

Hall Middle School
Single Plan for Student Achievement
2012-2013

Larkspur-Corte Madera School District

200 Doherty Drive
Larkspur, CA 94930
415-927-6978
www.hall-school.org
CDS CODE: 21-65367-6024350

Student Information and Demographics

Hall Middle School is an award-winning public school of 603 fifth through eighth grade students in the Larkspur-Corte Madera School District located in Larkspur, California, in scenic Marin County, just north of San Francisco's Golden Gate. We serve a student body that is 78% white, 12% Latino, 8% Asian, 1% African American and 1% multiple or other ethnicities. This is a community that strongly supports public education with a parcel tax, bond issue, and educational foundation. The business of the community is primarily retail and professional services.

In addition to a comprehensive academic program, the school provides enrichment programs including music, art, lab science, library, technology, and motor skills/physical education, made possible in large part by funding and volunteer support from a strong, active parent base, community businesses, supportive citizens and generous art grant through Marin Community Foundation. The staff includes approximately 40 full and part-time certificated employees (including special educators, speech therapists, academic and English language support specialists, a nurse, a counselor, and librarian) and classified staff. Administrators include a full-time principal and assistant principal.

Tom Utic, Principal
Megan Kelly, Assistant Principal

Kate Keating, Counselor
Betsy Hafner & Brandi McWade, Administrative Assistants

Larkspur-Corte Madera School District Vision

Our vision is to provide an extraordinary 21st Century education for every child and a positive, supportive, inclusive environment where each student can thrive.

Larkspur-Corte Madera School District Mission

The mission of the Larkspur-Corte Madera School District Board of Trustees and staff is to develop literacy, critical thinking and enthusiasm for learning within each student by offering a rich, rigorous, relevant and engaging curriculum and through a collaborative partnership with parents and community.

Larkspur-Corte Madera School District Strategic Priorities

Cultivate safe, healthy, caring and inclusive school environments that foster respect and compassion
Support and inspire each child to attain higher levels of achievement through a dynamic, inquiry-based curriculum that addresses individual needs

Attract, develop and retain talented and inspirational staff

Maintain the fiscal integrity and stability of the district

Manage enrollment growth by supporting smaller learning environments

Ensure consistent, effective communication and collaboration among classroom, home, district and community

Hall Middle School Mission Statement

We are collaborative and compassionate catalysts for growth who inspire and promote well-rounded, lifelong learners and future citizens of the world through challenging, innovative curriculum with compassion, creativity and rigor.

Hall Middle School Vision

Hall Middle School is a safe and supportive learning environment where all students can learn. Diversity enriches our school and each student is a valued individual with unique physical, social, emotional and intellectual needs. The goal of our educational programs is to prepare students to become contributing members of society.

School Profile

Hall Middle School is an award-winning public school for fifth, sixth, seventh and eighth graders in the Larkspur-Corte Madera School District. Located in Larkspur, California in beautiful Marin County, just north of San Francisco's Golden Gate, Hall has won numerous state and county recognitions for its excellence in education, including the California Distinguished Schools and the prestigious National Blue Ribbon awards.

Hall Middle School offers a transitional program from a self-contained core of instruction in the fifth and sixth grades to a fully departmentalized program in the eighth grade. The academic curriculum includes language arts, social studies, mathematics, science, Spanish, health and physical education. Enrichment offerings include computers, art, dance, band and other subjects. The average class size is approximately 28 students. The school is supported by a strong, active parent community.

Current Student Enrollment, by Grade Level

Grade Level	Enrollment 12-13
Grade 5	143
Grade 6	150
Grade 7	147
Grade 8	163
Total Enrollment	603

Student Enrollment by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category for the 2011-2012 school year.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	5	1%	Hispanic or Latino	73	12%
American Indian or Alaska Native	0	<1%	Pacific Islander	0	0%
Asian	45	8%	White (Not Hispanic)	471	78%
Filipino	3	<1%	Multiple or No Response	5	1%

Approximately 1% of Hall students are English Language Learners.

School Accountability Report Card

Hall Middle School's Accountability Report Card can be found at www.hall-school.org.

Goals

Hall's goals are aligned with the Larkspur-Corte Madera School District Strategic Priorities and Goals. For the 2012-2013 school year, Hall is focused on work in several key areas: Inquiry-Based Learning, Arts Integration, Professional Learning Communities, and the new Common Core Standards. The staff is committed to identifying essential standards for each course and implementing common

assessments to guide instruction. The school is working collaboratively with teachers to provide ample professional development in designing and implementing project-based inquiry-based learning unit for students. Additionally, as part of our work in implementing a grant from the Marin Community Foundation, the Hall staff is increasing student access to arts instruction through schedule modifications and arts integration., Hall staff has been active in learning more about the new Common Core standards and the aligned student assessments that will be implemented in 2015.

Larkspur-Corte Madera School District Strategic Priorities

- Cultivate safe, healthy and respectful school environments.
- Support and inspire each child to attain higher levels of achievement through a deep, engaging curriculum that addresses individual needs.
- Attract, develop and retain talented and inspirational staff.
- Maintain the fiscal integrity of the district.
- Manage enrollment growth by supporting smaller learning environments.
- Promote consistent, effective communication among classroom, home, district and community.

Hall Middle School Achievement Goals

See **Planned Improvements in Student Performance (Action Plans)**.

Shared Decision Making/Leadership Structures

Our school's decision-making philosophy supports shared and participatory site-based decision-making processes. The result is distributed leadership across the learning community.

The Hall **School Site Council** is a representative body, comprised of parents, students, teachers, classified staff and administration that meet monthly. The Site Council approves and oversees the implementation of the Single Plan for Student Achievement, allocates state and federally allocated funds, manages the annual Parent and Student Surveys, and oversees school-wide policies and issues.

Lead Team consists of teachers representing each grade level and curriculum leads. The group meets once a month to map out and deliver our collaborative meeting time and professional development.

Grade-level Teams of teachers meet twice a month to discuss grade-level issues, policies, and procedures, align curriculum, assess student work and progress, as well as share best instructional practices.

