

Rocklin Unified School District

Valley View Elementary School



A California Distinguished School

Single Plan for Student Achievement

2009-2010

Approved by the School Site Council – April 29, 2009

Approved by the RUSD School Board – June 17, 2009

PENDING

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Part I. SCHOOL PROFILE

Valley View Elementary School is one of thirteen schools in the Rocklin Unified School District. The school serves students in kindergarten through sixth grade, with an enrollment of approximately 650. The school is located in the center of a dynamic and supportive community which expresses its values toward education through a high level of participation. Valley View Elementary School opened in 2001. Chuck Kilbourne is Principal, Margaret Lubinski is our Teacher in Charge and Kevin Brown is our District Superintendent.

The staff at Valley View Elementary School provides an exemplary learning environment. Academic learning is certainly the primary focus of the school but commendably, the staff operates on the principle that a caring environment which fosters self-worth and individual development is the best road toward realizing such learning. Our students are able to approach all facets of their learning with confidence and the assurance that this school is their home. Rules of conduct are realized internally, leading to self-directedness and initiative. Finally, the staff welcomes the direct involvement of the community in these efforts. At Valley View Elementary School parents and staff together are dedicated to creating a safe and orderly learning environment in which all students interact positively with others and are able to develop responsibility, confidence and self-worth while achieving their highest potential.

Parents play an important role in Valley View Elementary School through active participation and involvement in School Site Council and PTC. Parents share information with classes about professional lives, teach special skills, work on school and playground improvements, conduct fundraisers and make donations. Over 350 parents and community members regularly volunteer their services in our classrooms, playground, computer lab and library.

Valley View Elementary School has become a focal point and center for students and the community. Our facilities are used every afternoon, evening and weekend by members of our community.

Part II. MISSION AND VISION STATEMENTS

Mission Statement The Rocklin Unified School District, a rapidly growing community of educators and families committed to excellence, will ensure that all students acquire the skills and knowledge to reach their highest potential and to become self-reliant, critical thinkers and responsible citizens, by providing a rigorous, well-rounded, student-centered curriculum in partnership with all the facets of the community.

Vision Statement

The Rocklin Unified School District is dedicated to preparing our students for the twenty-first century by providing each student with the knowledge, confidence, and self-esteem to continuously develop as an individual; maintain a productive work life, and cooperatively participate in a culturally diverse democracy as an effective and informed citizen.

Citizens of the 21st Century Will Need to Be:

Problem Solvers

Flexible Thinkers

Information Managers

Multilingual

Cooperative Workers

Effective Questioners

Self Starters

Mission Statement

The Valley View school community is committed to ensuring a safe, nurturing environment. We provide a rich academic curriculum which prepares all students to become self-reliant, productive and enlightened citizens reaching their greatest potential.

Part III: School and Student Performance Data Forms

2007-08 Accountability Progress Reporting (APR)

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

California Department of Education
Policy and Evaluation Division
2/10/2009

<u>Number of Students included in the 2008 Growth API</u>	<u>2008 Growth</u>	API			Met Growth Target		
		<u>2007 Base</u>	<u>2007- 2008 Growth Target</u>	<u>2007- 2008 Growth</u>	<u>Schoolwide</u>	<u>All Subgroups</u>	<u>Both Schoolwide and Subgroups</u>
425	920	915	A	5	Yes	Yes	Yes

Similar Schools

Median API

<u>2008 Growth</u>	<u>2007 Base</u>
919	915

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

Subgroups**Subgroup API**

	<u>Number of Students Included in 2008 API</u>	Numerically Significant in Both Years	Subgroup API				<u>Met Subgroup Growth Target</u>
			<u>2008 Growth API</u>	<u>2007 Base</u>	<u>2007-08 Growth Target</u>	<u>2007-08 Growth</u>	
African American (not of Hispanic origin)	5	No					
American Indian or Alaska Native	3	No					
Asian	30	No					
Filipino	10	No					
Hispanic or Latino	28	No					
Pacific Islander	6	No					
White (not of Hispanic origin)	328	Yes	926	917	A	9	Yes
Socioeconomically Disadvantaged	7	No					
English Learners	9	No					
Students with Disabilities	37	No					

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2008 Growth API of 620 or a one-point increase from 2007 Base API to 2008 Growth API for a school or LEA.

