficient: ELA



English Language Arts	Action Steps for Continuous Improvement	Funding/Resources	How Will You Measure?
School Wide			
Increase the percentage of African American students meeting AYP by 10% during the 2012-13 school year	<ul style="list-style-type: none"> ● Focus on full implementation of grade level PLC Teams: <ul style="list-style-type: none"> ○ use of common syllabus, pacing guides, assessments; ○ increase use of FAST system to analyze formative and summative data from common assessments; 	<ul style="list-style-type: none"> ● ASSETS Funds ● EIA/EL ● General Fund ● State Comp. Ed. ● Title II ● Title III 	<ul style="list-style-type: none"> ● Course CST scores ● Eng 9-12 formative and summative assessments ● CAHSEE scores

	<ul style="list-style-type: none"> • Implementation of Gradual Release of Responsibility (GRR) strategies. • Use of Instructional Rounds process to identify problems of practice • Common Core Training • Release days for developing CCSS and continue support of PLC work • Technology to support a variety of instructional strategies • Materials and supplies to support PLC work and new ELA CCSS curriculum • Credit Recovery classes and tutoring through ASSETs Program 		
Targeted Group(s) Determined by Data			
Increase the percentage of African American students meeting AYP by 10% during the 2012-13 school year	<ul style="list-style-type: none"> • Same as above Schoolwide strategies • Work with CAAP Parent group • Provide after school tutoring opportunities • Hire AVID tutors for each grade level of AVID • Provide AP/IB test fee support • Provide AVID Training to staff 	<ul style="list-style-type: none"> • ASSETs Funds • EIA/EL • General Fund • State Comp. Ed. • Title II • Title III 	<ul style="list-style-type: none"> • Course CST scores • Eng 9-12 formative and summative assessments • CAHSEE scores
Increase the percentage of EL students meeting AYP by 10% during the 2012-13 school year	<ul style="list-style-type: none"> • Same as above Schoolwide strategies • Provide increased SDAIE sections for EL support • Provide after school tutoring opportunities • Hire AVID tutors for each grade level of AVID • Provide AP/IB test fee support • Provide AVID Training to staff 	<ul style="list-style-type: none"> • ASSETs Funds • EIA/EL • General Fund • State Comp. Ed. • Title II • Title III 	

			<ul style="list-style-type: none"> ● Course CST scores ● Eng 9-12 formative and summative assessments ● CAHSEE scores
<p>Increase the percentage of Students with Disabilities meeting AYP by 10% during the 2012-13 school year</p>	<ul style="list-style-type: none"> ● Same as above Schoolwide strategies ● Provide after school tutoring opportunities ● Strategies staff will do a book study on Explicit Direct Instruction and implement the EDI strategies 	<ul style="list-style-type: none"> ● ASSETs Funds ● EIA/EL ● General Fund ● State Comp. Ed. ● Title II ● Title III 	<ul style="list-style-type: none"> ● Course CST scores ● Eng 9-12 formative and summative assessments ● CAHSEE scores

Increase the percentage of Hispanic students meeting AYP by 10% during the 2012-13 school year

- Same as above Schoolwide strategies
- Provide after school tutoring opportunities
- Hire AVID tutors for each grade level of AVID
- Provide AP/IB test fee support
- Provide AVID Training to staff

- ASSETs Funds
- EIA/EL
- General Fund
- State Comp. Ed.
- Title II
- Title III

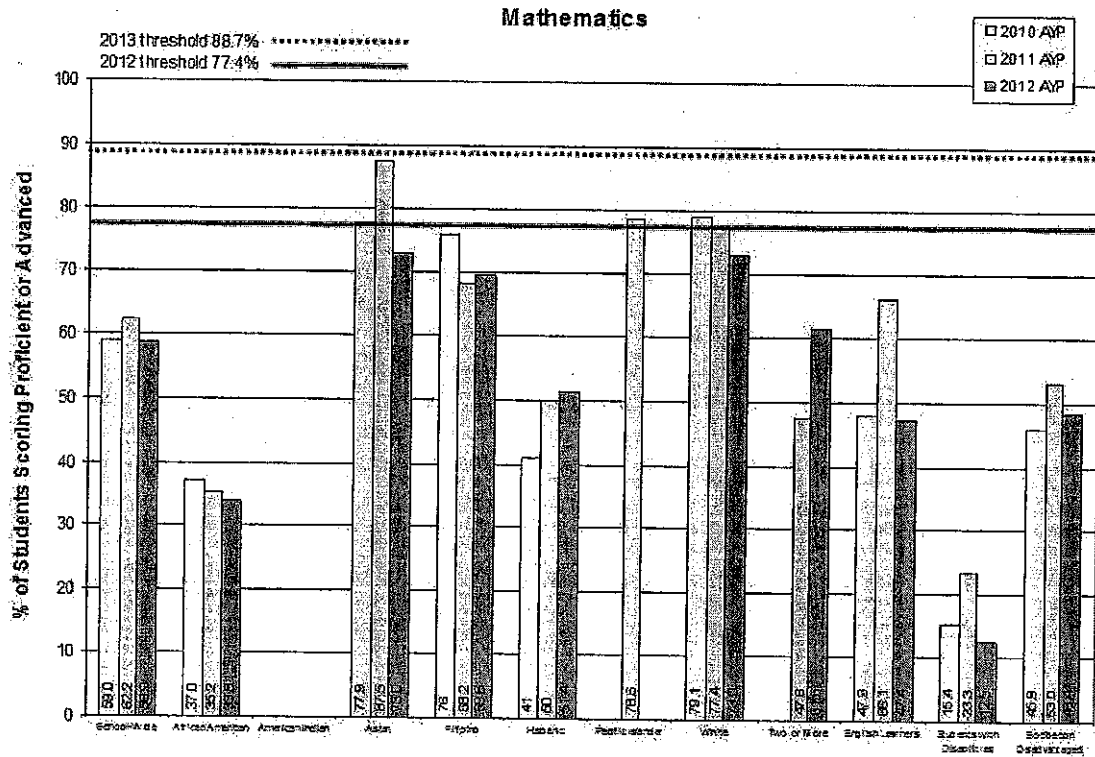
- Course CST scores
- Eng 9-12 formative and summative assessments
- CAHSEE scores

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Laguna Creek High School

Closing the Achievement Gap Math:

Adequate Yearly Progress (AYP) 2010 - 2012 Percent Proficient: Math



Mathematics	Action Steps for Continuous Improvement	Funding/Resources	How Will You Measure?
School Wide			
Graphing and Systems of Linear Equations - During the 2012-13 school year, students in Algebra 1 will score 58% correct in this strand.	<ul style="list-style-type: none"> ● Focus on full implementation of grade level PLC Teams: <ul style="list-style-type: none"> ○ use of common syllabus, pacing guides, assessments; ○ 	<ul style="list-style-type: none"> ● ASSETs Funds ● EIA/EL ● General Fund ● State Comp. Ed. ● Title II ● Title III 	<ul style="list-style-type: none"> ● Course CST scores ● Algebra 1 formative and summative assessments ● CAHSEE scores

	<ul style="list-style-type: none"> ● Implementation of Gradual Release of Responsibility (GRR) strategies. ● Use of Instructional Rounds process to identify problems of practice ● Common Core Training ● Release days for developing CCSS and continue support of PLC work ● Technology to support a variety of instructional strategies ● Materials and supplies to support PLC work and new Math CCSS curriculum ● Credit Recovery classes and tutoring through ASSETs Program 		
Targeted Group(s) Determined by Data			
Increase the percentage of African American students meeting AYP by 10% during the 2012-13 school year	<ul style="list-style-type: none"> ● Same as above Schoolwide strategies ● Work with CAAP Parent group ● Provide after school tutoring opportunities ● Hire AVID tutors for each grade level of AVID ● Provide AP/IB test fee support ● Provide AVID Training to staff 	<ul style="list-style-type: none"> ● ASSETs Funds ● EIA/EL ● General Fund ● State Comp. Ed. ● Title II ● Title III 	<ul style="list-style-type: none"> ● Course CST scores ● Algebra 1 formative and summative assessments ● CAHSEE scores
Increase the percentage of Hispanic students meeting AYP by 10% during the 2012-13 school year	<ul style="list-style-type: none"> ● Same as above Schoolwide strategies ● Provide after school tutoring opportunities ● Hire AVID tutors for each grade level of AVID ● Provide AP/IB test fee support ● Provide AVID Training to staff 	<ul style="list-style-type: none"> ● ASSETs Funds ● EIA/EL ● General Fund ● State Comp. Ed. ● Title II ● Title III 	<ul style="list-style-type: none"> ● Course CST scores ● Algebra 1 formative and summative assessments ● CAHSEE scores
Increase the percentage of Students with Disabilities meeting AYP by 10% during the 2012-13 school year	<ul style="list-style-type: none"> ● Same as above Schoolwide strategies ● Provide after school tutoring opportunities ● Strategies staff will do a book study on Explicit Direct Instruction and implement the EDI strategies 	<ul style="list-style-type: none"> ● ASSETs Funds ● EIA/EL ● General Fund ● State Comp. Ed. ● Title II ● Title III 	<ul style="list-style-type: none"> ● Course CST scores ● Algebra 1 formative and summative assessments ● CAHSEE scores
Increase the percentage of EL students meeting AYP by 10% during the 2012-13 school year	<ul style="list-style-type: none"> ● Same as above Schoolwide strategies ● Provide increased SDAIE sections for EL support ● Provide after school tutoring opportunities ● Hire AVID tutors for each grade level of AVID ● Provide AP/IB test fee support ● Provide AVID Training to staff 	<ul style="list-style-type: none"> ● ASSETs Funds ● EIA/EL ● General Fund ● State Comp. Ed. ● Title II ● Title III 	<ul style="list-style-type: none"> ● Course CST scores ● Algebra 1 formative and summative assessments ● CAHSEE scores

Closing the Achievement Gap Parent Involvement:

Parent Involvement	Action Steps for Continuous Improvement	Funding/Resources	How Will You Measure?
School Wide			
Increase the number of African American and Hispanic parents involved in site decision making bodies and parent organizations	<ul style="list-style-type: none"> • Continue to offer Parent Project Senior through the ASSETs grant • Continue PIQUE classes for parents to learn about college expectations • Support CAAP parent group • Begin development of Hispanic parent group • Begin a Laguna Creek Community Speaker Series to bring our K-12 parent community together 	<ul style="list-style-type: none"> • ASSETs Funds • EIA/EL • General Fund • State Comp. Ed. • Title II • Title III 	<ul style="list-style-type: none"> • Parent enrollment in workshops • Parents with School Loop Accounts • Parent involvement in PTSO, CAAP, and other parent organizations • Parent participation in regional community speaker series

Input Version

IV. Funding

Laguna Creek High School

Plan to Achieve Bold Goals, Year 2012 - 2013
Final Budget (February 2013)

Object Description (Object Code)		EIA BTA (7091)	EIA (EL Testing / Coordination / Supplies) (7091)	Title III - LEP - Allocation (4203)	State Comp Ed (7891)	State Comp Ed - One time (Summer) (7891)	State Comp Ed - One Time (APEX) (7891)	Title II (Prof. Dev't) (4035)	Total
Allocation		\$0	\$23,940	\$0	\$264,696	\$42,000	\$16,369	\$10,000	\$357,005
Carry Over		\$0	\$3,198	\$0	\$7,923	\$0	\$0	\$0	\$11,121
Subtotal		\$0	\$27,138	\$0	\$272,619	\$42,000	\$16,369	\$10,000	\$368,126
1000	Certificated Personnel (+ Benefits) Contracted Staff	\$0	\$14,667	\$0	\$229,757	\$0	\$0	\$0	\$244,424
1000	Certificated Personnel Non Contracted Staff (timesheet/stipend)	\$0	\$5,805	\$0	\$13,000	\$31,000	\$14,290	\$8,730	\$72,825
3000	Certificated Personnel timesheet/stipend 3000's benefits	\$0	\$844	\$0	\$1,891	\$4,510	\$2,079	\$1,270	\$10,594
2000	Classified Personnel (+ Benefits) Contracted Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2000	Classified Personnel Non Contracted Staff (timesheet/stipend)	\$0	\$0	\$0	\$1,000	\$4,000	\$0	\$0	\$5,000
3000	Classified Personnel Non Contracted staff 3000's benefits	\$0	\$0	\$0	\$245	\$980	\$0	\$0	\$1,225
4000	Supplies & Equipment	\$0	\$5,822	\$0	\$16,726	\$1,510	\$0	\$0	\$24,058
5000	Services	\$0	\$0	\$0	\$10,000	\$0	\$0	\$0	\$10,000
Balance		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Notes:

*Contracted employees
Balance field should be zero
Benefit rates:
Certificated @ 14.55%
Classified State Funds @ 24.52%
Classified Federal Funds @ 22.92%

Principal **Doug Craig**
School Site Council Chairperson **Bernadean Richardson**
EL Advisory Chairperson **Shelley Tang**

Signatures: (Must sign in blue ink)

[Signature] 3/14/13
[Signature] 3/14/13
[Signature] 3/14/13

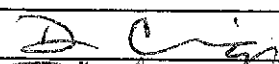

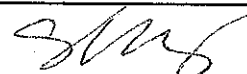
V. STAFFING MATRIX**Laguna Creek High School**

Name	Title/Position	Object Code	Start Date	End Date	FTE	Program	Calendar
HASAN ABDUL MALIK	PROG ADM, HS INSTR SPEC	7891	07/01/12	06/30/13	0.50	Economic Impact Aid (EIA)-SCE	24
MARGARET HOLLINGSWORTH	9/12 TEACHER, ENGLISH	4035	08/13/12	06/30/13	0.50	NCLB:Title II, Teacher Quality	2
JENNIFER MANICCIA	9/12 TEACHER, ENGLISH	7091	07/01/12	06/30/13	0.20	EIA:Limited English Proficienc	2
ALICE PENROSE	ACADEMIC PROGRAM COORDINATOR	7891	07/01/12	06/30/13	0.40	Economic Impact Aid (EIA)-SCE	12
DEANA SEYVERTSEN	COUNSELOR, 9/12	7891	07/01/12	06/30/13	0.25	Economic Impact Aid (EIA)-SCE	2
CHANTELLE ALBIANI	PROG ADM, HS INSTR SPEC	7891	07/01/12	06/30/13	0.50	Economic Impact Aid (EIA)-SCE	24
DREW ADAMS	9/12 TEACHER, MATHEMATICS	4035	08/13/12	06/30/13	0.50	NCLB:Title II, Teacher Quality	2

Input Version

VI. Governance**Laguna Creek High School**

Required signatures of Principal, School Site Council and Advisory Committee Chairpersons and Recommendation to the Board of Education of the Elk Grove Unified School District to approve this Plan to Achieve Bold Goals for 2012 - 2013

Name and Title	Signature	
Doug Craig		
Principal	Signature 	Date 3/14/13
Bernadean Richardson		3/14/13
School Site Council Chairperson	Signature	Date
Shelley Tang		
English Language Advisory Committee Chairperson	Signature 	Date 3/14/13

Assurances for Consolidated Programs

The parents and staff of Laguna Creek High School make the following assurances to the Board of Education of the Elk Grove Unified School District and the California Department of Education:

1. The School Leadership Team and the School Site Council have developed the Plan to Achieve Bold Goals and the corresponding budgets to be presented for approval to the Board of Education of the Elk Grove Unified School District.
2. The School Site Council and all advisory committees have been formed in accordance with procedures established by federal or state law and regulations.
3. The School Site Council will post an agenda item for review and approval of the school's Plan to Achieve Bold Goals. This public posting will occur at least 72 hours in advance of the meeting and include the date, time and location of the meeting.
4. A copy of the Plan to Achieve Bold Goals and a list of members of the School Site Council and/or all committees are available at the school office for review by school staff, parents and community members.
5. Adequate information has been given to the members of the School Site Council, the school's English Learners' Advisory Committee and/or other committees about the special needs of students as part of the comprehensive needs assessment. This includes educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
6. Plans for the instruction of students who are English Learners have been developed in consultation with the school's English Learners' Advisory Committee.
7. The school may designate an existing school level advisory committee, such as the School Site Council, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body has parents of ELs constituting at least the same percentage of the committee membership as their children represent of the student body. (EC 52176[b]) (EC 52176[b][c]; 64001[a]; 5 CCR 11308[d])
8. The schools staff and parents have participated in a thorough needs assessment and examination of student work as part of the annual school needs assessment and the Elk Grove Unified School District's Local Education Agency Plan.
9. All categorical programs function effectively to meet the needs of students and to meet the compliance regulations of state and/or federal laws, and these are reviewed on a regular basis by the principal and other staff.
10. Parents have had adequate opportunities to participate in the development of schoolwide programs at Title I schools and categorical programs at all schools as described in federal law (No Child Left Behind Act of 2001), California Education Code, and the policies and regulations of the Elk Grove Unified Board of Education.
11. Multiple measures have been utilized in assessing student performance as part of the school accountability plan, and the school's assessment results have been shared with the school community.
12. Instruction by highly qualified teachers is provided to all students.
13. There are clear procedures for parent and teacher consultation in the planning, implementation and evaluation of the Title I Schoolwide Program, including the development of the Parent-School Compact.