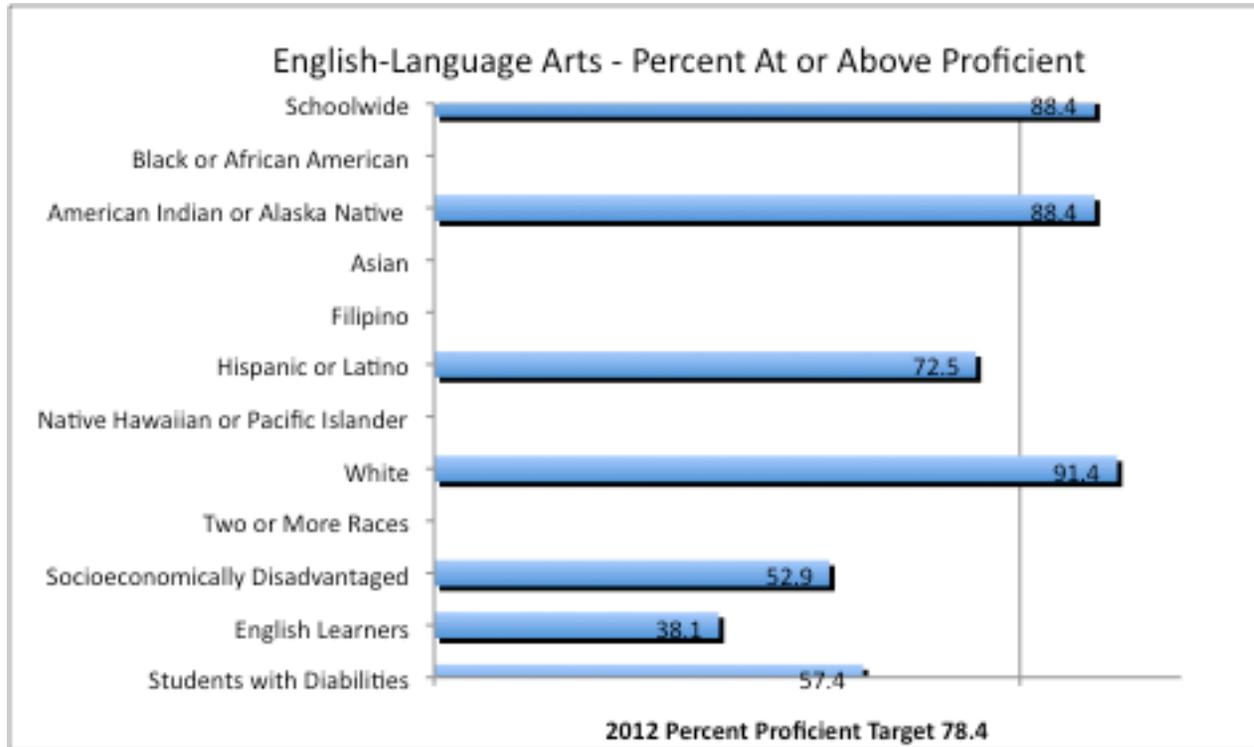
Departmental Teams of teachers meet monthly to coordinate, articulate and align curriculum, as well as identify essential standards and common assessments.

Parents on the Hall **PTA Executive Board** meet monthly to support the educational program. Parent leaders work with the principal to share their perspective, problem-solve and allocate resources.

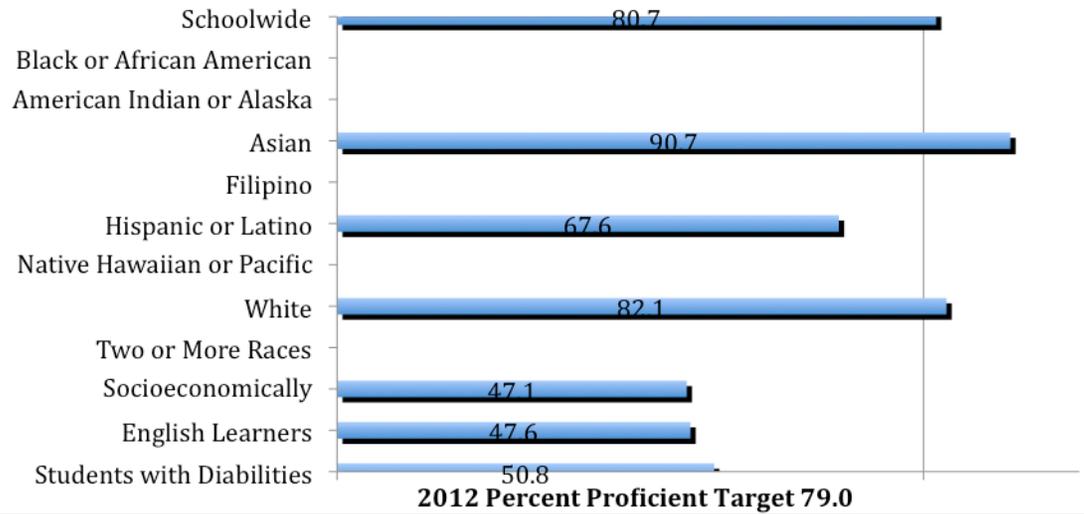
The Student Council represents Hall students. Each homeroom elects representatives to this body that is run by the Student Cabinet. The Cabinet is the elected officers of the Student Council. The Council meets with teachers and administration to discuss and problem-solve school issues, policies and events.

Analysis of Student Performance

Academic Performance by Ethnicity



Mathematics - Percent At or Above Proficient



**Academic Performance by Grade Level
California Standards Tests**

5th Grade	2011 - 2012		2010 - 2011		2009-2010	
	Proficient & Advanced	Basic, Below Basic, Far Below Basic	Proficient & Advanced	Basic, Below Basic, Far Below Basic	Proficient & Advanced	Basic, Below Basic, Far Below Basic
English Language Arts	94%	6%	91%	9%	87%	14%
Math	87%	13%	87%	13%	80%	19%
Science	85%	14%	82%	17%	83%	15%

6th Grade	2011 - 2012		2010 - 2011		2009-2010	
	Proficient & Advanced	Basic, Below Basic, Far Below Basic	Proficient & Advanced	Basic, Below Basic, Far BB	Proficient & Advanced	Basic, Below Basic, Far Below Basic
English Language Arts	90%	10%	83%	17%	83%	15%
Math	83%	17%	75%	25%	74%	26%

7th Grade	2011 - 2012		2010 - 2011		2009 - 2010	
	Proficient & Advanced	Basic, Below Basic, Far Below Basic	Proficient & Advanced	Basic, Below Basic, Far BB	Proficient & Advanced	Basic, Below Basic, Far Below Basic
English Language Arts	86%	14%	89%	11%	96%	4%
Math	72%	27%	68%	32%	71%	30%

8th Grade	2011- 2012		2010 - 2011		2009 - 2010	
	Proficient & Advanced	Basic, Below Basic, Far Below Basic	Proficient & Advanced	Basic, Below Basic, Far BB	Proficient & Advanced	Basic, Below Basic, Far Below Basic
English Language Arts	86%	14%	91%	9%	84%	16%
Algebra	84%	16%%	67%	32%	86%	13%