Table 1: Academic Performance by Grade Level

ELA PROFICIENCY LEVEL		Grade: 2			Grade: 3			Grade: 4			Grade: 5			Grade: 6		
		06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
		At or above proficient	%	75	74	65	65	55	64	81	89	88	83	89	87	82
At basic	%	20	20	30	29	33	30	11	11	11	14	11	13	12	16	10
Below basic	%	5	5	5	6	8	3	2	0	1	3	0	0	6	5	2
Far below basic	%	0	1	0	0	4	2	6	0	0	0	0	0	0	0	1
Total %	%	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Conclusions indicated by the data:

- 1. For the first time there is an increase drop in scores in the third grade from '07 to '08.**
- 2. Fourth, Fifth and sixth grades have the greatest % of at or above proficiency students.**
- 3. In grade 3 there is a decrease in below or far below students from '07 to '08.**

Table 2: Academic Performance by Grade Level

Math PROFICIENCY LEVEL		Grade: 2			Grade: 3			Grade: 4			Grade: 5			Grade: 6		
		06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
		At or above proficient	%	80	76	80	90	78	83	89	97	89	88	91	90	91
At basic	%	15	16	13	10	11	11	2	3	10	2	8	9	7	12	10
Below basic	%	5	8	6	0	7	6	10	0	1	10	1	1	2	4	4
Far below basic	%	0	0	1	0	4	0	0	0	0	0	0	0	0	0	0
Total%	%	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Conclusions indicated by the data:

- 1. In grades 2-6, 5% of Valley View students are far below basic.**
- 2. In grades 2-6, for '08, at least 85.5% of our students are at or above proficient.**

Federal Accountability: Adequate Yearly Progress (AYP)



Made AYP:

Yes

Met AYP Criteria:

Participation Rate

English-Language Arts

Yes

Mathematics

Yes

Percent Proficient

Yes

Yes

Academic Performance Index (API)