14. The Plan to Achieve Bold Goals is reviewed throughout the school year and evaluated annually.
15. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. [Title 5, Section 3831(b)] For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. [EC Section 52206(c)] The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds [Title 5 Section 3831(c)]

Assurances for the School Site Council (SSC)

1. The School Site Council is constituted correctly and was formed in accordance with state law.
2. The minimum size for any secondary school site council is twelve.
3. The number of school staff on the SSC is equal to the number of parents. (Example: 6 parents/students + 6 staff members = 12 SSC members.)
4. The school principal takes an active role as a member of the School Site Council.
5. Classroom teachers form the majority of the members on the school staff portion of the SSC; these members are selected by classroom teachers.
6. Support personnel on the SSC are employees who work at the school site, and who are not the principal or classroom teachers; these members are selected by support personnel.
7. Parents on the SSC are parents at the school who are not employed at that school site; these members are selected by parents.
8. The SSC has regularly scheduled meetings throughout the school year (minimum of 4). Meetings are kept on file at the school site.
9. The site schedules at least two meetings for parents of English Learners during the year (the site selects two parents and one school representative to participate in district advisory meetings).
10. The site schedules at least two meeting for parents of GATE students during the year (the site selects one parent and one school representative to serve on district GATE advisory committee).

Members of the 2012 - 2013 School Site Council			
SCHOOL STAFF		PARENTS AND STUDENTS	
Your School Site Council is balanced.			
Principal	Doug Craig	Parent/Guardian	Bernadean Richardson
Teacher	Rod DeLuca	Parent/Guardian	Shelley Tang
Teacher	Jennifer Maniccia	Parent/Guardian	Sally Smith
Teacher	Bridget Whitted	Student	Katherine Hanson
Teacher	Susan Boone	Student	Nicholas Flores
Other School Personnel	Penny Whalen	Student	Morgan Smith

As the School Site Council Chairperson, I attest that the assurances have been reviewed with the School Site Council and the above membership of the School Site Council is accurate.

Bernadean Richardson Rod DeLuca

Name

Signature

3/14/13

Date

Addendum

Laguna Creek High School

The California Minimally Proficient percent correct for each cluster is provided for comparison. This statistic reflects the performance of students who scored exactly the minimum score for proficient (350). This can be used as a benchmark to determine what was needed, in each strand, to reach the proficient level on the overall 2012 CST exam.

2012 English/Language Arts - As of enrollment May 10, 2012															
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	66	59	7	69	68	1	69	69	0	66	64	2	60	58	2
Grade 10	69	72	-3	66	73	-7	64	66	-2	66	71	-5	62	66	-4
Grade 11	72	77	-5	65	71	-6	62	65	-3	73	77	-4	63	70	-7

2012 English/Language Arts - As of enrollment September 10, 2012															
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	68	67	1	65	68	-3	63	63	0	63	66	-3	57	57	0
Grade 10	67	59	8	70	68	2	70	69	1	68	64	4	62	58	4
Grade 11	71	72	-1	68	73	-5	66	66	0	69	71	-2	65	66	-1
Grade 12	73	77	-4	66	71	-5	63	65	-2	73	77	-4	64	70	-6

English/Language Arts	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
This 2012/2013 school year more than 80% of all 9th and 10th grade students will score Basic or higher in the Writing Strategies Strand and Cluster on the 2013 ELA CST.	<ul style="list-style-type: none"> * Focus on full implementation of grade level PLC Teams: <ul style="list-style-type: none"> - use of common syllabus, pacing guides, assessments; - increase use of FAST system to analyze formative and summative data from common assessments; * Implementation of Gradual Release of Responsibility (GRR) strategies. * Use of Instructional Rounds process to identify problems of practice * Common Core Training * Release days for developing CCSS and continue support of PLC work * Technology to support a variety of instructional strategies * Materials and supplies to support PLC work and new ELA CCSS curriculum * Credit Recovery classes and tutoring through ASSETs Program 	<ul style="list-style-type: none"> *General fund *Title 2 *Title 3 *EIA/EL *EIA/Comp Ed *ASSETs
School Wide		
60% or more of 9-11th grade students combined will score	* Focus on full implementation of grade	*General fund

proficient or advanced on the 2013 ELA CST.	<p>level PLC Teams:</p> <ul style="list-style-type: none"> - use of common syllabus, pacing guides, assessments; - increase use of FAST system to analyze formative and summative data from common assessments; * Implementation of Gradual Release of Responsibility (GRR) strategies. * Use of Instructional Rounds process to identify problems of practice * Common Core Training * Release days for developing CCSS and continue support of PLC work * Technology to support a variety of instructional strategies * Materials and supplies to support PLC work and new ELA CCSS curriculum * Credit Recovery classes and tutoring through ASSETs Program 	<ul style="list-style-type: none"> *Title 2 *Title 3 *EIA/EL *EIA/Comp Ed *ASSETs
Regional		
Increase the percentage of students scoring proficient and advanced by 5% on the grade level CST for ELA.	<ul style="list-style-type: none"> * Regional ELA release days focusing on new ELA CCSS and writing strategies * Classroom visitations at regional sites * Regional principals meet quarterly to plan regional professional learning activities * Support from Regional Academic Coaches 	<ul style="list-style-type: none"> *General fund *Title 2 *Title 3 *EIA/EL *EIA/Comp Ed *ASSETs

2012 General Mathematics - As of enrollment May 10, 2012																			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability			
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	
Grade 9	63	64	-1	45	58	-13	57	64	-7	55	72	-17	63	58	5	60	73	-13	

General Mathematics	Action Steps for Continuous Improvement	Funding / Resources
Grade Level		
Multi-step Problems, Graphing, and Functions - During the 2012-2013 school year, students will score and average of 65% correct on the CST in this strand.	<ul style="list-style-type: none"> * Focus on full implementation of strategies for highly functioning PLC Teams: - use of common syllabus, pacing guides, assessments; - increase use of FAST system to analyze formative and summative data from common assessments; * Implementation of Gradual Release of Responsibility (GRR) strategies. * Use of Instructional Rounds process to identify problems of practice * Common Core Training * Release days for developing CCSS and continue support of PLC work 	<ul style="list-style-type: none"> *General fund *Title 2 *Title 3 *EIA/EL *EIA/Comp Ed *ASSETs

	<ul style="list-style-type: none"> * Technology to support a variety of instructional strategies * Materials and supplies to support PLC work and new math CCSS curriculum * Credit Recovery classes and tutoring through ASSETs Program * Do a book study on Math and the Common Core State Standards * Participate in the M3 math grant * Participate in release days with Algebra 1 team as well as with LCHS Strategies Dept * Do a book study on and implement Explicit Direct Instruction teaching strategies 	
School Wide		
Regional		

2012 Algebra I - As of enrollment May 10, 2012												
	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	58	69	-11	42	58	-16	43	58	-15	36	46	-10
Grade 10	50	69	-19	33	58	-25	34	58	-24	27	46	-19
Grade 11	52	69	-17	36	58	-22	38	58	-20	30	46	-16

Algebra I	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
Same as School Wide	Same as School Wide	Same as School Wide
School Wide		
Graphing and Systems of Linear Equations - During the 2012-13 school year, students in Algebra 1 will score 58% correct in this strand.	<ul style="list-style-type: none"> * Focus on full implementation of Algebra 1 PLC Team: - use of common syllabus, pacing guides, assessments; - increase use of FAST system to analyze formative and summative data from common assessments; * Implementation of Gradual Release of Responsibility (GRR) strategies. * Use of Instructional Rounds process to identify problems of practice * Common Core Training * Release days for developing CCSS and continue support of PLC work * Technology to support a variety of instructional strategies * Materials and supplies to support PLC work and new math CCSS curriculum * Credit Recovery classes and tutoring through ASSETs Program * Do a book study on Math and the Common Core State Standards 	<ul style="list-style-type: none"> *General fund *Title 2 *Title 3 *EIA/EL *EIA/Comp Ed *ASSETs
Regional		

Algebra Functions and Graphing and Systems of Linear Equations - During the 2012-13 school year, students at all grade levels will increase the number correct in these strands by 10%.

* Regional articulation meetings with all feeder schools (Donner, Foulks Ranch, Sims, Ehrhardt, Eddy) focusing on instructional strategies and common academic language
 * Grades 5-9 will continue participation in M3 Grant.

*General fund
 *Title 2
 *Title 3
 *EIA/EL
 *EIA/Comp Ed
 *ASSETS

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	76	73	3	66	58	8	80	70	10	57	56	1
Grade 10	63	73	-10	46	58	-12	62	70	-8	41	56	-15
Grade 11	60	73	-13	42	58	-16	58	70	-12	38	56	-18

Algebra II	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
Same as School Wide	Same as School Wide	Same as School Wide
School Wide		
Series, Combinatorics, Probability and Statistics - During the 2013-14 school year, students in Algebra 2 will increase the percentage correct in this strand by 10%.	<ul style="list-style-type: none"> * Focus on full implementation of Algebra 2 PLC Team: <ul style="list-style-type: none"> - use of common syllabus, pacing guides, assessments; - increase use of FAST system to analyze formative and summative data from common assessments; * Implementation of Gradual Release of Responsibility (GRR) strategies. * Use of Instructional Rounds process to identify problems of practice * Common Core Training * Release days for developing CCSS and continue support of PLC work * Technology to support a variety of instructional strategies * Materials and supplies to support PLC work and new math CCSS curriculum * Do a book study on Math and the Common Core State Standards 	<ul style="list-style-type: none"> *General fund *Title 2 *Title 3 *EIA/EL *EIA/Comp Ed *ASSETS
Regional		
NA		

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff

Grade 9	63	70	-7	60	66	-6	59	64	-5	61	70	-9
Grade 10	49	70	-21	46	66	-20	49	64	-15	49	70	-21
Grade 11	43	70	-27	39	66	-27	42	64	-22	40	70	-30

Geometry	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
Same as School Wide	Same as School Wide	Same as School Wide
School Wide		
Trigonometry - During the 2012-13 school year, students in Geometry will increase their percentage correct in this strand by 10%.	<ul style="list-style-type: none"> * Focus on full implementation of Geometry PLC Team: <ul style="list-style-type: none"> - use of common syllabus, pacing guides, assessments; - increase use of FAST system to analyze formative and summative data from common assessments; * Implementation of Gradual Release of Responsibility (GRR) strategies. * Use of Instructional Rounds process to identify problems of practice * Common Core Training * Release days for developing CCSS and continue support of PLC work * Technology to support a variety of instructional strategies * Materials and supplies to support PLC work and new math CCSS curriculum * Do a book study on Math and the Common Core State Standards 	<ul style="list-style-type: none"> *General fund *Title 2 *Title 3 *EIA/EL *EIA/Comp Ed *ASSETS
Regional		
NA		

2012 High School Summative Math - As of enrollment May 10, 2012												
	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	86	78	8	80	76	4	83	75	8	74	63	11
Grade 11	72	78	-6	72	76	-4	66	75	-9	65	63	2

High School Summative Math	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
Same as School Wide	Same as School Wide	Same as School Wide
School Wide		
Algebra 2 - During the 2012-13 school year, students in Geometry will increase their percentage correct in this strand	* Implementation of Gradual Release of Responsibility (GRR) strategies.	<ul style="list-style-type: none"> *General fund *Title 2

by 10%.	<ul style="list-style-type: none"> * Use of Instructional Rounds process to identify problems of practice * Common Core Training * Release days for developing CCSS and continue support of PLC work * Technology to support a variety of instructional strategies * Materials and supplies to support PLC work and new math CCSS curriculum * Do a book study on Math and the Common Core State Standards * Continued IB training 	<ul style="list-style-type: none"> *Title 3 *EIA/EL *EIA/Comp Ed *ASSETS
Regional		

2012 U.S. History - As of enrollment May 10, 2012																
	Foundations of American Political and Social Thought			Industrialization and the U.S. Role as a World Power			United States between the World Wars			World War II and Foreign Affairs			Post-World War II Domestic Issues			
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	
Grade 11	61	64	-3	62	69	-7	59	67	-8	66	66	0	62	66	-4	

2012 U.S. History - As of enrollment September 10, 2012																
	Foundations of American Political and Social Thought			Industrialization and the U.S. Role as a World Power			United States between the World Wars			World War II and Foreign Affairs			Post-World War II Domestic Issues			
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	
Grade 12	62	64	-2	62	69	-7	60	67	-7	67	66	1	63	66	-3	

U.S. History	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
Same as School Wide	Same as School Wide	Same as School Wide
School Wide		
<p>Foundations of ... - increase the percentage of students Proficient and Advanced from 52% to 67%.</p> <p>Between The Wars ... - increase the percentage of students Proficient and Advanced from 51% to 60%.</p>	<ul style="list-style-type: none"> * Focus on full implementation of US History PLC Team: - use of common syllabus, pacing guides, assessments; - implement the use of FAST system to analyze formative and summative data from common assessments; * Implementation of Gradual Release of Responsibility (GRR) strategies. * Use of Instructional Rounds process to identify problems of practice * Common Core Training * Release days for developing CCSS and continue support of PLC work * Technology to support a variety of instructional strategies * Materials and supplies to support PLC work and new CCSS curriculum 	<ul style="list-style-type: none"> *General fund *Title 2 *Title 3 *EIA/EL *EIA/Comp Ed *ASSETS

Regional		
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2012 World History - As of enrollment May 10, 2012																
	Development of Modern Political Thought			Industrial Expansion and Imperialism			Causes and Effects of the First World War			Causes and Effects of the Second World War			International Developments in the Post-World War II Era			
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	
Grade 9	53	72	-19	55	72	-17	43	71	-28	50	68	-18	50	67	-17	
Grade 10	64	72	-8	66	72	-6	64	71	-7	64	68	-4	60	67	-7	
Grade 11	53	72	-19	54	72	-18	55	71	-16	55	68	-13	55	67	-12	

World History	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
See School Wide	See School Wide	See School Wide
School Wide		
Development of Modern . . . - increase the percentage of students Proficient and Advanced from 70% to 80%. International Developments . . . - increase the percentage of students Proficient and Advanced from 54% to 65%.	<ul style="list-style-type: none"> * Focus on full implementation of World History PLC Team: - use of common syllabus, pacing guides, assessments; - implement the use of FAST system to analyze formative and summative data from common assessments; * Implementation of Gradual Release of Responsibility (GRR) strategies. * Use of Instructional Rounds process to identify problems of practice * Common Core Training * Release days for developing CCSS and continue support of PLC work * Technology to support a variety of instructional strategies * Materials and supplies to support PLC work and new CCSS curriculum 	<ul style="list-style-type: none"> *General fund *Title 2 *Title 3 *EIA/EL *EIA/Comp Ed *ASSETS
Regional		

2012 Life Science - As of enrollment May 10, 2012																		
	Cell Biology			Genetics			Physiology			Ecology			Evolution			Investigation and Experimentation		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	55	53	2	60	59	1	68	71	-3	67	72	-5	62	69	-7	74	83	-9

2012 Life Science - As of enrollment September 10, 2012

	Cell Biology			Genetics			Physiology			Ecology			Evolution			Investigation and Experimentation		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 11	57	53	4	62	59	3	70	71	-1	69	72	-3	65	69	-4	77	83	-6

Life Science	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
Investigation and Experimentation - During the 2012-13 school year, students in Biology will increase their percentage correct in this strand by 10%.	<ul style="list-style-type: none"> * Focus on full implementation of Biology PLC Team: <ul style="list-style-type: none"> - use of common syllabus, pacing guides, assessments; - implement the use of FAST system to analyze formative and summative data from common assessments; * Implementation of Gradual Release of Responsibility (GRR) strategies. * Use of Instructional Rounds process to identify problems of practice * Common Core Training * Release days for developing CCSS and continue support of PLC work * Technology to support a variety of instructional strategies * Materials and supplies to support PLC work and new CCSS curriculum * Credit Recovery classes and tutoring through ASSETs Program 	<ul style="list-style-type: none"> *General fund *Title 2 *Title 3 *EIA/EL *EIA/Comp Ed *ASSETs
School Wide		
Same as Grade Level	Same as Grade Level	Same as Grade Level
Regional		

2012 Biology - As of enrollment May 10, 2012

	Cell Biology			Genetics			Ecology and Evolution			Physiology			Investigation and Experimentation		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	69	65	4	71	64	7	74	66	8	73	72	1	79	70	9
Grade 10	55	65	-10	54	64	-10	57	66	-9	63	72	-9	55	70	-15
Grade 11	57	65	-8	52	64	-12	56	66	-10	61	72	-11	56	70	-14

Biology	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
Same as School Wide	Same as School Wide	Same as School Wide
School Wide		

Investigation and Experimentation - During the 2012-13 school year, students in Biology will increase their percentage correct in this strand by 10%.	<ul style="list-style-type: none"> * Focus on full implementation of Biology PLC Team: - use of common syllabus, pacing guides, assessments; - implement the use of FAST system to analyze formative and summative data from common assessments; * Implementation of Gradual Release of Responsibility (GRR) strategies. * Use of Instructional Rounds process to identify problems of practice * Common Core Training * Release days for developing CCSS and continue support of PLC work * Technology to support a variety of instructional strategies * Materials and supplies to support PLC work and new CCSS curriculum * Credit Recovery classes and tutoring through ASSETS Program 	<ul style="list-style-type: none"> *General fund *Title 2 *Title 3 *EIA/EL *EIA/Comp Ed *ASSETS
Regional		