General Math	71%	29%	27%	74%	58%	44%
Science	85%	14%	89%	12%	88%	14%
Social Studies	80%	20%	85%	16%	84%	17%

2012 STAR CST Sub Topic Data (Numbers represent mean percent correct)

English Language Arts

Grade 5 ELA	2007	2008	2009	2010	2011	2012
Word Analysis and Vocab Development	84	85	81	81	87	85
Reading Comprehension	76	75	76	78	85	87
Literary Response and Analysis	81	82	81	85	85	83
Written Conventions	78	84	79	81	83	85
Writing Strategies	75	73	79	83	82	81

Grade 6 ELA	2007	2008	2009	2010	2011	2012
Word Analysis and Vocab Development	85	82	83	84	87	88
Reading Comprehension	73	77	78	74	76	77
Literary Response and Analysis	78	75	80	80	82	85
Written Conventions	81	86	80	82	80	84
Writing Strategies	81	79	75	72	77	80

Grade 7 ELA	2007	2008	2009	2010	2011	2012
Word Analysis and Vocab Development	79	85	83	83	82	88
Reading Comprehension	78	85	85	86	80	81
Literary Response and Analysis	73	77	75	79	79	77
Written Conventions	76	77	81	81	77	81
Writing Strategies	79	83	81	82	79	81

Grade 8 ELA	2007	2008	2009	2010	2011	2012
Word Analysis and Vocab Development	78	78	81	78	80	80
Reading Comprehension	78	77	77	85	84	79
Literary Response and Analysis	74	77	76	81	78	75
Written Conventions	75	83	84	84	83	78
Writing Strategies	78	71	78	81	81	75

Mathematics

Grade 5 Mathematics	2007	2008	2009	2010	2011	2012
Estimations, Percents and Factoring	81	79	79	80	81	81
Operations with Fractions and Decimals	80	79	74	78	80	81
Algebra and Functions	85	84	81	82	84	83
Measurement and Geometry	79	77	70	74	79	78
Statistics, Data Analysis and Probability	89	88	86	91	93	88
Grade 6 Mathematics	2007	2008	2009	2010	2011	2012
Ratios, Proportions, Percentages, Neg Fractions	75	72	71	75	72	74
Operations and problem solving with fractions	82	79	78	81	76	81
Algebra and Functions	86	81	80	81	82	82
Measurement and Geometry	75	71	78	64	75	77
Statistics, Data Analysis and Probability	74	82	76	72	75	77
Grade 7 Mathematics	2007	2008	2009	2010	2011	2012
Rational Numbers	73	78	78	67	67	69
Exponents, Powers and Roots	63	78	80	64	66	62
Quant Relationships and Evaluating Expressions	79	83	76	69	73	71
Multistep Problems, Graphing and Functions	68	83	80	73	75	76
Measurement and Geometry	78	82	82	73	73	73
Statistics, Data Analysis and Probability	83	88	85	80	79	72
7 Algebra 1	2007	2008	2009	2010	2011	2012
Number Properties/Operations/Linear Equations				94	80	87
Graphing Systems of Linear Equations				93	84	87
Quadratics and Polynomials				90	78	89
Functions and Rational Expressions				67	54	68
8 Algebra 1	2007	2008	2009	2010	2011	2012
Number Properties/Operations/Linear Equations	74	83	79	85	72	81
Graphing Systems of Linear Equations	63	65	74	76	67	74
Quadratics and Polynomials	66	71	71	78	67	72
Functions and Rational Expressions	55	57	53	54	47	52
8 General Math	2007	2008	2009	2010	2011	2012
Rational Numbers	42	55	53	60	51	63

Exponents, powers and roots	39	45	31	53	31	64
Quant relationships and evaluating expressions	52	66	53	70	65	66
Multistep problems, graphing and functions	51	74	69	65	72	78
Measurement and Geometry	45	57	57	56	60	61
Statistics, Data Analysis and Probability	61	64	75	70	70	73

8 Geometry	2007	2008	2009	2010	2011	2012
Logic and Geometric Proofs					89	87
Volume and Area Formulas					95	90
Angle Relationships, Constructions and Lines					93	91
Trigonometry					93	85

Science and Social Studies

Grade 5 Science	2007	2008	2009	2010	2011	2012
Physical Science 5	78	87	83	84	85	83
Physical Science 4	84	85	79	79	86	82
Life Science 5	75	76	75	80	79	75
Life Science 4	86	77	77	83	83	83
Earth Science 5	72	78	80	82	77	72
Earth Science 4	74	83	72	86	82	79

8 Science	2007	2008	2009	2010	2011	2012
Motion	70	87	82	80	76	75
Force/Buoyancy	68	86	85	84	83	82
Matter Per Table	66	80	83	81	85	77
Solar System	76	82	86	84	85	88
Reaction Living Systems	62	75	80	77	74	74
Invest/Experimentation	69	77	91	91	92	86

8 Social Studies	2007	2008	2009	2010	2011	2012
World History and Geography: Ancient City	72	70	79	81	77	74
Late Antiquity and the Middle Ages	65	73	77	78	78	76
Renaissance, Reformation	67	66	73	70	70	75
US Constitution and Early Republic	68	67	77	74	80	76
Civil War and its Aftermath	78	72	81	80	87	80

Conclusions indicated by the data:

1. Over 85% of students are performing proficient or advanced on the English/Language Arts CST examination at each grade level.
2. Proficiency rates in Language Arts are higher than Mathematics.
2. Student proficiency has remained relatively constant over the last several years.

English/Language Arts Adequate Yearly Progress (AYP)

Conclusions indicated by the data:

1. Hall has met all the AYP criteria for participation and percent proficient for the last three years.
2. Students with disabilities, socioeconomically disadvantaged, and Hispanic students have not met the proficiency target.

Mathematics Adequate Yearly Progress (AYP)

Conclusions indicated by the data:

1. Hall has met all the AYP criteria for participation and percent proficient for the last three years.
2. Students with disabilities, socioeconomically disadvantaged, and Hispanic students have not met the proficiency target.

California English Language Development (CELDT) Data (2012) *

Grade	California English Language Development Test (CELDT) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
		%	#	%	#	%	#	%	#	%	#
5	0	0	1	8%	2	15%	0	0	0	0%	3
6	0	0	0	0%	0	0%	0	0	0	0%	0
7	2	15%	4	30%	1	8%	1	8%	0	0%	8
8	0	0%	1	8%	0	0%	1	8%	0	0%	2
Total	2	15%	6	46%	3	23%	2	16%	0	0%	13

* 13 Tested, 5 English Learners, 8 FEP (Fluent English Proficient), 39% of students tested are English Learners.