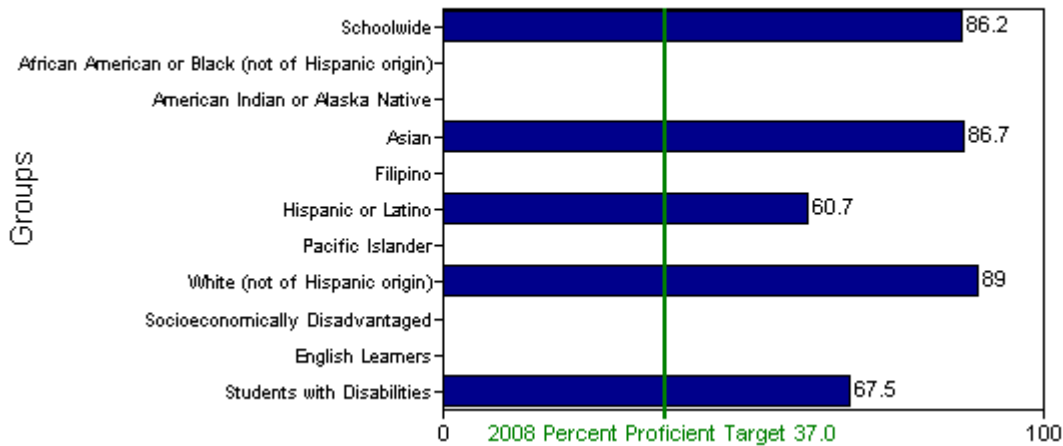
Yes

- Additional Indicator for AYP

Graduation Rate

N/A

Mathematics - Percent At or Above Proficient



English-Language Arts - Percent At or Above Proficient

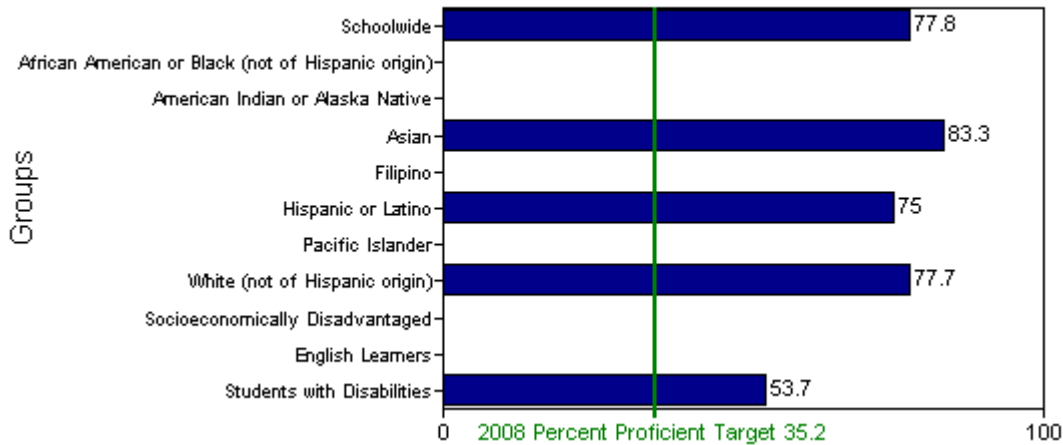


Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	25	2	50	*	*	1	25	*	*	4
1	5	83	1	17	*	*	*	*	*	*	6
2	*	*	*	*	*	*	*	*	*	*	0
3	*	*	*	*	*	*	*	*	*	*	0
4	*	*	*	*	*	*	*	*	*	*	0
5	1	25	2	50	1	25	*	*	*	*	4
6	*	*	*	*	*	*	*	*	*	*	0
7											
8											
9											
10											
11											
12											
Total	7	42%	5	37%	1	11%	1	11%	0	0%	14 - 100%

**** Summary data are not provided for groups of three or less.

Part IV. Analysis of Current Instructional Program

Standards, Assessments, and Accountability

- Program effectiveness monitored via district, school and classroom assessments.
- State and local assessments are used to modify instruction and improve student achievement.
- Data is used to monitor student progress and to modify instruction.
- Assessment of new students is done in a timely fashion.

Staffing and Professional Development

- Staff development is aligned with content standards, student assessment results, student performance, and professional needs.
- Using data professional collaboration is used to improve student achievement.
- Use of content specialists and instructional coaches provides ongoing instructional assistance and support for teachers.

Teaching and Learning

- Curriculum, instruction, and materials are aligned with content and performance standards
- Standards based instruction and materials, including intervention materials, appropriate to all students groups are available to students.
- Research-based educational practices are utilized to raise student achievement

Opportunity and Equal Educational Access

- All staff and students have access to technology including SMART classroom technology.
- Services and programs are targeted to the lowest performing student group's core program.
- Categorical services and programs are targeted to the lowest performing student groups.
- Our daily schedule is flexible to provide for a sufficient number of intervention safety nets.

Involvement

- Staff, parents, and community are involved in student success.
- School district, family, and community resources are available to assist low performing students and their families.

Part V. School Goals 2009-2010

Form A: Planned Improvements in Student Performance

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

SMART SCHOOL GOAL # 1				
87% of our students will be proficient in ELA at each grade level.				
Student groups and grade levels to participate in this goal: All students in grades 2-6.			Anticipated annual performance growth for each group: 87% or better.	
Means of evaluating progress toward this goal: Spring 2009 CST			Group data to be collected to measure academic gains: Spring 2009 CST Results	
Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures ³	Estimated Cost	Funding Source
<ol style="list-style-type: none"> 1. Continue to align instruction w/ content standards. 2. Continue to provide extended learning opportunities for those students not yet proficient. 3. Continue educational access to technology. 4. Teachers will meet on a regular basis to plan curriculum alignment with content standards. 5. Grade level teams (PLC) will identify students not yet proficient and develop plans to extend learning opportunities. 6. Continue staff development and professional collaboration aligned with standards based instructional materials. 7. Continue to involve parents, community volunteers and staff. 8. Continue to monitor program effectiveness. 	August 2009- June 2010	Instructional Assistants Instructional Materials Instructional Materials Instructional Materials Instructional Materials, etc.	\$35,000.00 \$2,861.00 \$500.00 \$1,165.00 \$1,465.00	SLIP SLIP Title IV TUPE EIA/LEP

¹ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

² List the date an action will be taken or will begin, and the date it will be completed.

³ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Part V. School Goals 2009-2010 Continued

Form A: Planned Improvements in Student Performance

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

SMART SCHOOL GOAL # 2				
87% of our students will be proficient in math at each grade level.				
Student groups and grade levels to participate in this goal: All students in grades 2-6.			Anticipated annual performance growth for each group: 87% or better.	
Means of evaluating progress toward this goal: Spring 2009 CST			Group data to be collected to measure academic gains: Spring CST Results.	
Actions to be Taken to Reach This Goal ⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁵ Completion Date	Proposed Expenditures ⁶	Estimated Cost	Funding Source
<ol style="list-style-type: none"> 1. Continue to align instruction w/ content standards. 2. Continue to provide extended learning opportunities for those students not yet proficient. 3. Continue educational access to technology. 4. Teachers will meet on a regular basis to plan curriculum alignment with content standards. 5. Grade level teams (PLC) will identify students not yet proficient and develop plans to extend learning opportunities. 6. Continue staff development and professional collaboration aligned with standards based instructional materials. 7. Continue to involve parents, community volunteers and staff. 8. Continue to monitor program effectiveness. 	August 2009-June 2010	Instructional Assistants Instructional Materials Instructional Materials Instructional Materials Instructional Materials Instructional Materials, etc.	\$35,000.00 \$2,861.00 \$500.00 \$1,165 \$1,465.00	SLIP SLIP Title IV TUPE EIA/LEP

⁴ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁵ List the date an action will be taken or will begin, and the date it will be completed.