2012 Chemistry - As of enrollment May 10, 2012																		
	Atomic and Molecular Structure			Chemical Bonds, Biochemistry			Kinetics, Thermodynamics			Chemical Reactions			Conservation of Matter and Stoichiometry			Investigation and Experimentation		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	64	61	3	76	78	-2	78	72	6	76	67	9	77	64	13	85	83	2
Grade 11	62	61	1	75	78	-3	73	72	1	67	67	0	66	64	2	78	83	-5

Chemistry	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
Same as School Wide	Same as School Wide	Same as School Wide
School Wide		
Investigation and Experimentation/Chemical Bonds, Biochemistry - During the 2012-13 school year, students in Chemistry will increase their percentage correct in these strands by 10%.	<ul style="list-style-type: none"> * Focus on full implementation of Chemistry PLC Team: - use of common syllabus, pacing guides, assessments; - implement the use of FAST system to analyze formative and summative data from common assessments; * Implementation of Gradual Release of Responsibility (GRR) strategies. * Use of Instructional Rounds process to identify problems of practice * Common Core Training * Release days for developing CCSS and continue support of PLC work * Technology to support a variety of instructional strategies * Materials and supplies to support PLC work and new CCSS curriculum 	<ul style="list-style-type: none"> *General fund *Title 2 *Title 3 *EIA/EL *EIA/Comp Ed *ASSETS

	* Credit Recovery classes and tutoring through ASSETs Program	
Regional		

2012 Earth Science - As of enrollment May 10, 2012												
	Astronomy and Cosmology			Solid Earth			The Earth's Energy			Investigation and Experimentation		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	64	72	-8	61	71	-10	56	68	-12	63	76	-13
Grade 10	57	72	-15	57	71	-14	51	68	-17	61	76	-15
Grade 11	54	72	-18	56	71	-15	52	68	-16	60	76	-16

Earth Science	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
Same as School Wide	Same as School Wide	Same as School Wide
School Wide		
The Earth's Energy/Investigation and Experimentation - During the 2012-13 school year, students in General Science will increase their percentage correct in these strands by 10%.	<ul style="list-style-type: none"> * Focus on full implementation of General Science PLC Team: <ul style="list-style-type: none"> - use of common syllabus, pacing guides, assessments; - implement the use of FAST system to analyze formative and summative data from common assessments; * Implementation of Gradual Release of Responsibility (GRR) strategies. * Use of Instructional Rounds process to identify problems of practice * Common Core Training * Release days for developing CCSS and continue support of PLC work * Technology to support a variety of instructional strategies * Materials and supplies to support PLC work and new CCSS curriculum * Credit Recovery classes and tutoring through ASSETs Program 	<ul style="list-style-type: none"> *General fund *Title 2 *Title 3 *EIA/EL *EIA/Comp Ed *ASSETs
Regional		

2012 Physics - As of enrollment May 10, 2012																		
	Motion and Forces			Conservation of Energy and Momentum			Heat and Thermodynamics			Waves			Electric and Magnetic Phenomena			Investigation and Experimentation		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	74	70	4	70	66	4	69	67	2	70	62	8	66	57	9	70	70	0

Grade 11	69	70	-1	64	66	-2	70	67	3	70	62	8	64	57	7	63	70	-7
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Physics	Action Steps for Continuous Improvement	Funding/Resources
Grade Level		
Same as School Wide	Same as School Wide	Same as School Wide
School Wide		
Investigation and Experimentation - increase the percentage correct in this area to 75%.	<ul style="list-style-type: none"> * Create a system of essential standards quizzes that all students must pass in order to receive a C or higher in the class * Incorporate more technology into data collection and analysis of experimental data * Establish a high functioning PLC Team 	<ul style="list-style-type: none"> *General fund *Title 2 *Title 3 *EIA/EL *EIA/Comp Ed *ASSETs
Regional		
NA		

Grade 7	51	59	-8	45	58	-13	58	64	-6	58	66	-8	53	62	-9	62	72	-10
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2012 Algebra I - As of enrollment May 10, 2012												
	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	79	69	10	69	58	11	65	58	7	62	46	16
Grade 8	75	69	6	62	58	4	66	58	8	55	46	9
Grade 9	58	69	-11	42	58	-16	43	58	-15	36	46	-10
Grade 10	50	69	-19	33	58	-25	34	58	-24	27	46	-19
Grade 11	52	69	-17	36	58	-22	38	58	-20	30	46	-16

2012 Algebra II - As of enrollment May 10, 2012												
	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	76	73	3	66	58	8	80	70	10	57	56	1
Grade 10	63	73	-10	46	58	-12	62	70	-8	41	56	-15
Grade 11	60	73	-13	42	58	-16	58	70	-12	38	56	-18

2012 Geometry - As of enrollment May 10, 2012												
	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	76	70	6	70	66	4	71	64	7	70	70	0
Grade 9	63	70	-7	60	66	-6	59	64	-5	61	70	-9
Grade 10	49	70	-21	46	66	-20	49	64	-15	49	70	-21
Grade 11	43	70	-27	39	66	-27	42	64	-22	40	70	-30

2012 High School Summative Math - As of enrollment May 10, 2012												
	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	86	78	8	80	76	4	83	75	8	74	63	11
Grade 11	72	78	-6	72	76	-4	66	75	-9	65	63	2

Regional Subgroup Data

Laguna Creek

African American

2012 English/Language Arts - As of enrollment May 10, 2012																		
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	62	74	-12	52	61	-9	58	69	-11	61	69	-8	55	61	-6			
Grade 3	69	80	-11	67	73	-6	69	77	-8	52	66	-14	59	71	-12			
Grade 4	73	73	0	63	59	4	60	53	7	65	61	4	54	48	6	71	75	-4
Grade 5	66	66	0	68	70	-2	64	63	1	67	70	-3	60	63	-3			
Grade 6	62	67	-5	57	56	1	62	64	-2	66	70	-4	58	59	-1			
Grade 7	66	74	-8	62	68	-6	57	60	-3	66	68	-2	52	55	-3	71	85	-14
Grade 8	58	67	-9	54	68	-14	49	63	-14	51	66	-15	46	57	-11			
Grade 9	59	59	0	64	68	-4	63	69	-6	61	64	-3	55	58	-3			
Grade 10	63	72	-9	59	73	-14	57	66	-9	61	71	-10	54	66	-12			
Grade 11	65	77	-12	57	71	-14	56	65	-9	64	77	-13	55	70	-15			

2012 General Mathematics - As of enrollment May 10, 2012																		
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	49	64	-15	42	58	-16	49	64	-15	53	72	-19	40	58	-18	57	73	-16
Grade 9	59	64	-5	30	58	-28	45	64	-19	43	72	-29	51	58	-7	51	73	-22

2012 Mathematics - As of enrollment May 10, 2012																
	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability			
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	
Grade 2	61	71	-10	66	75	-9	65	74	-9	71	78	-7	58	70	-12	

Grade 8	64	70	-6	60	66	-6	65	64	1	66	70	-4
Grade 9	60	70	-10	55	66	-11	50	64	-14	54	70	-16
Grade 10	43	70	-27	35	66	-31	45	64	-19	44	70	-26
Grade 11	36	70	-34	36	66	-30	37	64	-27	29	70	-41

2012 High School Summative Math - As of enrollment May 10, 2012												
	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	79	78	1	72	76	-4	81	75	6	40	63	-23
Grade 11	66	78	-12	67	76	-9	61	75	-14	50	63	-13

American Indian

2012 English/Language Arts - As of enrollment May 10, 2012																		
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	55	74	-19	46	61	-15	30	69	-39	55	69	-14	47	61	-14			
Grade 3	65	80	-15	57	73	-16	71	77	-6	64	66	-2	51	71	-20			
Grade 4	59	73	-14	55	59	-4	40	53	-13	66	61	5	49	48	1	83	75	8
Grade 5	64	66	-2	75	70	5	58	63	-5	53	70	-17	54	63	-9			
Grade 6	61	67	-6	44	56	-12	50	64	-14	66	70	-4	65	59	6			
Grade 7	60	74	-14	55	68	-13	36	60	-24	50	68	-18	31	55	-24	75	85	-10
Grade 8	72	67	5	72	68	4	66	63	3	47	66	-19	32	57	-25			
Grade 9	67	59	8	59	68	-9	56	69	-13	66	64	2	55	58	-3			
Grade 10	88	72	16	94	73	21	88	66	22	85	71	14	100	66	34			
Grade 11	75	77	-2	79	71	8	76	65	11	66	77	-11	75	70	5			

2012 General Mathematics - As of enrollment May 10, 2012						
	Rational Numbers	Exponents, Powers and Roots	Quantitative Relationships and Evaluation	Multi-Step Problems, Graphing and	Measurement and Geometry	Statistics, Data Analysis and Probability

Grade 9	79	73	6	38	58	-20	94	70	24	57	56	1
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2012 Geometry - As of enrollment May 10, 2012

2012 High School Summative Math - As of enrollment May 10, 2012												
	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	89	78	11	84	76	8	91	75	16	100	63	37
Grade 11	89	78	11	95	76	19	91	75	16	100	63	37

Asian

2012 English/Language Arts - As of enrollment May 10, 2012																		
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	82	74	8	74	61	13	76	69	7	81	69	12	70	61	9			
Grade 3	83	80	3	76	73	3	79	77	2	73	66	7	75	71	4			
Grade 4	84	73	11	73	59	14	69	53	16	75	61	14	69	48	21	83	75	8
Grade 5	75	66	9	81	70	11	73	63	10	81	70	11	72	63	9			
Grade 6	76	67	9	68	56	12	71	64	7	76	70	6	72	59	13			
Grade 7	79	74	5	76	68	8	70	60	10	79	68	11	69	55	14			
Grade 8	68	67	1	63	68	-5	62	63	-1	65	66	-1	56	57	-1	92	85	7
Grade 9	68	59	9	72	68	4	72	69	3	71	64	7	63	58	5			
Grade 10	73	72	1	73	73	0	69	66	3	73	71	2	70	66	4			
Grade 11	71	77	-6	67	71	-4	64	65	-1	76	77	-1	66	70	-4			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	56	64	-8	51	58	-7	58	64	-6	60	72	-12	53	58	-5	67	73	-6
Grade 9	93	64	29	80	58	22	91	64	27	90	72	18	82	58	24	56	73	-17

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	83	71	12	83	75	8	84	74	10	84	78	6	78	70	8			
Grade 3	87	71	16	86	67	19	87	78	9	86	76	10	90	86	4			
Grade 4	89	79	10	90	75	15	89	79	10	84	66	18	90	75	15			
Grade 5	75	63	12	83	63	20	86	69	17	76	59	17	91	80	11			
Grade 6	77	64	13	82	68	14	82	73	9	77	57	20	75	64	11			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	59	59	0	50	58	-8	68	64	4	68	66	2	63	62	1	72	72	0

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	91	69	22	73	58	15	75	58	17	73	46	27
Grade 8	81	69	12	74	58	16	75	58	17	67	46	21
Grade 9	63	69	-6	49	58	-9	51	58	-7	42	46	-4
Grade 10	52	69	-17	40	58	-18	39	58	-19	37	46	-9
Grade 11	52	69	-17	43	58	-15	45	58	-13	32	46	-14

Grade 2	84	74	10	66	61	5	73	69	4	75	69	6	66	61	5			
Grade 3	79	80	-1	71	73	-2	75	77	-2	66	66	0	67	71	-4			
Grade 4	88	73	15	75	59	16	73	53	20	82	61	21	74	48	26	89	75	14
Grade 5	73	66	7	76	70	6	72	63	9	83	70	13	68	63	5			
Grade 6	73	67	6	66	56	10	70	64	6	77	70	7	73	59	14			
Grade 7	79	74	5	76	68	8	68	60	8	73	68	5	64	55	9	81	85	-4
Grade 8	73	67	6	71	68	3	73	63	10	73	66	7	67	57	10			
Grade 9	66	59	7	73	68	5	67	69	-2	66	64	2	59	58	1			
Grade 10	74	72	2	67	73	-6	69	66	3	72	71	1	66	66	0			
Grade 11	73	77	-4	63	71	-8	62	65	-3	75	77	-2	63	70	-7			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	57	64	-7	48	58	-10	52	64	-12	60	72	-12	40	58	-18	50	73	-23

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	76	71	5	76	75	1	76	74	2	78	78	0	72	70	2			
Grade 3	77	71	6	75	67	8	82	78	4	81	76	5	88	86	2			
Grade 4	91	79	12	93	75	18	95	79	16	87	66	21	90	75	15			
Grade 5	69	63	6	77	63	14	81	69	12	70	59	11	90	80	10			
Grade 6	72	64	8	80	68	12	77	73	4	72	57	15	72	64	8			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	48	59	-11	51	58	-7	57	64	-7	56	66	-10	55	62	-7	60	72	-12

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	85	69	-16	80	58	22	74	58	16	67	46	21
Grade 8	77	69	8	62	58	4	70	58	12	53	46	7
Grade 9	59	69	-10	48	58	-10	48	58	-10	40	46	-6
Grade 10	55	69	-14	42	58	-16	36	58	-22	39	46	-7
Grade 11	45	69	-24	16	58	-42	35	58	-23	23	46	-23

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	85	73	12	78	58	20	89	70	19	73	56	17
Grade 10	66	73	-7	44	58	-14	59	70	-11	46	56	-10
Grade 11	66	73	-7	51	58	-7	74	70	4	37	56	-19

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	76	70	6	62	66	-4	68	64	4	60	70	-10
Grade 9	66	70	-4	57	66	-9	61	64	-3	64	70	-6
Grade 10	59	70	-11	58	66	-8	53	64	-11	59	70	-11
Grade 11	40	70	-30	31	66	-35	39	64	-25	37	70	-33

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg	CA Min Prof	Diff	School Avg	CA Min Prof	Diff	School Avg	CA Min Prof	Diff	School Avg	CA Min Prof	Diff

	% Correct	% Correct		% Correct	% Correct		% Correct	% Correct		% Correct	% Correct	
Grade 10	79	78	1	73	76	-3	76	75	1	66	63	3
Grade 11	75	78	-3	73	76	-3	56	75	-19	62	63	-1

Hispanic

2012 English/Language Arts - As of enrollment May 10, 2012																		
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	73	74	-1	67	61	6	71	69	2	71	69	2	66	61	5			
Grade 3	74	80	-6	69	73	-4	70	77	-7	57	66	-9	64	71	-7			
Grade 4	78	73	5	66	59	7	60	53	7	68	61	7	59	48	11	78	75	3
Grade 5	70	66	4	74	70	4	67	63	4	71	70	1	68	63	5			
Grade 6	72	67	5	65	56	9	70	64	6	73	70	3	67	59	8			
Grade 7	64	74	-10	61	68	-7	55	60	-5	63	68	-5	51	55	-4	78	85	-7
Grade 8	62	67	-5	61	68	-7	58	63	-5	58	66	-8	51	57	-6			
Grade 9	66	59	7	68	68	0	70	69	1	63	64	-1	60	58	2			
Grade 10	63	72	-9	58	73	-15	57	66	-9	61	71	-10	55	66	-11			
Grade 11	68	77	-9	60	71	-11	58	65	-7	68	77	-9	59	70	-11			

2012 General Mathematics - As of enrollment May 10, 2012																		
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	51	64	-13	42	58	-16	49	64	-15	55	72	-17	43	58	-15	54	73	-19
Grade 9	53	64	-11	45	58	-13	54	64	-10	55	72	-17	73	58	15	61	73	-12

2012 Mathematics - As of enrollment May 10, 2012						
Place Value, Fractions and	Multiplication, Division and	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis and		

	Decimals			Fractions			Probability											
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	75	71	4	77	75	2	76	74	2	79	78	1	73	70	3			
Grade 3	73	71	2	70	67	3	80	78	2	75	76	-1	89	86	3			
Grade 4	81	79	2	78	75	3	79	79	0	72	66	6	81	75	6			
Grade 5	61	63	-2	67	63	4	71	69	2	60	59	1	82	80	2			
Grade 6	69	64	5	74	68	6	74	73	1	68	57	11	70	64	6			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	47	59	-12	39	58	-19	51	64	-13	52	66	-14	46	62	-16	56	72	-16

2012 Algebra I - As of enrollment May 10, 2012												
	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	69	69	0	80	58	22	69	58	11	69	46	23
Grade 8	74	69	5	62	58	4	61	58	3	51	46	5
Grade 9	55	69	-14	40	58	-18	42	58	-16	35	46	-11
Grade 10	46	69	-23	30	58	-28	32	58	-26	24	46	-22
Grade 11	47	69	-22	32	58	-26	36	58	-22	27	46	-19

2012 Algebra II - As of enrollment May 10, 2012												
	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	65	73	-8	37	58	-21	63	70	-7	46	56	-10
Grade 10	61	73	-12	42	58	-16	58	70	-12	41	56	-15
Grade 11	56	73	-17	39	58	-19	59	70	-11	35	56	-21