Conclusions indicated by the data:
1. The number of English Learners at Hall has decreased due to new reclassification criteria for students who are English Learners and have learning. Overall, most English Learners are reclassified by eighth grade.

School Site Council Survey Data Summary

The Hall School Site Council is responsible for creating, distributing and interpreting the results of the annual parent and student surveys. These surveys provide valuable feedback to the school regarding student and parent perception of our performance as a school. The Site Council evaluates this data every year in order to identify key areas of focus for improvement. These areas are presented to the board at the end of the school year.

Parent Survey Results

Progress on Parent Improvement Areas from 2011 Survey

Question	2012 Data
11. Timely information about my child’s progress	1% decrease in Strongly Agree/Agree to 78%, grades 6-8. 5% increase in Strongly Agree/Agree to 92%, grade 5.

2012 Parent Areas of Strength – 5th Grade

Question	2012 Data
6. My child’s teacher effectively meets his/her individual needs.	6% increase in Strongly Agree/Agree to 98%
11. When I share a concern with a teacher, he/she responds in a timely manner.	5% increase in Always/Almost Always/Frequently to 92%

2012 Parent Areas of Strength – 6th-8th Grade

Question	2012 Data
9. The 90 min. block periods have enhanced my child’s educational experience.	8% increase in Strongly Agree/Agree to 66%
8. Arts integration has enhanced my child’s educational experience.	4% increase in Strongly Agree/Agree to 72%
15. Having access to my child’s grades through PowerSchool is:	4% increase in Essential/Very Useful to 86%
19. Grade level teachers effectively coordinate	4% increase in Always/Almost Always/Frequently

major tests and project due dates.	to 68%.
23. I feel my child is safe at school	98% in Always/Almost Always/Frequently.
17. School information is communicated in a timely and effective manner.	96% in Always/Almost Always/Frequently.

2012 Parent Areas for Improvement

Question	2012 Data
25. School policies and standards of behavior are effectively communicated and enforced.	6% decrease in Always/Almost Always/Frequently to 88% in grades 6-8. 9% decrease in Always/Almost Always/Frequently to 83% in grade 5.
10. I receive timely information regarding my child's progress.	6% decrease in Always/Almost Always/Frequently to 81% in grade 5.
20. I feel my child is safe at school.	6% decrease in Always/Almost Always/Frequently to 93% in grade 5.

Student Survey Results

Progress on Student Improvement Areas from 2011 Survey

Question	2012 Data
17. Amount of homework	24% of 6 th grade students report Too Little homework in science. No Change 36%, 40% and 58% of 7 th grade students report Too Much homework in Language Arts (up 1%), Social Studies (up 7%) and Math (up 18), respectively. 40% of 8 th grade students report Too Much homework in math. Down 20%.
22. Students respect other students.	63% of 6-8 grade students report that students respect other students Always/Almost Always/Frequently, up 2%
24. Voice is heard regarding school issues	39% of 6-8 grade students report Always/Almost Always/Frequently. No change.
27. Rules for behavior	4% decrease in About Right for 6-8 grades to 50%.

2012 Student Areas of Strength – 6th – 8th Grade

Question	2012 Data
6. Teacher meets my individual needs	6% increase in All/Most Classes to 72%
15. I find having online access to daily homework assignments to be	10% increase in Essential/Very Useful to 66%
27. How would you rate the rules for behavior at Hall?	4% increase in About Right to 50%

2012 Student Areas of Improvement

Question	2012 Data
13. My teachers prepare me to complete the assigned homework in	4% decrease in All/Most Classes to 80% in grades 6-8.
16. My teachers make sure major tests and projects are not due at the same time.	11% decrease in Always/Almost Always/Frequently to 53% in grades 6-8.
17. Amount of homework	24% of 6 th grade students report Too Little homework in science. Same as 2011. Students in grades 6 – 8 report Too Much homework in: <ul style="list-style-type: none"> • Language Arts, up 4% to 25%, • Social Studies, up 4 % to 24%, • Math, up 5% to 46% • Science, up 8% to 22%, • Spanish, up 5% to 19%.
20. I feel safe at school.	5% decrease in Always/Almost Always/Frequently to 90% in grade 6.

Analysis of Current Instructional Program Standards, Assessment, and Accountability

Meeting in grade level and department teams, staff analyzes CST data for grade levels, departments and individual students. Based on this data, individuals and teams generate goals for their grade levels and departments related to student performance. Staff also analyzes writing performance data in grade level and department teams.

Site Council and staff analyze Parent and Student Survey data, identifies areas of strengths and goals for the year. This information is shared with staff and the board.

Staffing and Professional Development

All teachers are appropriately credentialed and highly qualified to teach in their assignments. Teachers participate in professional development through faculty meetings and staff development days throughout the year. Teachers receive ongoing technology training provided by the district technology director and the Hall technology teacher. Teachers also participate in development opportunities through the Marin County Office of Education (MCOE) and other entities. Staff development work is focused on Inquiry-Based Learning, Professional Learning Communities, Arts Integration and the new Common Core standards. Teachers collaborate by grade level at grade level meetings. Department teams meet to coordinate curriculum and articulate content across the four years at Hall.

Teaching and Learning

Curriculum is aligned to the state standards. Department teams meet regularly to coordinate curriculum across the four years students attend Hall.

Grade level teams also meet to coordinate curriculum across the grade level. Reading/language arts and mathematics classes meet daily for forty-eight minutes. Hall has a modified block schedule with 90-minute periods two days a week. An Advisory period meets daily, where teachers are able to provide assistance to students in homework and have time for individual reading and study. Academic support classes are available for students who are in need of additional academic support or are in danger of not meeting grade level standards.

Opportunity and Equal Educational Access

Hall offers a variety of programs and interventions to meet the needs of underperforming students. In the classroom, teachers use differentiated instructional strategies to meet the need of students on an individual basis. Hall also creates small learning communities by coring language arts and social studies in both sixth and seventh grade. Teachers identify students in need of support through twice-monthly grade level meetings. At the classroom level, teachers implement varied strategies designed to meet the needs of individual students and monitor their progress. If needed, students may also be referred to the Coordinated Intervention Team (CIT). CIT is comprised of special education staff, counselors and administration. The CIT team meets twice monthly with grade level teams to discuss underperforming students and students with special needs. Student Study Teams (SST's) are convened to work collaboratively with students, parents and teachers to support student success. SST's bring together the classroom teachers, school counselor, parent, student and administration to work collaboratively to support students. Three academic support classes are available for students who need of additional academic support or are in danger of not meeting grade level standards. These classes provide small group instruction, skill remediation and study skills instruction. Two classes are focused on language arts skills, and the other supports students in mathematics..