⁶ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Part VI. Centralized Services Goals 2009-2010

EIA Program Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) <i>Ensure all English Learners acquire English rapidly to access meaningful core academics and achieve content standards.</i>				
Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>English Learners and staff.</i>		Anticipated annual growth for each group: Articulated on "Catch Up Plan" located in EL Master Plan.		
Means of evaluating progress toward this goal: <i>ELD Profile K-6 → Trimester</i> <i>7-12 → Quarterly</i> <i>Monitor grades</i> <i>Staff articulation.</i>		Group data to be collected to measure gains: <i>AMAO #1</i> <i>AMAO #2</i> <i>AMAO #3</i>		
Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <i>Place ELs with EL authorized teachers</i> <i>Provide support, materials and training for ELD and SDAIE teachers</i> <i>Assess and monitor growth in ELD and ELA</i> <i>Identify ELs not meeting expected growth and recommend for intervention (after school, Saturday school and summer program)</i>	<i>Fall 2009-Spring 2010</i>	<i>Supplemental materials; Professional development; Staffing (Resource Teacher, IAs); Assessment materials and administration costs</i>	<i>Expend full EIA Entitlement</i>	<i>EIA (Additional funding to be determined)</i>

⁷ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁸ List the date an action will be taken or will begin, and the date it will be completed.

Part VII Categorical Budget Pages

Federal Categorical Funds 2009-2010		Title IV Safe School 3710
1. Site Allocation		500
2. Site Carryover (if applicable)		
3. Total Site Allocation		500
1100	Certificated personnel incl. benefits	
1110	Substitutes incl. benefits	
2100	Instructional aides /clerical incl. benefits	
4200	Books (other than texts)	
4300	Materials and supplies	500
4400	Equipment (\$500-\$15,000)	
5210	Travel	
5220	Conference	
5610	Rentals	
5710	Bus transportation	
5800	Consultants	
Total expenditures (Should equal the site allocation - line 3 above.)		500

This preliminary budget was approved by the School Site Council on April 29, 2009.

School Site Council President

Principal

Part VII Categorical Budget Pages Continued

State Categorical Funds 2009-2010		School and Library Improvement Grant (SLIP) 7395	EIA /LEP 7090	TUPE 6660	SLIP-Library
1. Site Allocation		37,861	5,860	1,165	586
2. Site Carryover (if applicable)					
3. Total Site Allocation		37,861	5,860	1,165	586
1100	Certificated personnel incl. benefits		2,227		
1110	Substitutes incl. benefits				
2100	Instructional aides /clerical incl. benefits	35,000	2,051		
4200	Books (other than texts)				586
4300	Materials and supplies	2,861	1,465	1,165	
4400	Equipment (\$500-\$15,000)				
5210	Travel				
5220	Conference		117		
5610	Rentals				
5710	Bus transportation				
5800	Consultants				
Total expenditures (Should equal the site allocation - line 3 above.)		37,861	5,860	1,165	586

This preliminary budget was approved by the School Site Council on April 29, 2009.

SSC Chairperson

Principal

Part VIII Description of Programs

A. BASIC EDUCATIONAL PROGRAMS

Language Arts

Content and Coverage:

The Rocklin Unified School District Language Arts Standards, adopted in November 1997, form the focus for the content and coverage of language arts. These standards, which are based on the California State Standards, address language arts content in four strands at each grade level.

- ◆ Reading
- ◆ Writing
- ◆ Language Mechanics
- ◆ Speaking and Listening

Materials:

The *Houghton Mifflin Reading Program* for K-5 and *Prentice Hall Literature* for grade 6, adopted in Spring 2003, provides a majority of the core materials for language arts instruction in grades K-6. Primary students learn to read using leveled *Wright Group* and *Rigby* books in addition to *Houghton Mifflin*. Each elementary school has a well-stocked literacy library containing sets of leveled books for teachers to check out for instruction.

Spelling instruction in grades 1-6 is based on the *Words Their Way* process which emphasizes teaching to the developmental spelling level of the student. Kindergarten and first grade students learn spelling and phonics skills from Houghton Mifflin Reading. McDougal Littel Handwriting series is used in grades K-6.

Supplementary materials and programs enhance the language arts program. To encourage reading practice, *Accelerated Reader* was installed on the computer network of all elementary schools in August 2000. Houghton Mifflin *Early Success*, Scholastic *Sprint Books*, the Wright Group *Wildcat* series, and Wright Group *Fast Track* are used for as intervention materials.