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	81	70	11	71	66	5	66	64	2	73	70	3
Grade 9	65	70	-5	59	66	-7	61	64	-3	53	70	-17
Grade 10	41	70	-29	39	66	-27	43	64	-21	43	70	-27
Grade 11	43	70	-27	39	66	-27	39	64	-25	38	70	-32

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	97	78	19	73	76	-3	87	75	12	80	63	17
Grade 11	59	78	-19	66	76	-10	61	75	-14	54	63	-9

White

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	78	74	4	72	61	11	73	69	4	76	69	7	69	61	8			
Grade 3	80	80	0	75	73	2	76	77	-1	66	66	0	69	71	-2			
Grade 4	84	73	11	72	59	13	67	53	14	73	61	12	67	48	19	80	75	5
Grade 5	74	66	8	78	70	8	75	63	12	76	70	6	71	63	8			
Grade 6	78	67	11	70	56	14	76	64	12	75	70	5	71	59	12			
Grade 7	78	74	4	73	68	5	69	60	9	74	68	6	64	55	9	86	85	1
Grade 8	72	67	5	67	68	-1	67	63	4	66	66	0	57	57	0			
Grade 9	73	59	14	72	68	4	72	69	3	72	64	8	66	58	8			
Grade 10	77	72	5	71	73	-2	70	66	4	69	71	-2	69	66	3			
Grade 11	84	77	7	72	71	1	71	65	6	79	77	2	69	70	-1			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	53	64	-11	52	58	-6	57	64	-7	61	72	-11	52	58	-6	62	73	-11
Grade 9	64	64	0	60	58	2	64	64	0	60	72	-12	64	58	6	89	73	16

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	79	71	8	82	75	7	82	74	8	83	78	5	80	70	10			
Grade 3	81	71	10	80	67	13	87	78	9	80	76	4	91	86	5			
Grade 4	87	79	8	83	75	8	84	79	5	79	66	13	87	75	12			
Grade 5	70	63	7	74	63	11	78	69	9	69	59	10	85	80	5			
Grade 6	74	64	10	78	68	10	80	73	7	71	57	14	75	64	11			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	55	59	-4	51	58	-7	62	64	-2	65	66	-1	59	62	-3	68	72	-4

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	77	69	8	66	58	8	59	58	1	54	46	8
Grade 8	75	69	6	62	58	4	67	58	9	56	46	10
Grade 9	57	69	-12	42	58	-16	44	58	-14	38	46	-8
Grade 10	54	69	-15	34	58	-24	34	58	-24	23	46	-23
Grade 11	55	69	-14	34	58	-24	43	58	-15	33	46	-13

Grade 2	78	74	4	63	61	2	72	69	3	73	69	4	65	61	4			
Grade 3	64	80	-16	61	73	-12	47	77	-30	49	66	-17	46	71	-25			
Grade 4	76	73	3	66	59	7	67	53	14	68	61	7	62	48	14	85	75	10
Grade 5	80	66	14	85	70	15	84	63	21	82	70	12	76	63	13			
Grade 6	69	67	2	62	56	6	66	64	2	73	70	3	68	59	9			
Grade 7	56	74	-18	50	68	-18	49	60	-11	71	68	3	43	55	-12	85	85	0
Grade 8	72	67	5	81	68	13	65	63	2	79	66	13	70	57	13			
Grade 9	66	59	7	70	68	2	71	69	2	73	64	9	65	58	7			
Grade 10	77	72	5	75	73	2	74	66	8	71	71	0	71	66	5			
Grade 11	61	77	-16	64	71	-7	53	65	-12	73	77	-4	60	70	-10			

2012 General Mathematics - As of enrollment May 10, 2012

2012 Mathematics - As of enrollment May 10, 2012																		
	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	73	71	2	72	75	-3	77	74	3	73	78	-5	68	70	-2			
Grade 3	78	71	7	61	67	-6	76	78	-2	66	76	-10	92	86	6			
Grade 4	80	79	1	83	75	8	84	79	5	57	66	-9	65	75	-10			
Grade 5	61	63	-2	77	63	14	83	69	14	65	59	6	87	80	7			
Grade 6	72	64	8	71	68	3	74	73	1	62	57	5	71	64	7			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	39	59	-20	34	58	-24	60	64	-4	56	66	-10	53	62	-9	65	72	-7

2012 Algebra I - As of enrollment May 10, 2012

Number Prop., Operations and Linear Equations	Graphing and Systems of Linear Equations	Quadratics and Polynomials	Functions and Rational Expressions

	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	70	69	1	65	58	7	68	58	10	52	46	6
Grade 9	51	69	-18	40	58	-18	40	58	-18	26	46	-20
Grade 10	41	69	-28	43	58	-15	19	58	-39	38	46	-8
Grade 11	62	69	-7	25	58	-33	35	58	-23	23	46	-23

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	74	73	1	50	58	-8	75	70	5	64	56	8
Grade 10	71	73	-2	56	58	-2	87	70	17	50	56	-6
Grade 11	57	73	-16	44	58	-14	50	70	-20	28	56	-28

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	78	70	8	73	66	7	81	64	17	87	70	17
Grade 9	59	70	-11	50	66	-16	59	64	-5	83	70	13
Grade 10	61	70	-9	31	66	-35	56	64	-8	56	70	-14
Grade 11	41	70	-29	41	66	-25	42	64	-22	47	70	-23

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	100	78	22	100	76	24	96	75	21	80	63	17
Grade 11	75	78	-3	71	76	-5	64	75	-11	40	63	-23

2 or More Ethnicities

2012 English/Language Arts - As of enrollment May 10, 2012																		
	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	74	74	0	67	61	6	76	69	7	71	69	2	64	61	3			
Grade 3	78	80	-2	71	73	-2	76	77	-1	63	66	-3	67	71	-4			
Grade 4	83	73	10	73	59	14	66	53	13	73	61	12	63	48	15	80	75	5
Grade 5	72	66	6	75	70	5	68	63	5	77	70	7	68	63	5			
Grade 6	75	67	8	68	56	12	71	64	7	73	70	3	72	59	13			
Grade 7	70	74	-4	70	68	2	66	60	6	69	68	1	60	55	5	86	85	1
Grade 8	64	67	-3	64	68	-4	59	63	-4	55	66	-11	51	57	-6			
Grade 9	67	59	8	66	68	-2	64	69	-5	63	64	-1	58	58	0			
Grade 10	74	72	2	74	73	1	69	66	3	67	71	-4	68	66	2			
Grade 11	68	77	-9	69	71	-2	64	65	-1	72	77	-5	63	70	-7			

2012 General Mathematics - As of enrollment May 10, 2012																		
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	53	64	-11	37	58	-21	52	64	-12	57	72	-15	40	58	-18	55	73	-18

2012 Mathematics - As of enrollment May 10, 2012															
	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	79	71	8	79	75	4	77	74	3	81	78	3	78	70	8
Grade 3	77	71	6	75	67	8	82	78	4	79	76	3	86	86	0
Grade 4	82	79	3	86	75	11	85	79	6	77	66	11	83	75	8
Grade 5	67	63	4	73	63	10	77	69	8	64	59	5	82	80	2

Grade 6	72	64	8	78	68	10	78	73	5	72	57	15	71	64	7			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	56	59	-3	48	58	-10	63	64	-1	66	66	0	60	62	-2	75	72	3

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	61	69	-8	46	58	-12	35	58	-23	42	46	-4
Grade 8	64	69	-5	50	58	-8	40	58	-18	38	46	-8
Grade 9	49	69	-20	31	58	-27	34	58	-24	33	46	-13
Grade 10	65	69	-4	34	58	-24	37	58	-21	25	46	-21
Grade 11	51	69	-18	34	58	-24	39	58	-19	21	46	-25

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	73	73	0	79	58	21	75	70	5	57	56	1
Grade 10	56	73	-17	41	58	-17	60	70	-10	47	56	-9
Grade 11	59	73	-14	41	58	-17	53	70	-17	31	56	-25

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	83	70	13	84	66	18	81	64	17	73	70	3
Grade 9	72	70	2	70	66	4	60	64	-4	53	70	-17
Grade 10	49	70	-21	53	66	-13	58	64	-6	60	70	-10

Grade 11	50	70	-20	45	66	-21	44	64	-20	56	70	-14
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2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	94	78	16	89	76	13	96	75	21	100	63	37
Grade 11	68	78	-10	68	76	-8	66	75	-9	53	63	-10

English Learner

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	54	74	-20	48	61	-13	47	69	-22	52	69	-17	43	61	-18			
Grade 3	57	80	-23	55	73	-18	46	77	-31	47	66	-19	50	71	-21			
Grade 4	65	73	-8	53	59	-6	43	53	-10	53	61	-8	43	48	-5	75	75	0
Grade 5	51	66	-15	58	70	-12	45	63	-18	63	70	-7	48	63	-15			
Grade 6	39	67	-28	41	56	-15	39	64	-25	53	70	-17	38	59	-21			
Grade 7	40	74	-34	43	68	-25	38	60	-22	43	68	-25	29	55	-26	67	85	-18
Grade 8	43	67	-24	45	68	-23	40	63	-23	44	66	-22	38	57	-19			
Grade 9	46	59	-13	53	68	-15	51	69	-18	53	64	-11	43	58	-15			
Grade 10	47	72	-25	47	73	-26	44	66	-22	49	71	-22	43	66	-23			
Grade 11	58	77	-19	49	71	-22	43	65	-22	49	77	-28	46	70	-24			

2012 General Mathematics - As of enrollment May 10, 2012

	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	49	64	-15	40	58	-18	50	64	-14	50	72	-22	41	58	-17	53	73	-20

2012 Mathematics - As of enrollment May 10, 2012

	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	60	71	-11	61	75	-14	65	74	-9	68	78	-10	53	70	-17			
Grade 3	61	71	-10	54	67	-13	63	78	-15	62	76	-14	79	86	-7			
Grade 4	76	79	-3	69	75	-6	68	79	-11	68	66	2	79	75	4			
Grade 5	54	63	-9	66	63	3	68	69	-1	52	59	-7	75	80	-5			
Grade 6	48	64	-16	56	68	-12	55	73	-18	53	57	-4	45	64	-19			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	34	59	-25	27	58	-31	40	64	-24	39	66	-27	30	62	-32	40	72	-32

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	12	69	-57	36	58	-22	10	58	-48	38	46	-8
Grade 8	61	69	-8	63	58	5	59	58	1	50	46	4
Grade 9	49	69	-20	40	58	-18	39	58	-19	33	46	-13
Grade 10	45	69	-24	31	58	-27	28	58	-30	31	46	-15
Grade 11	58	69	-11	44	58	-14	47	58	-11	38	46	-8

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	72	73	-1	59	58	1	80	70	10	41	56	-15
Grade 11	60	73	-13	56	58	-2	72	70	2	50	56	-6

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	83	70	13	82	66	16	69	64	5	87	70	17
Grade 9	80	70	10	78	66	12	69	64	5	73	70	3
Grade 10	47	70	-23	50	66	-16	48	64	-16	50	70	-20
Grade 11	45	70	-25	34	66	-32	43	64	-21	49	70	-21

2012 High School Summative Math - As of enrollment May 10, 2012

	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 11	94	78	16	89	76	13	91	75	16	80	63	17

Socioeconomically Disadvantaged

2012 English/Language Arts - As of enrollment May 10, 2012

	Word Analysis and Vocabulary			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			Writing Applications		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 2	69	74	-5	60	61	-1	65	69	-4	67	69	-2	59	61	-2			
Grade 3	71	80	-9	66	73	-7	66	77	-11	55	66	-11	58	71	-13			
Grade 4	74	73	1	62	59	3	56	53	3	65	61	4	55	48	7	73	75	-2
Grade 5	67	66	1	70	70	0	64	63	1	69	70	-1	62	63	-1			
Grade 6	67	67	0	59	56	3	65	64	1	68	70	-2	62	59	3			
Grade 7	66	74	-8	62	68	-6	56	60	-4	65	68	-3	53	55	-2	77	85	-8
Grade 8	60	67	-7	57	68	-11	54	63	-9	55	66	-11	47	57	-10			
Grade 9	61	59	2	64	68	-4	64	69	-5	63	64	-1	56	58	-2			
Grade 10	64	72	-8	62	73	-11	60	66	-6	64	71	-7	58	66	-8			
Grade 11	67	77	-10	61	71	-10	58	65	-7	68	77	-9	59	70	-11			

2012 General Mathematics - As of enrollment May 10, 2012																		
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	52	64	-12	43	58	-15	51	64	-13	55	72	-17	45	58	-13	58	73	-15
Grade 9	42	64	-22	27	58	-31	36	64	-28	32	72	-40	45	58	-13	41	73	-32

2012 Mathematics - As of enrollment May 10, 2012																		
	Place Value, Fractions and Decimals			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability					
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff			
Grade 2	70	71	-1	73	75	-2	74	74	0	76	78	-2	68	70	-2			
Grade 3	70	71	-1	68	67	1	77	78	-1	72	76	-4	85	86	-1			
Grade 4	80	79	1	76	75	1	77	79	-2	71	66	5	79	75	4			
Grade 5	60	63	-3	65	63	2	71	69	2	57	59	-2	79	80	-1			
Grade 6	66	64	2	69	68	1	71	73	-2	63	57	6	63	64	-1			
	Rational Numbers			Exponents, Powers and Roots			Quantitative Relationships and Evaluation Expressions			Multi-Step Problems, Graphing and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 7	46	59	-13	41	58	-17	54	64	-10	52	66	-14	48	62	-14	56	72	-16

2012 Algebra I - As of enrollment May 10, 2012													
	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions			
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	
Grade 7	78	69	9	64	58	6	64	58	6	62	46	16	
Grade 8	75	69	6	62	58	4	66	58	8	57	46	11	
Grade 9	56	69	-13	40	58	-18	42	58	-16	34	46	-12	
Grade 10	49	69	-20	32	58	-26	33	58	-25	28	46	-18	

	Avg % Correct	Prof % Correct		Avg % Correct	Prof % Correct		Avg % Correct	Prof % Correct		Avg % Correct	Prof % Correct		Avg % Correct	Prof % Correct		Avg % Correct	Prof % Correct	
Grade 7	31	59	-28	30	58	-28	41	64	-23	34	66	-32	36	62	-26	41	72	-31

2012 Algebra I - As of enrollment May 10, 2012

	Number Prop., Operations and Linear Equations			Graphing and Systems of Linear Equations			Quadratics and Polynomials			Functions and Rational Expressions		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 8	67	69	-2	62	58	4	54	58	-4	38	46	-8
Grade 9	45	69	-24	31	58	-27	38	58	-20	28	46	-18
Grade 10	32	69	-37	22	58	-36	29	58	-29	22	46	-24
Grade 11	45	69	-24	43	58	-15	33	58	-25	25	46	-21

2012 Algebra II - As of enrollment May 10, 2012

	Polynomials and Rational Expressions			Quadratics, Conics and Complex Numbers			Exponents and Logarithms			Series, Combinatorics, Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 9	89	73	16	88	58	30	88	70	18	79	56	23
Grade 10	53	73	-20	56	58	-2	56	70	-14	64	56	8
Grade 11	52	73	-21	26	58	-32	25	70	-45	28	56	-28

2012 Geometry - As of enrollment May 10, 2012

	Logic and Geometric Proofs			Volume and Area Formulas			Angle Relationships, Constructions and Lines			Trigonometry		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 10	42	70	-28	28	66	-38	38	64	-26	32	70	-38
Grade 11	27	70	-43	36	66	-30	28	64	-36	19	70	-51

2012 High School Summative Math - As of enrollment May 10, 2012

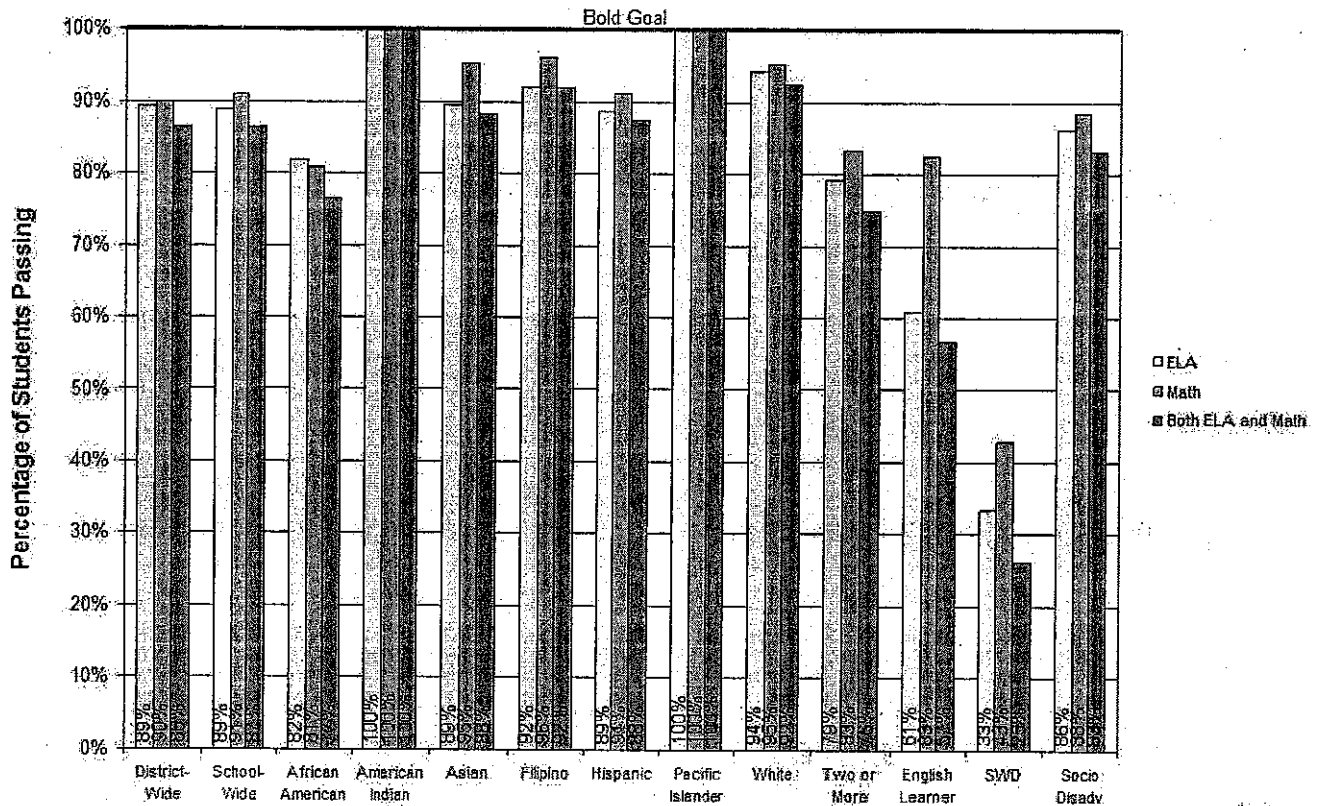
	Algebra I			Geometry			Algebra II			Probability and Statistics		
	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff	School Avg % Correct	CA Min Prof % Correct	Diff
Grade 11	50	78	-28	63	76	-13	54	75	-21	40	63	-23

CAHSEE Strand Level Performance

Laguna Creek High School

California High School Exit Exam

Class of 2013 Cumulative Performance through 2012



This section provides a diagnostic assessment your school's performance on each portion of the CAHSEE by grade beginning with the graduating class of 2012. Cumulative data show most current status, reflecting all CAHSEE administrations to date as of 9/10/2012. Data can be used diagnostically to determine areas of needed support and remediation, particularly for the non-passers.