Involvement

Parents and community members participate at Hall Middle School in a variety of ways. Parent representatives on the School Site Council represent parent issues and concerns. The Hall PTA executive council guides parental involvement activities and provides financial support to teachers and programs. Parents volunteer in the classrooms and library to provide assistance to students and participate in classroom study trips. Parents also participate on interview committees for teachers and administrators. The SPARK Foundation also provides financial support to the district and to Hall. Their contributions support small class sizes, music, art, and science and technology programs for students.

Funding

Title II, part A funds are used to provide differentiated instruction training for staff and provide orientation work days for new teachers to the district.

The Larkspur-Corte Madera School District allocates **Title IV, part A** monies to partially fund the full time school counselor at Hall. **School and Library Improvement Block Grant** (SLIBG) – these funds have been flexed under Board Resolution ##### in order to offset reductions in state funding.

Tobacco Use Prevention (TUPE) funds are allocated by the district to partially fund a school counselor at Hall.

Marin Community Foundation (MCF) has provided a grant to the Larkspur-Corte Madera School District to create a model arts-integrated school district.

SPARK is the non-profit foundation that supports the school district.

PTA supports academic and social programs at school.

Parcel Tax and Lease Revenue funds contribute to the district general fund to support programs and staffing.

Measure A Bond Funding will support modernization of Hall Middle School facilities over the next few years.

Planned Improvements in Student Performance (Action Plans)

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures.

School: Hall Middle		Date: October, 2012	
Priority/Aim	Foster high levels of student achievement in Language Arts		
Goal(s)	5 th grade: 80 of students will score proficient or above on the spring on-demand common writing assessment as measured by Six Traits rubric. By spring 2013, 80% of students will be able to write a multi-paragraph essay with introduction, conclusion, topic sentences and supporting details on common process piece, as measured by the organization score on spring	Key Indicators	ELA CST scores, 5 th -8 th Grade comm writing assessment, Study Island Benchmark Assessment

	<p>common writing assessment. 85% of students will score proficient on the reading comprehension benchmark assessment. 6th grade: Students will grow one rubric level in at least one area of the common writing assessment from the first to the final assessment. Students will score proficient or advanced on the CST Language Arts (STAR) test in May 2013 with an 80% Reading Comprehension and Writing Strategies mean percent correct. 7th grade: Students will have a 79% mean percent correct on the Reading Comprehension score on the 2013 CST and 82% mean percent correct on Writing Strategies Students will score proficient or advanced on the CST Language Arts (STAR) test in May 2013 with an 89% Reading Comprehension and Writing Strategies mean percent correct. 5th – 8th Grade: 0% of students will score Far Below Basic on the CST.</p>							
Key Driver	Principal	Baseline Indicator(s)	6 th grade 2012 CST ELA: 90% Proficient/Advanced; 77 mean percent correct on Reading Comprehension; 0 FBB 7 th grade 2012 CST ELA: 81 mean percent correct on Reading Comprehension; 81 mean percent correct on Writing Strategies; 0% FBI 8 th grade 2012 CST ELA: 75 mean percent correct on Literary Response; mean percent correct on Writing Strategies; 0% FBB					
Identified QIT	Grade Level Teams, Department Teams							
Processes to Achieve Goal		Monitor Dates		Resources/ Expenditures	Est. Cost	Fundin Source		
		T1	T2	T3				
5-8: Implement three common assessments that support the identified standards and record data in Data Director.		X	X	X		Planning Time Scoring Day during T2	\$500	PTA
5-8: Release time to score common writing assessments		X	X	X		Release Time	\$1500	PTA
5: Additional Classroom Support for Intervention groups		X	X	X		45 min/day Classified Support	\$14000	
5: Daily Language Practice.		X	X	X		N/A		

5. Implement Curriculum Associates Intervention Curriculum	X	X	X		Curriculum	\$500	PTA
6-8: Provide Language Arts Support classes to identified students.	X	X	X		.2 FTE for LA support class	\$14000	District
6-8: Provide targeted instruction during Advisory period as appropriate.	X	X	X		N/A		
5-8: Meet the needs of all learners through the implementation of arts integration and Inquiry Based Learning.	X	X	X		Visiting artists; summer arts institute and PBL training		Arts Grant, SPARK PTA
6: When reading class novels student will predict events that are to follow from foreshadowing clues in the text and make specific inferences based on the text.	X	X	X		N/A		
6: Through repeated response to literature assignments and classroom discussion, students will be able to develop structure in composition drafts using note taking, outlining and summarizing.	X	X	X		N/A		
6: Through repeated response to literature assignments and classroom discussion, students will be able to support all statements and claims with anecdotes, descriptions, facts, statistics or specific examples.	X	X	X		N/A		
6: Identify and implement three common assessments that support the identified essential standards. Results will be recorded in DataDirector.	X	X	X		N/A		
7: When reading class novels student will predict events that are to follow from foreshadowing clues in the text and make specific inferences based on the text.	X	X	X		N/A		
7: Through repeated response to literature assignments and classroom discussion, students will be able to develop structure in composition drafts using note taking, outlining and summarizing.	X	X	X		N/A		
7: Through repeated response to literature assignments and classroom discussion, students will be able to support all statements and claims with anecdotes, descriptions, facts, statistics or specific examples.	X	X	X		N/A		
8: Identify and implement three common assessments that support the identified essential standards. Results will be recorded in DataDirector.	X	X	X		Release Time	\$1200	PTA, A Grant
8: Develop and implement monthly grammar assessments to identify students who need re-teaching and extra help.	X	X	X		N/A		
5-8: Integrate technology as an instructional tool by increasing teacher use of available resources such as Moodle for assessments and forms, Google Docs for sharing and developing documents and spreadsheets, and Prez for teacher and student presentations.	X	X	X		Training, Release Time	\$2,000	SPARK PTA
5-8: Proactively differentiate assignments, reduce assignment length, provide alternative supports and one on one time for additional assistance to students as needed.	X	X	X		N/A		

8: Grade level teams will meet bi-monthly and during release time, as needed, to discuss student work, review student assessment data, monitor progress, share strategies and articulate and align curriculum.	X	X	X		N/A		
8: Department teams will meet monthly and during release time, as needed, to discuss student work, progress, share strategies and articulate and align curriculum.	X	X	X		N/A		