Content Scheduling

Ninety minutes of language arts instruction is required daily in grades 1-6. Language Arts are integrated into other areas of the curriculum.

Teaching Strategies:

Language arts instruction is based on a combination of strategies and methods developed by grade level teams. First teachers are providing lessons that reflect a balance between basic skill development and literature, small group and whole group

instruction, etc. based on the needs of the students as shown in test scores (i.e. Datawise). Second, teachers are utilizing more meaningful assessment measures that clearly indicate student progress in language arts. Instruction for the student is then based on the assessments. Third, teachers are implementing teaching strategies that are based on grade level research findings which indicate how students learn best.

Shared reading and writing as a whole group and guided reading and writing in individual or small groups are used at the primary level. Shared reading and writing with literature circles or small group instruction are used in grades 2-6.

Teachers use a variety of strategies to teach the writing standards. Techniques from the following programs or strategies are used: Service Learning, Darla Wood-Walters early writing, the writing process, and the Institute for Excellence in Writing Strategies. Students have regular opportunities to develop listening and speaking skills by making presentations to a variety of audiences.

Students have access to word processing software appropriate for the age of the student.

Student Evaluation:

Reading and writing assessments required by the Rocklin Unified School District continue to provide valuable information on individual student achievement in Language Arts. The assessment component in *Houghton Mifflin Reading* includes a wide range of assessment tools that range from formal to informal with smart goals communicated throughout grade levels. Running records are taken on students who are learning to read on a regular basis. The Houghton Mifflin Summative, DIBELS oral Language fluency and the Words Their Way assessment are given at three times a year in grades 2-6. A district writing assessment is also given in the fall and the spring and is collaboratively scored and student performance reviewed as a PLC group. K-2 Students are assessed with a variety of reading and writing assessments to determine student proficiency of the language arts standards. Grade level teams (PLCs) meet on a regular basis to evaluate student progress and develop SMART goals.

Classroom teachers maintain a Language Arts portfolio with assessment data and work samples that document each student's skill level and progress. The California Standards Tests, (CST) is administered annually to students. English Language Development students and special education students are given appropriate assessments to determine progress.

Selection Process (Timeline):

The Houghton Mifflin Reading program was fully implemented during the 2004-05 school year and will be used as the base program through 2009-2010.

At Valley View Elementary School additional language arts activities include early/late reading, guided reading, STAR testing, Accelerated Reader, leveled book room books, writer's workshop, Excellence in Writing, literature groups, interactive writing, Making

Words, Words Their Way, McCracken spelling, Guided Reading, Scholastic Anthologies, Lodi Writing, Book Cart Sharing, Dr. Seuss “Read Across America” Day, Home Nightly Reading, Book Baskets, Reader’s Workshop, Reader’s Theater, Plays, Poetry Binders, SCORE reading, journal writing, Read-a-Thons, Royal Reader Activities and subject area writing integration.

Mathematics

Content and Coverage:

The Rocklin Unified School District Mathematics Standards form the focus for the content and coverage of mathematics. These standards, which are based on the California State Standards, address math content in five strands at each grade level. They are:

1. Number Sense
2. Algebra and Functions
3. Measurement and Geometry
4. Statistics, Data Analysis, and Probability, and
5. Mathematical Reasoning.

Materials:

The District adopted *Harcourt Math* for Kindergarten through grade 5 in March 2002. McDougal Littell *California Middle School Mathematics, Concepts and Skills* was adopted for grade 6 in April 2003.

Accelerated Math is available at each school to monitor math practice.

Content Scheduling:

Ninety minutes of math instruction is required daily for grades 1-6. Math should be integrated into other curriculum areas whenever possible.

Teaching Strategies:

Teachers vary their teaching methods to match the type and complexity of skills and concepts being taught to meet the needs, interests, and learning styles of the students. A variety of hands on materials are available to meet student needs. Teachers use data during team articulation time (PLCs) to accelerate and/or remediate to meet individual student needs. Problem solving and relating math to real life situations (Service Learning) is an integral part of the math program. Extensions of the concepts of each chapter or unit of study provide enrichment activities.

Pupil Evaluation

Each of the grade levels utilizes informal and formal assessments outlined in each of the math programs. Teachers use computation tests to supplement the adopted programs. Students write about his/her understanding of math problems. The state, district, and classroom assessments are used to analyze student progress during grade level articulation.