- Number Possible:** Number of items possible in each strand.
- Avg. No. Corr. Passers:** Average number of items scored correctly by those who *passed*.
- Avg. % Corr. Passers:** Average percent of items scored correctly by those who *passed*.
- Avg. No. Corr. Non-Passers:** Average number of items scored correctly by those who did *not pass*.
- Avg. % Corr. Non-Passers:** Average percent of items scored correctly by those who did *not pass*.
- Number of Passers:** Number of students to date who *passed* this portion.
- Number of Non-Passers:** Number of students to date who did *not pass* this portion.

Please review the data for each cohort and answer the following set of questions. Please relate your review of data and responses back to leadership standards: *Using Evidence to Improve Instruction, Decision Making/Managing Change, and Appropriately Allocating Resources.*

English Language Arts - Average Percent Correct by Cluster - Grade 11

	Number Possible	Avg. # Correct: Passers	Avg. % Correct: Passers	Avg. # Correct: Non-Passers	Avg. % Correct: Non-Passers
Essay 1	4.0	2.4	61	1.7	42
Literary Response & Analysis	20	16	82	10	50
Reading Comprehension	18	14	77	8	45
Word Analysis	7	6	83	3	47
Writing Conventions	15	12	78	7	48
Writing Strategies	12	9	72	5	41
Number of passers	306				
Number of non-passers	50				

English Language Arts - Average Percent Correct by Cluster - Grade 12

	Number Possible	Avg. # Correct: Passers	Avg. % Correct: Passers	Avg. # Correct: Non-Passers	Avg. % Correct: Non-Passers
Essay 1	4.0	2.2	56	1.8	46
Literary Response & Analysis	20	16	78	12	60
Reading Comprehension	18	14	76	10	54
Word Analysis	7	6	79	4	56
Writing Conventions	15	11	74	8	52
Writing Strategies	12	9	72	5	45
Number of passers	376				
Number of non-passers	35				

Please review your data and provide a brief response to each of the following questions:

*1. In **English Language Arts**, which strand area(s) are relatively weak areas for non-passers?*

Essay and Writing Strategies

2. What will be done to improve performance in these areas?

Through the implementation of PLCs, teachers are developing more EAP units, using more common writing assessments, spending time norming their grading of writing, and agreeing to a common academic language to be used in the writing process.

Mathematics - Average Percent Correct by Cluster - Grade 11

	Number Possible	Avg. # Correct: Passers	Avg. % Correct: Passers	Avg. # Correct: Non-Passers	Avg. % Correct: Non-Passers
Algebra & Functions	20	15	77	8	38
Algebra I	12	8	69	3	26
Measurement & Geometry	18	13	73	5	28
Number Sense	17	13	75	6	38
Probability & Statistics	13	10	79	5	36
Number of passers	297				
Number of non-passers	59				

Mathematics - Average Percent Correct by Cluster - Grade 12

	Number Possible	Avg. # Correct: Passers	Avg. % Correct: Passers	Avg. # Correct: Non-Passers	Avg. % Correct: Non-Passers
Algebra & Functions	20	15	74	8	42
Algebra I	12	8	65	4	30
Measurement & Geometry	18	12	68	7	40
Number Sense	17	12	73	8	46
Probability & Statistics	13	10	75	6	43
Number of passers	378				
Number of non-passers	33				

Please review your data and provide a brief response to each of the following questions:

1. In **Mathematics**, which strand area(s) are relatively weak areas for non-passers?

Algebra 1

2. What will be done to improve performance in these areas?

The Algebra 1 PLC is creating a common 9-week calendar, common formative and summative assessments, and doing lesson studies to determine best practices in teaching algebra skills and the associated academic language.

Decision Making Models (entries: 0, attachment(s): 0)

Department: Section Incomplete		Subject/Course: Section Incomplete		Date: Section Incomplete	
Grade Level: Section Incomplete		Administrator: Section Incomplete			
Data Source	Data Analysis Results	Design, Development and Implementation	Program/Initiative Evaluation	Professional Learning Needs	
Section Incomplete					

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 23

Board Agenda Item

Supplement No. _____

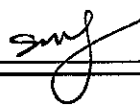
Meeting Date 4-16-13

Subject: Approval of Minutes **Department:** Board of Education

Action Requested: Approve minutes of the regular board meeting held April 2, 2013, and the special meeting held April 3, 2013.

Discussion:

Financial Summary:

Prepared By: Arlene Hein Department Approval: _____
Prepared By: _____ Superintendent Approval: Steven M. Ladd, Ed.D. 

Board Agenda Item

Subject: Personnel Actions **Division:** Human Resources

Action Requested:
Recommend the Board of Education approve the personnel actions as attached.

Discussion:

CERTIFICATED:

APPROVE:

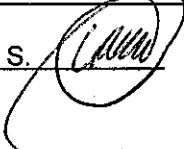
1. Leave(s) of Absence
2. Resignation(s)
3. Retirement(s)
4. Returning from Leave(s) of Absence
- 5.

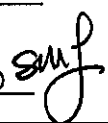
CLASSIFIED:

APPROVE:

1. New Hire(s) [11]
2. Promotion(s)
3. Resignation(s)
4. Retirement(s)
5. Returning from Leave(s)

Financial Summary:

Prepared by: Clay McAllester, Ed. S.  Departmental Approval: Glen De Graw

Prepared by: Evelyn Lalan Superintendent Approval: Steven M. Ladd, Ed.D. 



Board Agenda Item

Subject: _____ **Department:** Human Resources
Memorandum of Understanding Between Elk Grove Unified School District and the Psychologists' Social Workers' Association (PSWA)

Action Requested:
Approval of the Memorandum of Understanding between Elk Grove Unified School District and the Psychologists' Social Workers' Association (PSWA).

Discussion:
Attached is a copy of the Memorandum of Understanding between Elk Grove Unified School District and the Psychologists' Social Workers' Association regarding Article 13, Section 13.17.12 of the PSWA Collective Bargaining Agreement which addresses catastrophic leave, was revised as follows:
"An additional day of contribution will be required of participants if the number of days in the Bank falls below ~~500~~ **1000**.
The Memorandum of Understanding is attached.

Financial Summary:

Prepared By: _____ Division Approval: Glen De Graw 
Prepared By: _____ Superintendent Approval: Steven M. Ladd, Ed.D. 

Memorandum of Understanding
Between
Elk Grove Unified School District
And
Psychologists' and Social Workers' Association
February 26, 2013

This Memorandum of Understanding ("MOU") is entered into by and between Elk Grove Unified School District ("District") and the Psychologists' and Social Workers' Association ("PSWA"), collectively "the parties." The parties agree as follows:

1. Article 13, Section 13.17.12 of the parties' Collective Bargaining Agreement ("Agreement"), which addresses catastrophic leave, shall be revised as follows:

"An additional day of contribution will be required of participants if the number of days in the Bank falls below ~~500~~ 1000. Catastrophic Leave Bank participants who are drawing from the Bank at the time of the assessment will not be required to contribute to remain eligible to draw from the Bank. If a Catastrophic Leave Bank participant has no remaining sick leave at the time of the assessment, they need not contribute the additional day to remain a participant in the Catastrophic Leave Bank.
2. All other terms of the Agreement shall remain unchanged and in full force and effect.
3. This MOU constitutes the entire agreement between the parties regarding the above-referenced matters. No other promises, agreements, or statements between the parties shall be binding unless made in writing and signed by the parties.
4. This MOU shall not become final and binding upon the parties until it has been approved by the District's Board of Trustees and ratified by PSWA.
5. The undersigned parties represent that they have read and understand the terms of this Agreement and are authorized to execute this MOU on behalf of the parties.

Glen DeGraw
Glen DeGraw
Elk Grove Unified School District

Tina Smith
[INSERT NAME] TINA SMITH
PSWA

2/26/13
Date

2-26-13
Date

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 26

Board Agenda Item

Supplement No. _____

Meeting Date: April 16, 2013

Subject: APPROVAL OF PURCHASE ORDER HISTORY
Department: Finance & School Support

Action Requested:
 The Board of Education is asked to approve purchase orders for the weeks of March 11, 2013 through March 25, 2013

Discussion:
 The Purchase Order History and Cost Modifications for the month March 11, 2013 through March 25, 2013 are listed below. The purchase orders are on file in the Purchasing Department if you wish to review them.

Encumbrances:

<u>Fund</u>	<u>Purchase Orders Issued</u>	<u>Purchase Order Encumbrance Costs</u>
01 General Fund	340	\$ 129,444.04
11 Adult Education Fund	03	\$ 1,975.85
12 Child Development Fund	24	\$ 3,604.83
13 Food & Nutrition Services Fund	03	\$ 14,555.43
35 State School Construction Fund	02	\$ 78,965.72
49 Facilities Special Projects Fund	03	\$ 10,640.00
	Total Encumbrance:	\$420,957.19

Modifications:

<u>Fund</u>	<u>Purchase Orders Modified</u>	<u>Purchase Order Modification Costs</u>
01 General Fund	45	\$ 5,278,457.24
11 Adult Education Fund	01	\$ 42,927.08
13 Food & Nutrition Services Fund	01	\$ 3,500.00
49 Facilities Special Projects Fund	01	\$ 16,875.00
	Total Modifications	\$ 5,341,759.32
	Financial Summary Grand Total	\$ 5,762,716.51

Prepared By: Ruth Dew Division Approval: Rich Fagan
 Prepared By: _____ Superintendent Approval: Steven M. Ladd, Ed.D.

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 27
Supplement No. _____
Meeting Date: 04/16/13

Board Agenda Item

Subject: Warrant Register No. 9
All Funds: March 1, 2013 – March 31, 2013

Department: Fiscal Services

Action Requested:
Approve Warrant Register No. 9 – Warrant Numbers 943580-944900, 279846-281284.

Discussion:
Education Code 42632 requires that all payments from the funds of a school district shall be made by written order of the governing board of the district.

It is also required that district orders (warrants) must be numbered and include the following per Education Code 42634:

- The particular fund or funds of the district against which it is drawn,
- The amount of payment to be made,
- An itemized bill showing separate items and the price of each item, (This information is retained in Fiscal Services)
- The rate of salary and the period of service of any employee of the district for whom an order is issued for payment of salary or wages. (This information is retained in the Payroll Office)

The Board is asked to approve Warrant Register No.9 – Warrant Numbers 943580-944900, 279846-281284.
See attached report for Warrant Register No. 9 expenditures.

Financial Summary:
Total expenditures for all funds from March 1, 2013 – March 31, 2013, are \$41,782,819.71

Prepared By: Shelley Clark *Shelley Clark* Division Approval: Rich Fagan *Rich*
Prepared By: Carrie Hargis *Carrie Hargis* Superintendent Approval: Steven M. Ladd, Ed.D. *SM Ladd*

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
3/1/13	943580-943862	806068.58			82319.53	141956.00	536391.74	76452.49		420.00	44961.31
3/8/13	943863-944195	7161975.93			23220.60	167954.19	518813.92	76452.49		802.31	6374732.42
3/15/13	944196-944531	1597381.93			186940.95	261345.14	987164.10	43878.00		35355.66	63838.08
3/22/13	944532-944900	2815744.11				463448.13	2306329.81				19126.17
TOTALS		12381170.55	0.00	0.00	292481.08	1034703.46	4348699.57	120330.49	45700.00	36577.97	6502677.98

PAYROLL WARRANTS FUND 1

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
3/8/13	279846-280667	2084661.52	1179420.29	904739.23	242.00						260.00
3/15/13	280668-280719	75558.78	44510.74	31015.39							32.65
3/22/13	280720-280754	10219.06	10177.67	-41.02							82.41
3/29/13	280755-281284	23745986.06	19247311.87	4365261.05	9987.00						123426.14
TOTALS		25916425.42	20481420.57	5300974.65	10229.00	0.00	0.00	0.00	0.00	0.00	123801.20
(CANCEL\$)		-1042.08				-88.00	-954.08				
GRAND TOTAL		38296653.89	20481420.57	5300974.65	302710.08	1034615.46	4347745.49	120330.49	45700.00	36577.97	6626479.18

ACCOUNTS PAYABLE WARRANTS

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
3/1/13	943580-943862	69850.86				347.62	69503.24				
3/8/13	943863-944195	993.28				358.75	634.53				
3/15/13	944196-944531	659.64				285.32	659.64				
3/22/13	944532-944900	574.46					279.14				
TOTALS		72078.24	0.00	0.00	0.00	1001.69	71076.55	0.00	0.00	0.00	0.00

PAYROLL WARRANTS FUND 12

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
3/8/13	279846-280667	22178.83	9786.32	12390.51							
3/15/13	280668-280719	1939.97	400.00	1539.97							
3/29/13	280755-281284	209642.80	136322.90	73319.90							
TOTALS		233761.60	146511.22	87250.38	0.00	0.00	0.00	0.00	0.00	0.00	0.00
(CANCELS)											
GRAND TOTAL		305839.84	146511.22	87250.38	0.00	1001.69	71076.55	0.00	0.00	0.00	0.00

ACCOUNTS PAYABLE WARRANTS

REPORTING PERIOD:

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
3/1/13	943580-943862	936.96					936.96				
3/8/13	943863-944195	75794.63					11492.14	64302.49			
TOTALS		76731.59	0.00	0.00	0.00	0.00	12429.10	64302.49	0.00	0.00	0.00

PAYROLL WARRANTS FUND 14

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
TOTALS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
(CANCELS)											
GRAND TOTAL		76731.59	0.00	0.00	0.00	0.00	12429.10	64302.49	0.00	0.00	0.00

ACCOUNTS PAYABLE WARRANTS

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
3/1/13	943580-943862	359817.03						358567.03			1250.00
3/8/13	943863-944195	2960.00						2960.00			
3/15/13	944196-944531	2338.35						2338.35			
3/22/13	944532-944900	2611.23						2611.23			
TOTALS		367726.61	0.00	0.00	0.00	0.00	0.00	366476.61	0.00	0.00	1250.00

PAYROLL WARRANTS FUND 35

DATE	WARRANT NUMBERS	AMOUNT	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Books & Supplies	5000 Services & Other Operating Exps	6000 Capital Outlay Exps	7000 Indirect Costs & Transfers	8000 Revenue	9000 Accts Receivable & Accts Payable
TOTALS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
(CANCELS)											
GRAND TOTAL		367726.61	0.00	0.00	0.00	0.00	0.00	366476.61	0.00	0.00	1250.00

Board Agenda Item

Subject: Department: **Human Resources**
WILLIAMS ACT QUARTERLY REPORT NOTIFICATION

Action Requested:
The Board is asked to receive a report on the Williams Act Quarterly Report Uniform Complaint Process for the period of January 1, 2013 through March 31, 2013.