School: Hall Middle School				Date: October, 2012						
Priority/Aim	Foster high levels of student achievement in mathematics									
Goal(s)	<p>5th: At least 90% of 5th grade students will score 80% correct on fifth grade common assessments based on the essential standards each trimester. At least 89% of 5th grade students will score proficient or advanced on the math CST.</p> <p>6th: At least 89 of 6th grade students will score proficient or advanced on the CST. Also 80% of 6th grade students will score 3 or above on the rubric for the first two common assessment performance tasks, similar to the coming CCSS performance tasks.</p> <p>7th: At least 89% of 7th grade students will score proficient or advanced on the CST. Also 75% of 7th grade students will score 3 or above on the rubric for the first two common assessment performance tasks, similar to the coming CCSS performance tasks.</p> <p>8th: At least 89% of 8th grade algebra students will score proficient or advanced on the CST; at least 80% of 8th grade P1/P2 students will score proficient or advanced on the CST General Math.</p> <p>5th – 8th Grade: 0% of students will score Far Below Basic on the CST; the number of Hispanic/Latino scoring proficient on the CST will increase by 20%.</p> <p>All math teachers will teach two arts-integrated lessons.</p>			Key Indicators		Math CST scores, Houghton Mifflin, Holt and CPM chapter tests, and common assessment data.				
Key Driver	Principal			Baseline Indicator(s)		<p>4th grade 2011 STAR CST Math: 86% advanced/proficient; 0% FBB</p> <p>6th grade 2011 STAR CST Math: 75% scored proficient/advanced; 8% FBB</p> <p>7th grade 2011 STAR CST Math: 68% scored proficient/advanced; 4% FBB</p> <p>8th grade 2011 STAR CST Math: 67% scored proficient or advanced on Algebra; 27% scored proficient/advanced on General Math; 12% FBB</p>				
Identified QIT	Grade Level Teams, Department Teams									
Processes to Achieve Goal (Actions to be Taken to Reach This Goal)				Monitor Dates				Resources/ Expenditures	Est. Cost	Fundin Source
				T1	T2	T3				
5-8: Develop and administer at least three common assessments of prerequisite skills that support essential standards.				X	X	X		Planning Time		
5: Incorporate more hands-on math manipulatives (Marcy Cook, Marilyn Burns)				X	X	X		Staff Development	\$2,000	
5-8: Challenge students through activities like Math Olympiad and Mathletes				X	X	X			\$3000	SPARK

5: Continue individual/small group programs for additional learning time for students who have not met targeted grade-level benchmarks during Advisory. Continue to implement daily classroom procedures to differentiate instruction to meet individual student needs.	X	X	X				
8 th P1/P2: Increase student exposure to the law of exponents.	X	X	X		N/A		
6-8: Offer re-teaching sessions and peer tutoring prior to a reassessment.	X	X	X		Planning Time		
6-8: Develop assessments with a balance of abstract and skills-based problems.	X	X	X		Planning Time		
7: Make homework assignments more skills-based and concrete in nature while saving non-routine language-intensive problems for class.	X	X	X		None		
5-8: Use Arts Integration, Project Based Learning and Problem based learning to enhance essential standards and improve student achievement.	X	X	X		Professional Development, Release Time	\$3,000	Arts Gr
5-8: Participate in professional development in order to provide students with an engaging and stimulating curriculum. Attend relevant County and regional workshops. Focus on Writing across the curriculum, Math Talk, Student self reflection tasks and critical thinking, cooperative learning strategies, and networking with community resources.	X	X	X		Staff Development, Programs,	\$3,000	SPARK
5-8: Grade level teams will meet bi-monthly and during release time, as needed, to discuss student work, progress, share strategies and articulate and align curriculum.	X	X	X			0	
5-8: Provide instructional materials and classroom supplies to teachers in order to meet the needs of all students.	X	X	X		Instructional Materials	\$10,000	PTA, SPARK
5-8: Develop and implement lessons and activities that integrate available technology resources.	X	X	X		Hardware, Software.	.	SPARK PTA
5-8: Identify and implement support strategies for math support class.	X	X	X				

School: Hall Middle				Date: October, 2012						
Priority/Aim		To encourage students to learn science, develop scientific habits of mind i.e., to become scientifically literate.								
Goal(s)		80% of 5 th grade students will score at, or above the proficient level on the CST Science test in May, 2013. 5 th grade students will score 87% within subcategories of 5 th grade earth science. 5 th grade students will score 87% within subcategories of 4 th grade Earth Science. 88% of 8 th grade students will score proficient/ advanced proficient level on the CST Science test in May 2013. Students will score 85% mean percent correct within subcategory of Matter on the 2013 CST. Students will score 80% mean percent correct within subcategory of Motion on the 2013 CST. Students will score 80% mean percent correct within subcategory of Reactions/Living on the 2013 CST. 5 th – 8 th Grade: 0% of students will score Far Below Basic on the CST.		Key Indicators		STAR CST Examinations 5 th and 8 th Grade				
Key Driver		Principal		Baseline Indicator(s)		5 th grade 2012 STAR Science CST: 85% advanced/proficient; 77 mean percent correct 5 th grade earth science; 4% FBB 8 th grade 2012 STAR Science CST: 85% advance/proficient; 88 mean percent correct Solar System subcategory; 75 mean percent correct Motion subcategory; 74 mean percent correct Reactions/Living System subcategory; 1% FBB				
Identified QIT		Science Department								
Processes to Achieve Goal				Monitor Dates				Resources/ Expenditures	Est. Cost	Funding Source
				T1	T2	T3				
7-8: Incorporate “cutting edge” technologies emphasizing scientific literacy and application of scientific principles to everyday life, e.g., renewable energy, telescopes, and classroom laptops.				X	X	X		Classroom Equipment and Technology	\$1000 - \$9000	PTA, SPARK
7-8: Execute DNA transformation, gel electrophoresis and electrolysis labs.				X	X	X		PROBE	\$800	PTA, SPARK
7-8: Enhance instruction on investigation and experimentation and test-taking strategies.				X	X	X		Staff Development	\$200	PTA, SPARK
8: Enhance instruction on metrics and scientific method and test-taking strategies. Enhance instruction on matter (Matter per table) CST standards.				X	X	X		Professional Dev. New matter materials	\$400	PTA, SPARK, A Grant