Selection Process:

The Harcourt Math program was fully implemented during the 2002-03 school year. The McDougal Littell *California Middle School Math: Concepts and Skills* was fully implemented during the 2004-05 school year. Both programs will remain in use until the next adoption cycle in the 2009-2010 school year.

Science**Content and Coverage:**

The Rocklin Unified School District Science Standards adopted August, 2008 form the focus for the content and coverage of science for grades K-12. These standards, which are based on the California State Standards, address science content in four areas at each grade level, which includes:

- Investigation and experimentation
- Physical Sciences
- Life Sciences
- Earth Sciences

Materials:

In 2008 the Rocklin Unified School Board adopted the *McMillan/McGraw/Hill* texts for grades K-6. Grade levels were provided science kits along with supplemental materials available to enhance lessons.

Teaching Strategies:

Science supports hands-on discovery, service learning, guided experimentation, individual collection, and group collaborative learning activities as strategies to teach the science standards. Teachers supplement the science program with visiting speakers, field trips, technology, and audiovisual resources. Science is integrated with other subject areas whenever possible. Teachers develop lessons based on student assessments.

Pupil Evaluation:

Science provides a variety of ways to assess students on concepts. Assessments include many performance based assessments as well as written assessments for each unit of study. Students may work in cooperative groups, pairs, or individually depending on the assessment chosen by the teacher. Meet to plan lessons to ensure all students are meeting standards.

Selection Process (Time Line):

At Valley View Elementary School additional science activities include family life in grades 5 and 6, visiting scientific experts, outdoor education, and our science room. Classroom norms include daily use of document camera to implement instruction and when appropriate integrate United Streaming to enhance instruction.

Social Studies / History

Content and Coverage:

The Rocklin Unified School District History/Social Science Standards, adopted November 17, 1999, form the focus for the content and coverage of history/social studies for grades K-12. These standards, which are based on the California State Standards, address History/Social Studies content in three areas at each grade level which includes:

- The Goal of Knowledge and Cultural Understanding
- The Goal of Democratic Understanding and Civic Values, and
- The Goal of Skills Attainment and Social Participation

Materials:

Scott Foresman History Social Studies is the basic program for Kindergarten through grade 5 and *Holt California Social Studies* is the basic program for grade 6. Each classroom is provided with the appropriate globe and map(s) designated for that grade level. The libraries at each school subscribe to periodicals related to history/social science.

Content Scheduling:

Social studies / history are often integrated with language arts.

Teaching Strategies:

Teachers will collaborate to design lessons that include: cooperative learning, content discussion, use of literature and primary source material, student research, and independent work in a balance appropriate to the content and readiness of the student.

Success and challenges in the learning experiences are provided by activities and strategies, which include the following:

- hands-on activities to make history come alive, including service learning.
- real and simulated experiences which make the content more interesting and understandable
- integrated, thematic activities drawing on students' skills and knowledge from other subjects
- frequent discussions, questioning, and problem solving at various levels of cognition
- visually stimulating classroom environment related to areas of study

Student Evaluation:

Scott Foresman and Holt Social Studies provides a variety of ways to assess students on the mastery of the standards adopted by the district. Performance based assessments as well as written assessments for each unit of study are provided. The assessments also allow for different assessment structures. Students may work in

cooperative groups, pairs, or individually depending on the assessment chosen by the teacher. Teachers will meet to discuss the results to further plan teaching lessons for continued student success.

Selection Process (Timeline)

Scott Foresman and Holt Social Studies was implemented in the fall of 2007 and will remain in use until the next adoption cycle in the 2013-2014 school year.

At Valley View Elementary School additional history/social studies activities include visits to the Rocklin History Museum, Native American activities, gold rush trips and visitors, Mountain Man presentations, ancient artifact presentations and United Streaming presentations.

Health and Safety

Determine and collectively Commit to Common Essential Outcomes:

The four key areas critical to healthy living are:

- Acceptance of personal responsibility for lifelong health
- Respect for and promotion of the health of others
- Understanding of the process of growth and development and
- Informed use of health related information, products, and services.

The RUSD Wellness Policy was adopted April 2006 Implementation of the policy is in the planning stages.

Materials:

Comprehensive Sexual Health: HIV / AIDS Education Unit is taught each spring in grades 5 and 6 with parent permission. Parent preview nights are held annually prior to the program being taught.

Nutrition Unit provided by the Dairy Council taught in coordination with the Human Body unit in the 3rd grade.

Dental Health programs are offered at the school sites. The programs are coordinated through the school nurse.

The physical education staff teaches a Tobacco Education unit for 5th grade students.

Bike safety, railroad safety, fire and home utilities safety, and child abuse prevention programs are offered at the schools through community organizations.