Discussion:
Pursuant to the legislation embodied in Education Code section 35186(d), specifically as it relates to the Williams Case legislation, each school district is required by law to report to the County Superintendent of Schools, on a quarterly basis, summarized data on the nature and resolution of all Williams-type complaints filed with the district. Williams-type complaints relate to the sufficiency of textbooks, emergency school facility issues, and the vacancy or misassignment of teachers.

The summary reports are required to be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district and both the complaint and written responses are public records available to the public. A copy of the electronically submitted report is attached.

During the period of January 1, 2013 through March 31, 2013, there were no complaints filed.

Financial Summary:

Prepared By: _____ Division Approval: Glen De Graw *GD*
Prepared By: _____ Superintendent Approval: Steven M. Ladd, Ed.D. *SML*

Lenore Gaviola in Human Resources

From: Glen De Graw in Human Resources
Sent: Tuesday, April 02, 2013 10:35 AM
To: Lenore Gaviola in Human Resources
Subject: FW: Williams UCP Report Submission

FYI

-----Original Message-----

From: support@scoe.net [mailto:support@scoe.net]
Sent: Tuesday, April 02, 2013 10:34 AM
To: Glen De Graw in Human Resources
Subject: Williams UCP Report Submission

*** COPY OF YOUR SUBMISSION ***

The following Williams UCP Quarterly Report information has been submitted. The form was submitted on 04/02/13. Questions about this report should be directed to Deidre Cyprian: (916) 228-2500 or dcyprian@scoe.net.

----- NAME: Glen De Graw

TITLE: Associate Superintendent
PHONE: (916) 686-7793
EMAIL: gdegrow@egusd.net
DISTRICT: Elk Grove Unified School District
YEAR: 2013
QUARTER: Quarter 3 (January-March)
PRESENTED_TO_DISTRICT: Yes
TEXTBOOKS_NUM_COMPLAINTS: 0
TEXTBOOKS_NUM_RESOLVED: 0
TEXTBOOKS_NUM_UNRESOLVED: 0
FACILITIES_NUM_COMPLAINTS: 0
FACILITIES_NUM_RESOLVED: 0
FACILITIES_NUM_UNRESOLVED: 0
TEACHERS_NUM_COMPLAINTS: 0
TEACHERS_NUM_RESOLVED: 0
TEACHERS_NUM_UNRESOLVED: 0
CAHSEE_NUM_COMPLAINTS: 0
CAHSEE_NUM_RESOLVED: 0
CAHSEE_NUM_UNRESOLVED: 0

Sender: 207.166.54.87 Mozilla/4.0 (compatible; MSIE 8.0; Windows NT 6.0; Trident/4.0; SLCC1; .NET CLR 2.0.50727; .NET CLR 3.5.30729; .NET4.0C; .NET4.0E; .NET CLR 3.0.30729; BOIE9;ENUS)

Board Agenda Item

Subject: _____ **Division:** Facilities and Planning
Smart Grid Investment Grant – Heating Ventilation Air Conditioning (HVAC) Controls Replacement Acceptance and Notice of Completion

Action Requested:
The Board of Education is asked to (1) accept the construction of Smart Grid Investment Grant – Heating Ventilation Air Conditioning (HVAC) Controls Replacement, and (2) authorize the filing of the Notice of Completion.

Discussion:
On September 4, 2012, the Board of Education ratified a Lease-Leaseback (LLB) to L&H Airco for the Smart Grid Investment Grant – Heating Ventilation Air Conditioning (HVAC) Controls Replacement project. The work has been completed and is recommended for acceptance by the Project Engineer and Program Manager.

The Administration will file the Notice of Completion with the County Recorder within the statutory ten-day period.

Financial Summary:
Not applicable.

Prepared By: Stacey Allison *SA* **Division Approval:** Robert Pierce *RP*
Prepared By: Lee Leavelle *LL* **Superintendent Approval:** Steven M. Ladd, Ed.D. *SL*

Board Agenda Item

Subject: _____ **Division:** Facilities and Planning

**rHouse at Cosumnes Oaks High School (formerly AD-UP House)
Amendment #2 to Lease-Leaseback (LLB) Contract with Bobo Construction, Inc.**

Action Requested:

The Board of Education is asked to (1) approve an amendment to the Lease-Leaseback (LLB) contract with Bobo Construction, Inc., and (2) authorize a district representative to sign the approved amendment.

Discussion:

On April 5, 2011, the Board of Education approved the schematic plans for the rHouse at Cosumnes Oaks High School and authorized the Administration to proceed with design development, agency approvals, development of construction documents, pursuit of LEED Certification, and to prepare a Lease-Leaseback (LLB) agreement for construction.

On June 5, 2012, the Board of Education authorized the Administration to sign all documents and contracts pertaining to this work.

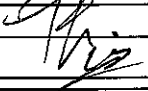

Amendment #2 adds the following scope:


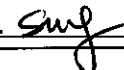
- Furnish and install an access compliant dishwasher.
- Furnish and install a garbage disposal.
- Provide seismic bracing for the heat pump.

The Administration has negotiated a price of \$2,839.00 for this necessary additional work, bringing the revised Guaranteed Maximum Price to \$947,766.00.

Financial Summary:

This project will be funded with Grant Funds, State monies, Measure A proceeds, and/or Developer Fees.

Prepared By: Josef Tavora  Division Approval: Robert Pierce 

Prepared By: Lee Leavelle  Superintendent Approval: Steven M. Ladd, Ed.D. 

**SECOND AMENDMENT TO LEASE-LEASEBACK AGREEMENT
BETWEEN
ELK GROVE UNIFIED SCHOOL DISTRICT
AND BOBO CONSTRUCTION, INC.**

(rHouse at Cosumnes Oaks High School)

This **AMENDMENT TO THE LEASE-LEASEBACK AGREEMENT** ("Amendment") is made by and between the **ELK GROVE UNIFIED SCHOOL DISTRICT** ("OWNER") AND **BOBO CONSTRUCTION, INC.** ("CONTRACTOR"), collectively the "Parties," with reference to the following facts:

A. OWNER and CONTRACTOR entered into that certain "Lease-Leaseback Agreement" (the "Agreement") all dated as of June 6, 2012, by which OWNER leased a portion of multiple school campus sites to CONTRACTOR for the construction of a project known as the rHouse at Cosumnes Oaks High School Project (the "Project") and CONTRACTOR leased said sites back to OWNER in exchange for certain payments thereunder; and

B. Article I and Exhibits "A" and "B" of the Agreement define the scope of work for the Project ("Scope of Work");

C. On or about March 5, 2013, Change Order 2 ("Change Order") was submitted by the architect for the Project, Rainforth Grau Architects, which included additions to the Project Scope of Work ("Additional Scope of Work"), such Change Orders being incorporated herein and attached hereto as Attachment 1;

D. The Parties now wish to amend Article I and Exhibit "B" of the Agreement to allow CONTRACTOR to perform this additional work on the Project;

E. Article IV of the Agreement provides that the Guaranteed Maximum Price for the Project is not to exceed **\$944,927.00**, as set forth in Exhibit "C" of the Agreement;

F. The Parties now wish to amend Article IV and Exhibit "C" of the Agreement to establish the Guaranteed Maximum Price for the Project to include additional costs associated with the Additional Scope of Work as described by the Change Orders;

G. Article III of the Agreement provides that time is of the essence in the Agreement, and requires that the Project be completed within 90 days from the date established in the OWNER'S Notice to Proceed; and

H. CONTRACTOR acknowledges and agrees that notwithstanding the Additional Scope of Work, no further time is necessary to complete the Project; and

I. The Parties now wish to amend the Agreement to establish the Additional Scope of Work to be completed by CONTRACTOR and Guaranteed Maximum Price due the CONTRACTOR from OWNER.

NOW, THEREFORE, in consideration of the covenants set forth herein, OWNER and CONTRACTOR hereby agree as follows:

1. The facts shown above are adopted as true and correct and made a part of this Amendment. All initially capitalized terms used but not otherwise defined in this Amendment have the meanings assigned to them in the Agreement.

2. Article I of the Agreement is amended to read:

ARTICLE I. SCOPE OF WORK. The Contractor agrees to furnish all labor, equipment and materials, including tools, implements, and appliances required, and to perform all the work in a good and workmanlike manner, free from any and all liens and claims from mechanics, material suppliers, subcontractors, artisans, machinists, teamsters, freight carriers, and laborers required for:

**rHOUSE AT COSUMNES OAKS HIGH SCHOOL
AT SEE EXHIBITS "A" AND "B" SCHOOL
SACRAMENTO COUNTY, CALIFORNIA,**

all in strict compliance with the plans, drawings and specifications therefore prepared by:

**RAINFORTH GRAU ARCHITECTS
2407 'J' STREET, SUITE 202
SACRAMENTO, CA 95816
PH# (916) 368-7990 FAX# (916) 368-7996**

and other contract documents relating thereto.

In accordance with Section 3300 of the Public Contract Code, Contractor has a Class "B" license that Contractor shall maintain in good standing for the duration of Contractor's work on the Project.

3. Article IV of the Agreement is amended to read:

ARTICLE IV. GUARANTEED MAXIMUM PRICE. Contractor's Guaranteed Maximum Price ("GMP") for performance of all work required by the Contract for the Project shall be \$947,766.00, based upon the Scope of Work set forth in *Exhibits A* and *B* of this Agreement. Except as otherwise provided in the General Conditions, the Contractor shall assume the risk of all costs in excess of the GMP in the performance of such work and shall not be entitled to additional payments because of such excess costs. Should the Contractor believe that it is entitled to additional compensation, whether money or time, it must request it pursuant to the procedures in the General Conditions for change orders and claims. The GMP is also referred to in the Contract as the "Contract Sum." The Contractor's cost breakdown of the GMP is attached (see *Exhibit C*) as Contractor's schedule of values for the Project, as required by Section 9.2.1.A of the General Conditions.

Contractor shall finance the cost of construction of the Project, which costs shall not exceed the GMP, except as otherwise provided in the Contract. The Owner shall pay Contractor sublease payments pursuant to the terms and conditions of Section 6 of the Sublease (the "Sublease Payments"), which terms and conditions include the 5% retention described in Section 6 of the Sublease (the "retention"). The sum of the Sublease Payments shall not exceed the GMP established pursuant to Article IV hereof. Retention or release of the Sublease Payments shall be in accordance with the General Conditions.

4. Exhibit "B" of the Agreement is hereby amended to incorporate the Additional Scope of Work as described by the Change Orders as set forth in Attachment 1, which such Attachment is hereby incorporated into Exhibit "B" of the Agreement.

5. Exhibit "C" of the Agreement is amended to incorporate the schedule of values for the Additional Scope of Work ("Additional Scope of Work Schedule of Values") attached hereto as Attachment 2 and hereby incorporated into Exhibit "C" of the Agreement.

6. This Amendment shall be deemed to be fully incorporated into the terms of that certain Sublease Agreement between OWNER and CONTRACTOR dated June 6, 2012 ("Sublease Agreement"), and the terms of that certain Site Lease Agreement between OWNER and CONTRACTOR dated June 6, 2012 ("Site Lease Agreement").

7. Except as otherwise provide herein, the terms of the Agreement and any Exhibits thereto, the Sublease Agreement and any Exhibits thereto, and the Site Lease Agreement and any Exhibits thereto, shall remain unchanged and in full force and effect.

///

///

IN WITNESS WHEREOF, OWNER and CONTRACTOR have executed this Amendment effective as of the date approved by OWNER'S Board of Education.

OWNER:
ELK GROVE UNIFIED
SCHOOL DISTRICT

CONTRACTOR:
BOBO CONSTRUCTION INC.

By: _____
Associate Superintendent

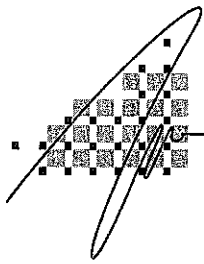
By: _____
Its: President

By: _____
Its: Corporate Secretary

Approved by OWNER'S Board of Education at its meeting of April 16, 2013.

ATTACHMENT 1

Change Order



Michael Jeffrey
RAINFORTH GRAU
 A R C H I T E C T S

Architecture & Planning ■

CHANGE ORDER NO. 02

DSA File No.: 34-H2
Application No.: 02-111761

March 05, 2013

2407 J Street, Suite 202 ■

Bobo Construction, Inc.
 9728 Kent Street
 Elk Grove, CA 95642

Sacramento, CA 95816-5020 ■

Attention: Chris Bobo

(916) 368-7990 ■

Subject: **AD-UP House at Cosumnes Oaks High School**
Elk Grove Unified School District
Architect's Project No. 11-1049

FAX: (916) 368-7996 ■

Subject to the approval of the Division of the State Architect, you are hereby authorized to make the following changes in the subject work.

Workmanship and materials shall be in accord with standards established by the original specifications.

A Professional Corporation ■

ITEM NO. 1: Provide access compliant dishwasher.

Requested by: Architect
 Reason: To meet accessibility requirements.

Attachments:	ASI 20			
Change in Contract Amount		ADD	\$	872.00
No Change in Contract Performance Period				

ITEM NO. 2: Furnish and install a garbage disposal at sink SK-1.

Requested by: Owner
 Reason: To meet Program requirements.

Attachments:	ASI 22			
Change in Contract Amount		ADD	\$	737.00
No Change in Contract Performance Period				

March 05, 2013
Change Order No. 02
AD-UP House at Cosumnes Oaks High School
Page 2

ITEM NO. 3: Provide sway bracing for heat pump HP-1.

Requested by: Architect
Reason: To meet DSA Requirements.

Attachments: ASI 21			
Change in Contract Amount	ADD	\$	1,230.00
No Change in Contract Performance Period			

March 05, 2013
 Change Order No. 02
 AD-UP House at Cosumnes Oaks High School
 Page 3

Original Contract Amount	\$	930,067.00
Amount Changed by Previous Change Order(s).....	\$	14,860.00
Contract Amount Prior to this Change Order	\$	944,927.00
Amount Changed by this Change Order..... ADD	\$	2,839.00
Revised Contract Amount.....	\$	947,766.00
% Change by this Change Order	%	0.30
Total % Change of Original Contract Amount	%	1.90

Original Completion Date	August 3, 2012
Revised Completion Date Revised by Previous Changes Order(s)	August 3, 2012
Calendar Days added by this Change Order	0
Revised Completion Date through this Change Order	August 3, 2012

The acceptance and approval of this change order constitutes full and final settlement for all work and costs (including extended overhead, inefficiency and impact or delays) related to the items addressed herein with no exceptions.

APPROVED: _____
 Elk Grove Unified School District Date

ACCEPTED: *[Signature]* 3/6/13
 Bobe Construction, Inc. Date

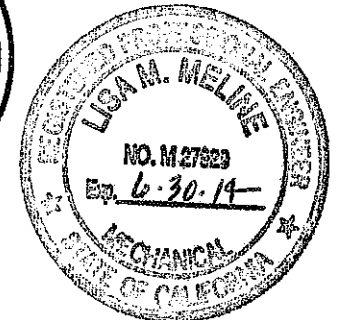
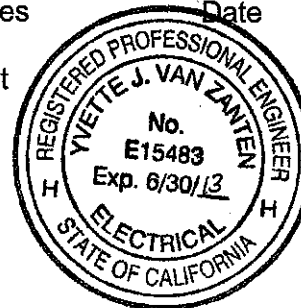
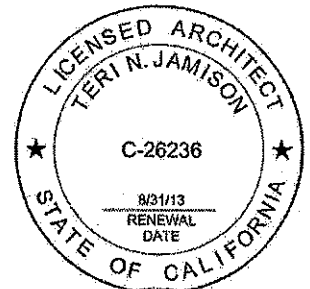
APPROVED: _____ 3/12/13
 Rainforth ■ Grau ■ Architects Date

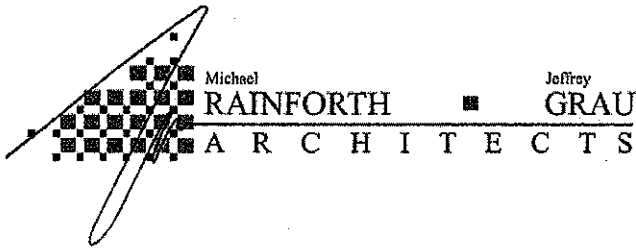
APPROVED: *[Signature]* 3-13-13
 Anderson & Doig Structural Engineers Date

APPROVED: *Lisa Meline* 3-18-13
 Meline Engineering Date

APPROVED: *Yvette J. Van Zanten* 3-20-13
 Charles A. Martin & Associates Date

APPROVED: Division of the State Architect





Architecture & Planning ■ **ARCHITECT'S SUPPLEMENTAL INSTRUCTION #20**

Reference: Dishwasher Replacement

2407 J Street, Suite 202 ■

Project Name: ADUP House at Cosumnes Oaks High School
Owner: Elk Grove Unified School District
Contractor: Bobo Construction Inc.
Inspector: Chris Anicich
Architect's Project No.: 2011-1049
DSA File/Apl. #: 34-H2 / 111761

Sacramento, CA 95816-4736 ■

(916) 368-7990 ■

Date of Instruction: 01-16-2013

FAX: (916) 368-7996 ■

The work shall be carried out in accordance with the following Supplemental Instructions issued in accordance with the Contract Documents without change in Contract Sum or Contract Time, unless noted hereafter. Contractor has five (5) calendar days from issuance of these instructions to appeal, through the Architect, for terms of a Change Order or relief from these Instructions.