5-8 Integrate the Arts into Life Science, Physical and Earth Science	X	X	X	Arts Supplies, Release Time	\$1500	PTA, SPA]
7-8: Utilize Moodle as a means to track student acquisition of standards by collecting student achievement data, entering the results and evaluating the degree to which students meet expectations.	X	X	X	Release Time, Professional Development	\$1000	PTA, SPA]
5-6 Enhance/ enrich hands-on learning experiences for students through curriculum based field trips: e.g. Exploratorium, Marin Headlands,, MMWD Open Space District and Lark Theater.	X	X	X	Admission Fees, Transportation	\$1000	PTA, SPA]
7-8 Utilize Moodle for technology based interactive lessons, presentations and assessments.	X	X	X	Release Time for Training	\$1500	PTA, SPA]
5-8 Enhance student learning by implementing at least two Project Based Learning activities per grade level per year that integrate the arts.	X	X	X	Professional Development, Release Time	\$1500	PTA, SPA]

School: Hall Middle				Date: October, 2012						
Priority/Aim	Social Studies									
Goal(s)	8 th Grade: At least 85% of students will score proficient or advanced on the CST Social Studies. 0% will score Far Below Basic on CST Social Studies Students will score 83 mean percent correct on the Constitution and Early Republic subcategory on the CST test. 7 th Grade: 75% of students will score proficient on spring common assessment and will use this assessment as a baseline for next year. 5 th – 8 th Grade: 0% of students will score Far Below Basic on the CST.			Key Indicators		CST Social Studies Test, Chapter exams from unit 1-4, 5-7, 8-10 and 11-12 T1 and T2 grades, class assignments.				
Key Driver	Principal			Baseline Indicator(s)		2012 STAR Social Studies CST: 80% advance/proficient; 76 mean percent correct Constitution subcategory; 3% FBB				
Identified QIT	Social Studies Department									
Processes to Achieve Goal				Monitor Dates				Resources/ Expenditures	Est. Cost	Funding Source
				T1	T2	T3				
Begin test review earlier than prior years. Utilize Moodle to break down student responses categorically. Address or review any categories where more than 25% of students missed the questions. Have students who fail unit exams review with Study Island software to bolster understanding before moving to new topics.				X	X	X		Moodle, laptop cart, lesson design time..	N/A	N/A
Refine unit on Constitution. Revisit topics that were brushed over last year or have appeared on previous tests and study materials, including the Bill of Rights and Separation of Powers. Complete Constitution unit prior to Christmas break in order to gain time that could be used to review before CST.					X			Lesson design time.	N/A	N/A
Utilize Moodle and other online testing software to break down student responses categorically on topics. Address or review any categories where more than 25% of students missed the questions. Pretest and post-test to show student growth. Assign Study Island in class to provide further evidence of student achievement.					X			Lesson design time. Study Island social studies content description.	N/A	N/A

School: Hall Middle School				Date: October, 2012						
Priority/Aim	Improve student performance physical education.									
Goal(s)	At least 90% of 6 th , 7 th , and 8 th grade students at Hall Middle school will score proficient in Aerobic Capacity as measured by the Fitnessgram Fitness Test June 2012. At least 90% of Hall Middle students will score proficient in Flexibility as measured by the Fitnessgram Fitness Test.			Key Indicators		Physical Fitness Tests, class activities				
Key Driver	Principal			Baseline Indicator(s)		88% are in the Healthy Fitness Zone both Flexibility and Aerobic Capacity				
Identified QIT	Physical Education Department									
Processes to Achieve Goal (Actions to be Taken to Reach This Goal)				Monitor Dates				Resources/ Expenditures	Est. Cost	Fundi Source
				T1	T2	T3				
Incorporate a variety of Aerobic and flexibility training exercises in class; teach students strategies for improvement including using a Home Exercise Program, Small Group instruction, Ongoing fitness training, self-assessments and goal setting.				X	X	X		Heart Rate Monitors Stopwatches	N/A	
Integrate a variety of activities for cardiovascular work and flexibility.				X	X	X		Exercise bikes, treadmills, DDR machine	N/A	
Monitor student progress through trimester fitness testing and ongoing observations.				X	X	X				

School: Hall Middle		Date: October, 2012					
Priority/Aim	Increase Language Proficiency in Spanish						
Goal(s)	<p>7th Grade: At the end of the Trimester, 90% of students will be able to conjugate the following verbs: -AR, -ER, IR, <i>Ser, Estar, Tener, Ir</i> and use them appropriately in simple conversations as measured by the end of trimester common grammar assessment.</p> <p>At the end of the Trimester, 90% of students will know at least 80% of the 250 High Frequency Spanish Vocabulary Words as measured by the common end of trimester final examination.</p> <p>8th Grade: 90% of 8th grade Spanish students will be proficient in reading and listening comprehension skills as measured by a common assessment.</p> <p>90% of 8th grade Spanish students will be proficient in oral and written communication skills as measured by a common assessment.</p>		Key Indicators		Common trimester and final assessments in reading comprehension, listening comprehension, writing and speaking.		
Key Driver	Principal		Baseline Indicator(s)		TBD		
Identified QIT	Spanish Department						
Processes to Achieve Goal (Actions to be Taken to Reach This Goal)			Monitor Dates		Resources/ Expenditures	Est. Cost	Funding Source
			T1-3	End Of Year			
7-8: Present Vocabulary and practice through various activities such as: Flash Cards, Bingo, Lotería, CrossWord Puzzle, Word Search, Charades and vocabulary games.			X	X			
7-8: Web-based activities in Spanish sites such as: Quia, Study Spanish, Conjuguemos, Moodle grammar and writing exercises.			X	X			
7-8: Utilize TPRS (Teaching Proficiency Through Reading and Speaking) and Comprehensible Input strategies through story-telling			X	X			
7-8: Partner Dialogues and PQAs (Partner Questions & Answers)			X	X			

School: Hall Middle				Date: October, 2012				
Priority/Aim	Integrate Arts Education into the Core Curriculum							
Goal(s)	100% of the student population will receive integrated arts lessons in core subjects or elective/enrichment classes	Key Indicators			5 th Grade Classroom Instruction 6 th /7 th /8 th Core/Subject Teachers			
Key Driver	Principal, District Arts Team	Baseline Indicator(s)						
Identified QIT	District Arts Team, Grade Level Teachers							
Processes to Achieve Goal (Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development))		Monitor Dates				Resources/ Expenditures	Est. Cost	Fundin Source
		T1	T2	T3				
Grade 5-8: Identify essential visual arts standard. Write and submit project proposals to the Hall Arts Team with budget needs.		X	X	X		Curriculum Planning Time		MCF Ar Grant
5-8: Collaborate with AIPs/Coaches to develop lesson plans and/or activities to integrate art into core instruction.		X	X	X		Curriculum Planning Time		MCF Ar Grant
5-8: Procure art materials and classroom supplies to teachers in order to meet the needs of all students.		X	X	X		Purchase according to budget.		MCF Ar Grant
5-8: Integrate arts lessons/activities into two units at each grade level. Assess student progress toward identified learning goals.		X	X	X		AIPs/Coaches		MCF Ar Grant