People Reaching Out, a drug awareness and prevention program presented by high school students, is presented each spring to 5th grade students.

Conflict resolution strategies are taught to students.

Bully proofing activities are taught in the classroom and is a school wide program.

A Safe School Plan including an Emergency Response Plan is approved annually.

Staff and students practice emergency procedures regularly.

K – 6th grade students are exposed to a research-validated prevention program.

- Keep a Clear Mind (4th-6th)

Content Scheduling:

The health and safety programs are integrated into other subject areas whenever possible.

Teaching Strategies:

Implement instruction with a variety of activities at each grade level include hands-on, discovery, group collaborative learning, and large group learning techniques.

Community resources are used when available and appropriate. Field trips, visiting resource persons, the Rocklin Police Department, the Rocklin Fire Department, P. G. & E., the railroad, and People Reaching Out are some of the typical resources used. Films, videotapes, assemblies, educational television, and educational technology supplement classroom presentations.

Student Evaluation:

Create formative assessments for evaluation of student outcomes based on student and teacher surveys at the end of each program. The California Healthy Kids Survey is administered to 5th, 7th, 9th and 11th grade students to determine the effectiveness of prevention programs.

Selection Process:

The Board of Trustees approves Comprehensive Sexual Health policies and programs.

At Valley View Elementary School additional health and safety activities include a DEA presentation, Red Ribbon Week activities, a police volunteer program addressing, "Stranger Danger", and a Bike Safety assembly.

Library Media Center/Technology

Mission:

The mission of the Library Media Center (LMC) is to ensure that students and staff are effective users of ideas and information, enabling them to be literate life-long learners. The LMC supports teaching and learning through provision of weekly classes for all students, which include exposure to fine literature and Information Literacy skills. Individual instruction is also provided throughout the day to students and staff, to assist them to locate, evaluate, use and produce information. The library staff provides book talks, bibliographies, and classroom collections as needed. The collection includes over 8,473 books, videos, art works and audio cassettes, and often magazines as well. The LMC provides quality literature and encourages voluntary reading to improve children's literacy skills and lives.

Technology:

Technology in the LMC includes four student computer stations with access to the online Library catalog, the Internet, and online databases. There is also a free-standing station with flatbed scanner and color printer, providing access to the Complete National Geographic on CD Rom (which is not available over the school-wide network); and software to edit and print photographs from the site's digital camera, graphics from reference materials within the LMC, and original artwork, for inclusion in research reports. All other computers are linked to the district's Wide Area Network. The school computer lab is housed within the LMC and staffed by a computer technician with instructional experience, who works alongside classroom teachers to monitor instruction and Internet exploration. All students receive weekly instruction in the lab in addition to their LMC classes. There are 30 current computers available in the lab for student use, and a large screen monitor to facilitate teaching. Library assistants and computer technicians collaborate to effectively provide services for students. There is a district-wide technology plan, and a proposed Information Literacy/Library Skills curriculum has been developed collaborated through grade level teams and communicated to all staff.

Accelerated Reader:

To encourage reading practice, students and teachers can monitor reading comprehension, and the number and type of books read, through our Accelerated Reader software. These computerized reading comprehension quizzes are taken immediately after reading a book, at any networked computer. Successful completion earns the student points from the classroom teacher, who works with each student in grades two through six to develop reading goals each trimester. The program has been highly motivating for many students who were not already avid readers. The LMC provides information on new books purchased each year to the school's A.R. coordinator so quizzes may be purchased for quality literature. Individual student success is celebrated.

Activities:

Art plaques from the National Gallery of Art, available at many sites and frequently checked out by students, support the Art Docent program. Periodic author visits and two annual school-wide book fairs support our emphasis on reading and writing, and provide funds for library books and programs. Sites participate annually in reading nominees for the California Young Reader Medal, and classes choose their favorite story. Additional reading promotions engaged in periodically include Family Reading Night; Dr. Seuss Day/Read Across America; 6 Hours (of reading) for 6 Flags (free admission to the theme park); and Barnes & Noble book fair/Principal Story Times.

Daily, the LMC hosts early morning small group intervention; Homework Club students and their Instructional Assistants after school; and to the extent possible, it provides open access during the children's lunch hours for student check out, reading, and research.

In addition, classrooms are equipped with at least one networked computer, a television, VCR/DVD player, a CD/audio cassette player/recorder, and an overhead

projector. Many classrooms have been converted to Smart Classrooms with projectors connected to a computer and a document camera

Physical Education

Content and Coverage:

The physical education program provides a means for students to experience success through vigorous physical activity. These activities are designed to promote physical fitness; self-esteem, physical skills, and social skills. The developmental instructional program challenges each student to explore his or her personal best in an enjoyable atmosphere that is physically and emotionally safe. The physical education program is articulated between grade levels.