A Professional Corporation ■

Description:

Provide and install Fisher & Paykel Double DishDrawer, model #DD24DCW7 (White) in lieu of the specified and submitted DW-1 dishwasher noted on sheet P0.00. Similar options as specified for the original DW-1 shall be included with the Fisher & Paykel unit. Provide credit for original specified unit. Cost and credit documentation will be required for verification.

Cost Impact:

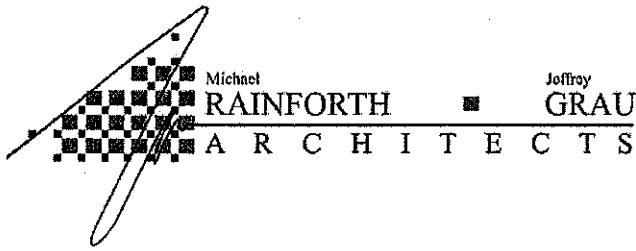
Please provide itemized change in cost breakdown as required by the Contract Documents for Owner & Architect review.

Cost approval required prior to the performance of this work: YES NO
DSA approval required prior to the performance of this work: YES NO
A change order is required due to a change in the drawings or cost: YES NO

I:\1049 ad up house\6.08 asi\20\asi 20 01-16-2013.docx

Attachments: None
Issued By: Dwayne Treleven, RGA
Copies: Josef Tavora, EGUSD
 Chris Baker, Bobo
 Chris Anicich, PI
 File 1049/6.08

Lee Leavelle, EGUSD
 Tom Jones, Bobo
 Chris Lovin, RGA



Architecture & Planning ▪ **ARCHITECT'S SUPPLEMENTAL INSTRUCTION #22**

Reference: Garbage Disposal power and switching.

2407 J Street, Suite 202 ▪

Project Name: ADUP House at Cosumnes Oaks High School
Owner: Elk Grove Unified School District
Contractor: Bobo Construction Inc.
Inspector: Chris Anicich
Architect's Project No.: 2011-1049
DSA File/Apl. #: 34-H2 / 111761

Sacramento, CA 95816-4736 ▪

(916) 368-7990 ▪ **Date of Instruction:** 02-07-2013

FAX: (916) 368-7996 ▪

The work shall be carried out in accordance with the following Supplemental Instructions issued in accordance with the Contract Documents without change in Contract Sum or Contract Time, unless noted hereafter. Contractor has five (5) calendar days from issuance of these Instructions to appeal, through the Architect, for terms of a Change Order or relief from these Instructions.

A Professional Corporation ▪

Description:

Provide air type switch in sink top for the garbage disposal mounted at the Kitchen Sink SK-1 per the attached ASI 22.1 drawing. Mount switch through top of sink face. Verify with Owner exact location for switch.

Cost Impact:

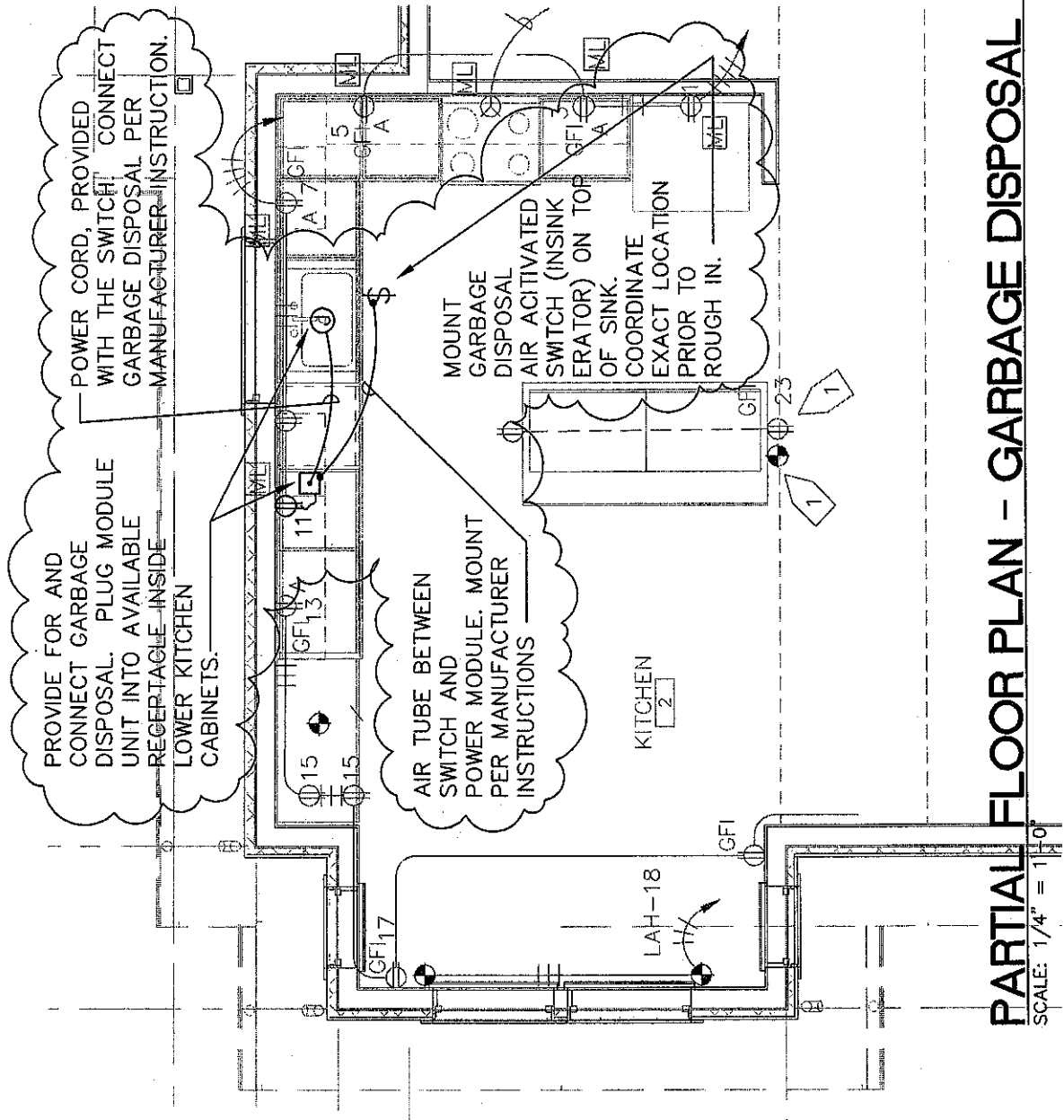
This ASI is for clarification only. There has been no change in contract amount or contract time.

Cost approval required prior to the performance of this work: YES NO
DSA approval required prior to the performance of this work: YES NO
A change order is required due to a change in the drawings or cost: YES NO

I:\1049 ad up house\6.08 asi\22\asi 22 02-07-2013.docx

Attachments: ASI 22.1
Issued By: Dwayne Treleven, RGA
Copies: Josef Tavora, EGUSD
 Tom Jones, Bobo
 Chris Lovin, RGA
 File 1049/6.08

Chris Baker, Bobo
 Chris Anicich, PI



PARTIAL FLOOR PLAN - GARBAGE DISPOSAL

SCALE: 1/4" = 1'-0"

ALL FEATURES, NOTES AND DIMENSIONS NOT SPECIFICALLY SHOWN OR NOTED AS CHANGED SHALL REMAIN AS SHOWN ON PREVIOUSLY ISSUED DOCUMENTS.

REFERENCE SHEET E2.2

Michael Rainforth Architects
 2407 J Street, Sacramento, CA 95816-5020
 (916) 388-7990 ■ Fax: (916) 388-7996

Jeffrey GRAU ARCHITECTS

PARTIAL FLOOR PLAN
 AD-UP HOUSE
 ELK GROVE UNIFIED SCHOOL DISTRICT
 ELK GROVE, CA
 DSA APP.02-111761 FILE NO. 34-H2

DATE:	2-7-13
PROJECT NO.:	11-1049
SHEET:	ASI 22.1



CCD #: 02

DSA FILE #: 34 - H2
DSA APPL #: 02 - 111761
Date Feb 5, 2013

APPLICATION FOR APPROVAL OF
CONSTRUCTION CHANGE DOCUMENT - CCD CATEGORY A

Changes to or affecting the Structural Safety, Access Compliance or Fire & Life Safety Portions of the Project
Please Print or Type all Information - or fill out on-line and print for signatures
ALL FIELDS MUST BE COMPLETED See DSA IR A-6 for submittal requirements

1. Name of Project: AD-UP House at Cosumnes Oaks High School

2. Applicant Information:

Firm Name: Rainforth Grau Architects

Contact Name: Chris Lovin

Address: 2407 J Street Suite 202 Sacramento Ca 95816

Phone Number: 916-368-7990 e-mail: clovin@rainforthgrau.com

3. Name of Design Professional in General Responsible Charge: Teri Jamison

4. Professional License Type Architect Structural Engineer License Number C-26236

5. Design Professional in General Responsible Charge Statement: The attached Construction Change Documents have been examined by me for design intent and appear to meet the appropriate requirements of Title 24, California Code of Regulations and the project specifications. ~~They are acceptable for incorporation into the construction of the project.~~

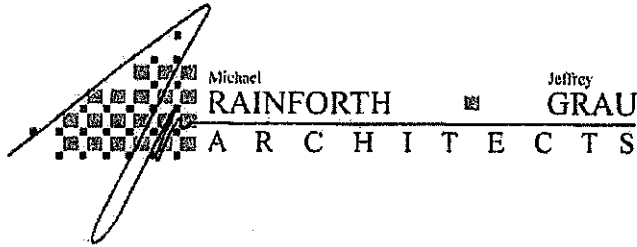
Signature: 
DESIGN PROFESSIONAL IN GENERAL RESPONSIBLE CHARGE

6. Brief Description of construction change (attach additional sheets if needed):
This CCD revises the sway bracing to the suspended heat pump from aircraft cable attached to the framing above to rigid unistrut framing attached to the deck below. Once the HVAC ductwork was installed it was determined that the aircraft cable would not be able to be installed as detailed in the project drawings.

7. List of attachments:
ASI #21 (which includes SK-2, SK-3, Calcs & product data)

8. List of DSA approved documents affected by this CCD:
M0.10

9. NOTE: Check here to confirm that all CCD drawings and calculations have been stamped and signed by the responsible design professional.



Architecture & Planning ▪

ARCHITECT'S SUPPLEMENTAL INSTRUCTION #21

Reference: Revised sway bracing for heat pump HP-1.

2407 J Street, Suite 202 ▪

Project Name: ADUP House at Cosumnes Oaks High School
Owner: Elk Grove Unified School District
Contractor: Bobo Construction Inc.
Inspector: Chris Anicich
Architect's Project No.: 2011-1049
DSA File/Appl. #: 34-H2 / 111761

Sacramento, CA 95816-4736 ▪

(916) 368-7990 ▪

Date of Instruction: 02-05-2013

FAX: (916) 368-7996 ▪

The work shall be carried out in accordance with the following Supplemental Instructions issued in accordance with the Contract Documents without change in Contract Sum or Contract Time, unless noted hereafter. Contractor has five (5) calendar days from issuance of these Instructions to appeal, through the Architect, for terms of a Change Order or relief from these Instructions.

A Professional Corporation ▪

Description:

Because of conflicts in the space with duct routing and other utilities, revise the sway bracing for the heat pump HP-1 as shown on M0.10 per the attached SK drawings. This installation will omit the aircraft cable bracing and provide rigid bracing to the deck below.

Cost Impact:

This ASI is for clarification only. There has been no change in contract amount or contract time.

Cost approval required prior to the performance of this work:

YES NO

DSA approval required prior to the performance of this work:

YES NO

A change order is required due to a change in the drawings or cost:

YES NO

R\1049 ad up house\6.08 asi\21\asi 21 02-05-2013.docx

Attachments: SK-2, SK-3 & calculations

Issued By: Dwayne Treleven, RGA

Copies: Josef Tavora, EGUSD

Tom Jones, Bobo

Chris Lovin, RGA

File 1049/6.08

Chris Baker, Bobo

Chris Anicich, PI

ADUP HOUSE AT CONSUMES
OAKS H.S.

DSA APP. NO. 02-111761



ANDERSON & DOIG
STRUCTURAL ENGINEERS
A CALIFORNIA CORPORATION
10306 PLACER LANE, STE. 100, SACRAMENTO, CA. 95827-2511
(916) 366-9822 FAX: (916) 366-9823

JOB: #10028 ADUP

DATE: 2-4-13

BY: TWS/CTA

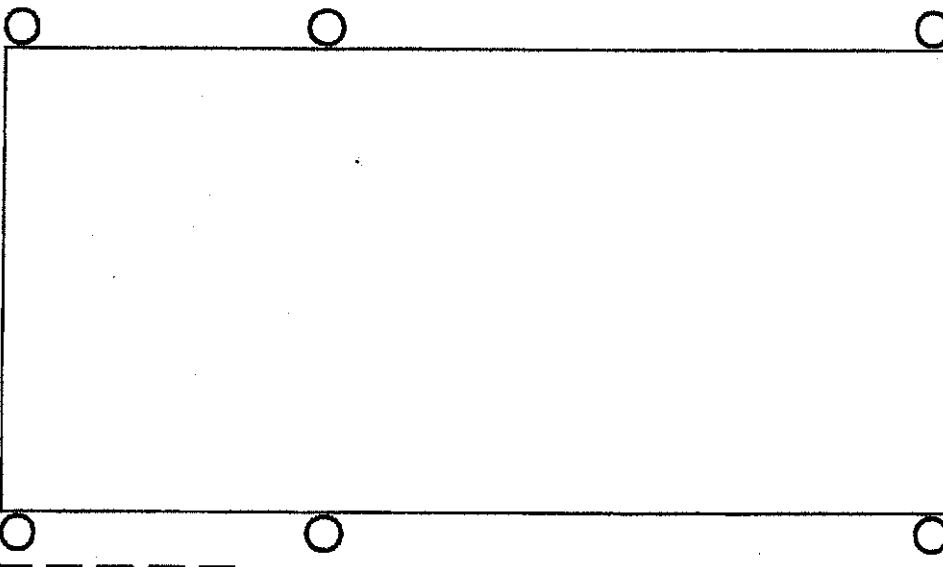
DRAWN BY: RFM



Exp 3-31-14

UNISTRUT BRACE,
TYP. OF 4 @ LCTN's
SHOWN SEE
SK-3

HEAT PUMP
PER MO.10



SK-2

HEAT PUMP ANCHORAGE PLAN

N.T.S.

APPROVED
DIV OF THE STATE ARCHITECT
SACRAMENTO REGIONAL OFFICE

AC --- F/LS --- SS KSH

APP. #02-111761 DATE 02/08/13

DOC NAME : CCD 2

ADUP HOUSE AT CONSUMES
OAKS H.S.