School: Hall Middle				Date: October, 2012				
Priority/Aim	Foster high levels of student achievement for ELL students							
Goal(s)	48% of English Learners will score proficient or above in ELA and 57% will score proficient or above in mathematics.	Key Indicators			CST results for all grades			
Key Driver	Principal	Baseline Indicator(s)			ELA, 38.1% Math, 47.6%			
Identified QIT	Faculty							
Processes to Achieve Goal (Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development))		Monitor Dates				Resources/ Expenditures	Est. Cost	Fundin Source
		T1	T2	T3				
Grade 5-8: Identify students, ensure proper placement in Intervention classes and establish a data system accessible to pertinent staff.		X	X	X				
5-8: Implement a focused curriculum for English (e.g., CARS) and math (e.g., SAMs, Math Navigator) Intervention classes, and an EL class, to meet with students no less than three times per week.		X	X	X		Curriculum Planning Time		General fund
5-8: Develop and implement ongoing, periodic assessments to monitor and track student progress, including bi-weekly data checks.		X	X	X		CARS/STAR, DIBELS		General fund

5-8: Analyze student progress to identify proper placement of students in Interventions, and change student schedules as appropriate. Continue to monitor student progress.	X	X	X				
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Form A: Programs Included in this Plan

State Programs (does not include prior year carryover excepted as noted)	Allocation
<p>Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.</p>	N/A
<p>X Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners</p>	\$0
<p>X Instructional Time and Staff Development Reform (Professional Development Block Grant) <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.</p>	Flexed BOT resolution #
<p>X Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.</p>	\$6,699 (Districtwide) (Flexed through 2014-15)
<p>Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.</p>	N/A
<p>X School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.</p>	\$31,232 (Flexed through 2014-15)
<p>X School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.</p>	\$7,992 (Districtwide)
<p>List and Describe Other State or Local funds: GATE</p> <p>X Arts/ Music Grant Middle School Counseling (AB1802)</p>	(All flexed through 2014-15) \$17,137 (Districtwide) \$17,117 (Districtwide) \$25,058
<p>Total amount of state categorical funds allocated to this school</p>	(All flexed through 2014-15)

Federal Programs under No Child Left Behind (NCLB)		Allocation
	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	N/A
	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	N/A
	Title I, Part A: School-wide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	N/A
	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	0
	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	N/A
X	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$6,883
X	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	0 (Districtwide)
X	Title III, LEP: Language Instruction for Limited-English-Proficient Students Title III, Immigrant Ed: Immigrant Ed (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) Students attain English proficiency and meet academic performance standards	\$3,954 (Districtwide) \$4,300 (Districtwide)
	Other Federal Funds (list and describe)	
	Total amount of federal categorical funds allocated specifically to this school	\$10,837
	Total amount of state and federal categorical funds allocated specifically to this school or district	\$75,119

Form B: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Tom Utic	X				
Annie Adams		X			
Lynn King		X			
Debbie Wollman		X			
Betsy Hafner			X		
Dominique Harroch				X	
Carolyn Lewis				X	
Lauren Knott					X
Eric Ahern					X
Ella Marlatt					X
Numbers of members of each category	1	3	1	2	3

¹ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form C: Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (***Check those that apply***):
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: November 20, 2012.

Attested:

Tom Utic
Typed name of school principal

Signature of school principal

11/8/12
Date:

Betsy Hafner
Typed name of SSC member

Signature of SSC member

11/8/12
Date

Appendix B: Acronyms and Specialized Terms

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

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

ACRONYM	STANDS FOR	WEB ADDRESS
DSLTT	District and School Leadership Team	
EC	Education Code	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html
EL	English Learner	http://www.cde.ca.gov/ta/cr/el
ELA	English Language Acquisition	http://www.cde.ca.gov/sp/el/ii
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development	http://www.cde.ca.gov/ta/cr/el
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea02/index.html
ESL	English as a Second Language	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected Schoolwide Learning Results	http://www.acswasc.org/process_ca_comprehensive.htm
FEP	Fluent-English-Proficient	http://www.cde.ca.gov/demographics
FOL	Focus on Learning	http://www.acswasc.org/process_ca_comprehensive.htm
FTE	Full-Time-Equivalent	http://data1.cde.ca.gov/dataquest/gls_fte.htm
GATE	Gifted and Talented Education	http://www.cde.ca.gov/sp/g/
GED	General Educational Development	http://www.cde.ca.gov/ta/tg/gd
HPSGP	High Priority Schools Grant Program	http://www.cde.ca.gov/ta/lp/hp/
IEP	Immigrant Education Program (NCLB, Title III)	http://www.cde.ca.gov/sp/el/t3
IEP	Individualized Education Program	http://www.calstat.org/iep/
II/USP	Immediate Intervention/Underperforming Schools Program	http://www.cde.ca.gov/ta/lp/iu

ACRONYM	STANDS FOR	WEB ADDRESS
LC	Language Census	http://www.cde.ca.gov/ds/ss/lc
LD	Learning Disabled	
LEA	Local Educational Agency	http://www.cde.ca.gov/re/sd
LEP	Limited English Proficient	
NAEP	National Assessment of Educational Progress	http://www.nagb.org
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	http://www.cde.ca.gov/pr/nclb
NRT	Norm-referenced Test	
PI	Program Improvement	http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
PSAA	Public Schools Accountability Act	http://www.cde.ca.gov/psaa
PTA	Parent Teacher Association	http://www.pta.org
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	http://www.cde.ca.gov/rocp/dsp/coord.html
RSDSS	Regional System for District and School Support	http://www.cde.ca.gov/sp/sw/ss/s4directory.asp
SABE/2	Spanish Assessment of Basic Education	http://www.cde.ca.gov/ta/tg/sr
SARC	School Accountability Report Card	http://www.cde.ca.gov/ta/ac/sa
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	http://www.cde.ca.gov
STAR	Standardized Testing and Reporting	http://www.cde.ca.gov/ta/tg/sr
UCP	Uniform Complaint Procedures	http://www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges	http://www.wascweb.org