DSA APP. NO. 02-111761



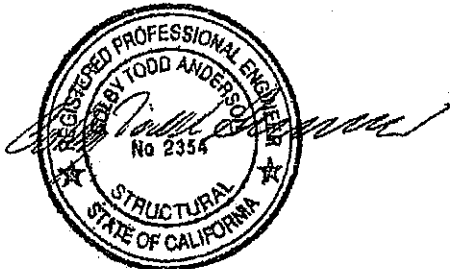
ANDERSON & DOIG
STRUCTURAL ENGINEERS
A CALIFORNIA CORPORATION
10308 PLACER LANE, STE. 100, SACRAMENTO, CA 95827-2511
(916) 366-9622 FAX: (916) 366-9623

JOB: #10028 ADUP

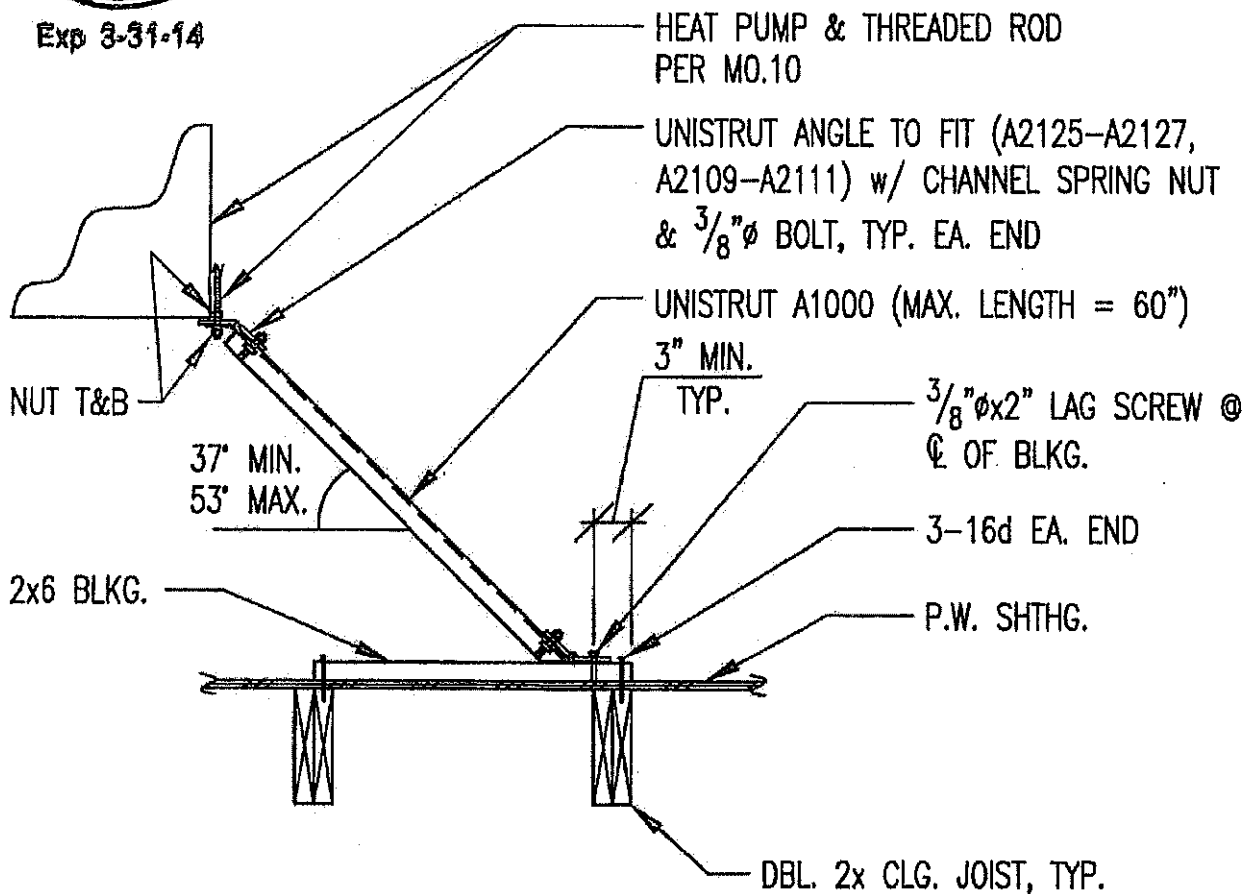
DATE: 2-4-13

BY: TWS/CTA

DRAWN BY: RFM



Exp 3-31-14



SK-3

HEAT PUMP ANCHORAGE DETAIL

N.T.S.

APPROVED
DIV OF THE STATE ARCHITECT
SACRAMENTO REGIONAL OFFICE
AC --- F/LS --- SS KSH
APP. # 02-111761 DATE 02/08/13
DOC NAME : CCD 2

JOB NO:

10028 ADUP



ANDERSON & DOIG
STRUCTURAL ENGINEERS
A CALIFORNIA CORPORATION

10308 PLACER LANE, SUITE 100, SACRAMENTO, CA 95827-2511
(916) 366-9622 FAX: (916) 366-9623

BY:

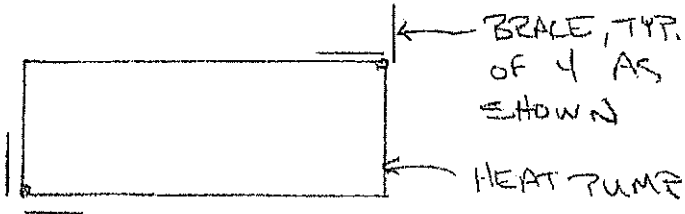
TWS

PAGE:

DATE:

2/14/13

HEAT PUMP ANCHORAGE



ISA APPROVED DETAIL ON MO. 10 SHOWS AIRCRAFT CABLE FOR LATERAL SUPPORT. REVISE TO USE UNISTRUT BRACE PER SK-2 & 3.

SEISMIC

$S_{DS} = 0.535 \quad a_p = 2.5 \quad R_p = 6.0 \quad I_p = 1.0 \quad z/h = 1.0$

$w_p = 470^{\#}$

$F_p = \frac{0.4 \cdot 2.5 \cdot 0.535 \cdot w_p}{6.0/1.0} (1 + 2.1) \cdot 0.7 = 0.19 w_p = 89^{\#}$

ASSUME C.O.G @ $z/3$ Pts $\rightarrow \therefore V = z/3 \cdot 89^{\#} = 59^{\#}$

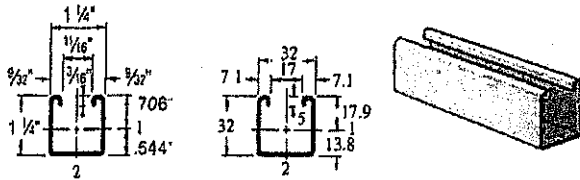
$3/8" \times 2" \text{ LAG - CAP} = 160^{\#} / 2 = 80^{\#} > 59^{\#} \therefore \text{OK}$

ALL OTHER MEMBERS & CONN'S OK BY INSPECTION



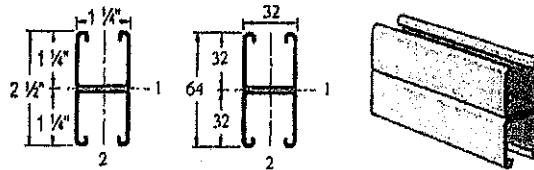
Exp 3-31-14

A1000 - 1 1/4" x 1 1/4"



WU/100 Ft. 104 Lbs (154 kg/100m)
 Allowable Moment 2,170 In-Lbs (240 N·m)
 14 Gauge Nominal Thickness .075" (1.9mm)

A1001 - 1 1/4" x 2 1/2"



WU/100 Ft. 207 Lbs (308 kg/100m)
 Allowable Moment 6,070 In-Lbs (690 N·m)
 14 Gauge Nominal Thickness .075" (1.9mm)

A1000 - BEAM LOADING

Span In	Max Allowable Uniform Load Lbs	Defl. at Uniform Load In	Uniform Loading at Defl.		
			Span/180 Lbs	Span/240 Lbs	Span/360 Lbs
18	960	0.04	960	960	960
24	720	0.07	720	720	660
36	480	0.16	480	440	300
48	360	0.29	330	250	170
60	290	0.45	210	160	110
72	240	0.65	150	110	70
84	210	0.90	110	80	50
96	180	1.16	80	60	40
108	160	1.46	70	50	30
120	140	1.75	50	40	30

A1001 - BEAM LOADING

Span In	Max Allowable Uniform Load Lbs	Defl. at Uniform Load In	Uniform Loading at Defl.		
			Span/180 Lbs	Span/240 Lbs	Span/360 Lbs
18	1,650*	0.01	1,650*	1,650*	1,650*
24	1,650*	0.03	1,650*	1,650*	1,650*
36	1,350	0.09	1,350	1,350	1,350
48	1,010	0.16	1,010	1,010	820
60	810	0.26	810	790	530
72	670	0.37	670	550	370
84	580	0.50	540	400	270
96	510	0.66	410	310	210
108	450	0.83	330	240	160
120	400	1.01	260	200	130

A1000 - COLUMN LOADING

Unbraced Height In	Maximum Allowable Load at Slot Face Lbs	Maximum Column Load Applied at C.G.			
		K=0.65 Lbs	K=0.80 Lbs	K=1.0 Lbs	K=1.2 Lbs
18	1,960	5,900	5,430	4,800	4,210
24	1,840	5,210	4,590	3,850	3,220
36	1,500	3,940	3,220	2,480	2,010
48	1,220	2,950	2,300	1,790	1,460
60	1,020	2,260	1,790	1,400	1,130
72	880	1,840	1,460	1,130	910
84	780	1,550	1,230	940	**
96	690	1,340	1,050	**	**
108	620	1,170	910	**	**

A1001 - COLUMN LOADING

Unbraced Height In	Maximum Allowable Load at Slot Face Lbs	Maximum Column Load Applied at C.G.			
		K=0.65 Lbs	K=0.80 Lbs	K=1.0 Lbs	K=1.2 Lbs
18	3,530	13,300	12,920	12,400	11,880
24	3,480	12,750	12,220	11,550	10,950
36	3,370	11,630	10,950	10,220	9,150
48	3,260	10,680	10,020	8,260	6,500
60	2,960	9,930	8,260	6,080	4,270
72	2,630	8,480	6,500	4,270	2,970
84	2,260	7,040	4,900	3,140	2,180
96	1,940	5,680	3,750	2,400	**
108	1,670	4,490	2,970	**	**
120	1,440	3,640	2,400	**	**

A1000/A1001 - ELEMENTS OF SECTION

Parameter	A1000	A1001
Area of Section	0.305 in ²	0.609 in ²
Axis 1-1		
Moment of Inertia (I)	0.061 in ⁴	0.302 in ⁴
Section Modulus (S)	0.086 in ³	0.242 in ³
Radius of Gyration (r)	0.447 in	0.704 in
Axis 2-2		
Moment of Inertia (I)	0.078 in ⁴	0.156 in ⁴
Section Modulus (S)	0.125 in ³	0.250 in ³
Radius of Gyration (r)	0.506 in	0.506 in

Notes:

* Load limited by spot weld shear.

** K_y > 200

- Above loads include the weight of the member. This weight must be deducted to arrive at the net allowable load the beam will support.
- Long span beams should be supported in such a manner as to prevent rotation and twist.
- Allowable uniformly distributed loads are listed for various simple spans, that is, a beam on two supports. If load is concentrated at the center of the span, multiply load from the table by 0.5 and corresponding deflection by 0.8.

1 1/4" Framing System

ATTACHMENT 2

Additional Scope of Work Schedule of Values

Prime Contract Change Order

Detailed, Grouped by Each Number

rhouse

Project # 09202010555

Tel: 916-685-2285 Fax: 916-685-7373

Date: 3/7/2013

To Contractor:
 BOBO CONSTRUCTION INC.
 9728 Kent Street
 Elk Grove, CA 95624

Architect's Project No:
Contract Date:
Contract Number: 001
Change Order Number: 002

The Contract is hereby revised by the following items:

CO # 002

PCO	Description	Amount
005	ADA height dishwasher	872.00
006	ASI # 22 Air switch at sink for garbage disposal	737.00
007	DSA attachment	1,230.00

The original Contract Value was.....	930,067.00
Sum of changes by prior Prime Contract Change Orders.....	14,860.00
The Contract Value prior to this Prime Contract Change Order was.....	944,927.00
The Contract Value will be changed by this Prime Contract Change Order in the amount of.....	2,839.00
The new Contract Value including this Prime Contract Change Order will be.....	947,766.00
The Contract duration will be changed by.....	0 Days
The revised Substantial Completion date as of this Prime Contract Change Order is.....	

 ARCHITECT

 Address

By _____

SIGNATURE _____

DATE _____

BOBO CONSTRUCTION INC.

 CONTRACTOR

9728 Kent Street
 Elk Grove, CA 95624

 Address

By _____

SIGNATURE _____

DATE _____

 OWNER

 Address

By _____

SIGNATURE _____

DATE _____

Board Agenda Item

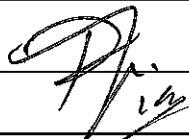

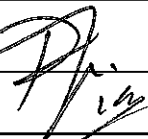
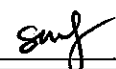
Subject: _____ **Division:** Facilities and Planning
**rHouse at Cosumnes Oaks High School
Acceptance and Notice of Completion**

Action Requested:
The Board of Education is asked to (1) accept the construction of rHouse at Cosumnes Oaks High school, and (2) authorize the filing of the Notice of Completion.

Discussion:
On June 5, 2012, the Board of Education awarded a Lease-Leaseback (LLB) to Bobo Construction, Inc., for the rHouse at Cosumnes Oaks High School project. The work has been completed and is recommended for acceptance by the Architect.

The Administration will file the Notice of Completion with the County Recorder within the statutory ten-day period.

Financial Summary:
Not applicable.

Prepared By: Josef Tavora  **Division Approval:** Robert Pierce 
Prepared By: Lee Leavelle  **Superintendent Approval:** Steven M. Ladd, Ed.D. 

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 32

Board Agenda Item

Supplement No. _____

Meeting Date April 16, 2013

Subject:

Division: Facilities and Planning

**Florin Elementary School, Heating Ventilation and Air Conditioning Replacement
Award of Contract**

Action Requested:

The Board of Education is asked to (1) review the tabulation of bids, (2) award a contract to the lowest responsible and responsive bidder, (3) authorize the Administration to sign all documents and contracts pertaining to this work, and (4) authorize the Administration to proceed with the next lowest responsible bidder should a fully endorsed contract with the low bidder, accompanied by certification of the necessary bonds, not be obtained.

Discussion:

This project consists of replacement of six (6) Heating Ventilation and Air Conditioning units that were destroyed by vandalism and theft of recyclable materials.

The Administration will be opening bids on April 8, 2013, at 2:00 p.m. When the bids are opened a tabulation of bids and a recommendation for the lowest, responsible, responsive bidder will be made.

A revised board agenda item with the staff recommendation and tabulation of bids will be provided for the board prior to the board meeting.

Financial Summary:

The project is funded through the general fund and is to be reimbursed by Schools Insurance Authority.

Prepared By: <u>Josef Tavora</u>	Division Approval: <u>Robert Pierce</u>
Prepared By: <u>Lee Leavelle</u>	Superintendent Approval: <u>Steven M. Ladd Ed.D.</u>

Board Agenda Item

Subject:

Division: Facilities and Planning

**2013 Fencing at John Ehrhardt Elementary School
Award of Contract**

Action Requested:

The Board of Education is asked to (1) review the tabulation of bids, (2) award a contract to the lowest responsible and responsive bidder, (3) authorize the Administration to sign all documents and contracts pertaining to this work, and (4) authorize the Administration to proceed with the next lowest responsible bidder should a fully endorsed contract with the low bidder, accompanied by certification of the necessary bonds, not be obtained.

Discussion:

This project consists of installation of new ornamental fencing and the relocation of minor sections of existing ornamental fence panels in order to provide a more secure and safe environment for students and staff. The work will also ensure that all visitors must check in at the school office in order to access the campus during school hours.

District staff has worked very closely with the Division of State Architect's (DSA) office and requested that DSA make a determination on safety and security fencing projects such as this one. As a result DSA has issued a statewide Interpretation of Regulations Document (IR A-22 rev 3-22-13) which allows the district to complete this project in the most expeditious and cost effective means possible while remaining in compliance with building codes and access compliance laws.

The Administration received and opened three (3) bids for the 2013 Fencing at John Ehrhardt Elementary School project on April 2, 2013, at 2:00 p.m. See Attachment A for a tabulation of bids. Crusader Fence Company, Inc., submitted the lowest base bid.

The Administration recommends the award of contract to Crusader Fence Company, Inc., for the base bid of \$49,987.00.

Financial Summary:

The project is funded from Fund 49 in the amount of \$49,987.00.

Prepared By: _____

Brad Parsons *BP*

Division Approval: _____

Robert Pierce *RP*

Prepared By: _____

Lee Leavelle *LL*

Superintendent Approval: _____

Steven M. Ladd Ed.D. *SL*

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 34

Board Agenda Item

Supplement No. _____

Meeting Date April 16, 2013

Subject: _____ **Division:** Facilities and Planning

**2013 Fencing at Valley and Florin High Schools
Award of Contract**

Action Requested:

The Board of Education is asked to (1) review the tabulation of bids, (2) award a contract to the lowest responsible and responsive bidder, (3) authorize the Administration to sign all documents and contracts pertaining to this work, and (4) authorize the Administration to proceed with the next lowest responsible bidder should a fully endorsed contract with the low bidder, accompanied by certification of the necessary bonds, not be obtained.

Discussion:

This project installs a combination of ornamental and chain link security fencing that will provide a safe environment for students and staff that will require visitors to check in at the school office prior to entering the campus. This secure perimeter will also reduce vandalism and theft.




A previous fencing project for these two sites was postponed by District Administration when it was discovered that access compliance regulations, under strict interpretation by the Division of State Architect's (DSA) office, made the project cost prohibitive. District Staff immediately embarked on a discussion with DSA to amend a statewide Interpretation of Documents Regulation (IR A-22 rev. 3-22-13) to allow more streamlined and efficient security fencing improvements at school sites while still meeting the applicable building codes and access compliance laws. In order to continue progress toward the ultimate goal of a secure perimeter at the two campuses the project was designed and bid excluding gates that crossed the accessible path of travel while District Staff and DSA worked through the regulatory process. Now that IR A-22 has been revised and codified we are proceeding with design and approval of gate systems that will finalize this security project. The gate project will follow immediately upon approval by DSA.

The Administration will be opening bids on April 3, 2013, at 2:00 p.m. When the bids are opened a tabulation of bids and a recommendation for the lowest, responsible, responsive bidder will be made.

A revised board agenda item with the staff recommendation and tabulation of bids will be provided for the board prior to the board meeting.

Financial Summary:

The project is funded from Fund 49 not to exceed \$ _____ (final amount to be input when bids are opened on April 3, 2013).

Prepared By: Josef Tavora  Division Approval: _____ Robert Pierce 
Prepared By: Lee Leavelle  Superintendent Approval: _____ Steven M. Ladd Ed.D. 