The State of California Physical Education Standards provides the focus for content of the physical education program. Teaching activities are organized through the grade level expectations and provide instruction in the following strands:

- Physical Activity
- Physical Fitness and Wellness
- Movement skills and Knowledge
- Social Development and Interaction
- Self Image and Self Realization
- Individual Excellence
- Higher Order Thinking Skills

Materials:

Each school site has money allocated for physical education equipment.

Content Scheduling:

A credentialed physical education teacher and teacher assistant provide instruction 80 minutes a week in grades 1-6. The classroom teacher integrates another 20 minutes of physical education into the weekly schedule.

Teaching Strategies:

Instruction is given in a variety of ways including direct instruction, small group instruction, and individual instruction. Teachers choose activities that engage all students in the physical activity. PE teachers are trained in the “SPARKS” program which emphasizes student involvement and movement during 90% of the lesson. “SPARK” activities are matched to CA PE Standards.

Student Evaluation:

Teachers assess students relative to grade level expectations. Fifth grade students participate in the State of California Physical Fitness

testing every spring. Presidents Physical Fitness provides common formative assessment for grades 1-6.

At Valley View Elementary School additional physical education activities include Jump Rope for Heart and our Tony Crane dance program.

Visual and Performing Arts

Content and Coverage: The Visual and Performing Arts Framework identifies five standards of instruction that apply to all the arts for students: aesthetic perception; creative expression; arts heritage; aesthetic valuing; and connections, relations, and applications. Each of the arts (dance, music, theatre, and visual art) provide students with increased perceptions that awaken their senses and help them better understand and interpret the world around them through non-verbal as well as verbal communication. Students gain the skills necessary to creatively express their ideas, feelings, and imagination as they produce works of art. Students have the opportunity to express themselves in a way that does not rely only on speaking, reading, and writing. Historical and contemporary arts from throughout the world are studied and reflect on the role of the arts in many cultures. Students learn how to apply the five standards of instruction in order to evaluate and improve their own work and to preserve and improve the quality and aesthetics of their own lives, environment, and community.

Materials: Each VAPA teacher has a classroom and is provided with visual and performing arts equipment and materials including a kiln, computer, audio equipment, an overhead projector, rhythm instruments, and consumable materials. Music Teachers have a classroom or stage in which to instruct students

Content Scheduling: Each grade 1-6 classroom receives Visual and Performing Arts instruction approximately every 3 weeks from a credentialed Visual and Performing Arts teacher. A credentialed music teacher provides violin instruction for grade 4 students and instrumental music instruction for grade 5-6 students who elect to participate. Other music curriculum and/or grade levels may be addressed by district music teaching staff as staffing ratio permits.

Teaching Strategies: Visual and Performing Arts sessions include music, theatre, visual arts, and dance which may be integrated into themes and other core curricula. Various instructional strategies used by VAPA teachers and music teachers may include: direct instruction, cooperative learning, demonstrations, modeling, inquiry, research, discovery, open-ended discussions or critiques, skill application, and performances.

VAPA instructor attends district wide VAPA articulations to collaborate with other 1-6 VAPA instructors. K-12 VAPA instructors articulate to collectively commit to common essential outcomes.

Students are also encouraged to engage in a variety of Visual and Performing Arts activities within the school and within the community, including cultural events, art exhibits/displays, attending a variety of performances, visiting museums, and participating in experiences provided by other students, artists, art agencies/organizations or touring groups.

Student Evaluation: Evaluation is informal and reflects the teaching of the five standards: artistic perception; creative expression; arts heritage; aesthetic valuing; and connections, relations, and applications.

At Valley View Elementary School additional Visual and Performing Arts include our Tony Crane dance program, school assemblies, student art shows celebrating student achievements, our Art Docent program, Art Cards and field trips to professional arts performances, demonstrations and exhibits.

B. CATEGORICAL AND SUPPLEMENTARY EDUCATIONAL PROGRAMS

The State and Federal governments have established several programs for which our school receives funding. These programs target specific categories of students and are referred to as categorical programs. The use of the funds for these programs is defined by certain regulations.

Economic Impact Aid-Limited English Proficient (EIA-LEP) Language Instruction for ELs

The primary goal of the English Language Learner Program is to efficiently and effectively teach the English language (listening, speaking, reading and writing) providing English Learners access to meaningful core curriculum/instruction resulting in proficiency in the content areas and standards. Direct services, including ELD and SDAIE, are delivered by teachers who are authorized to instruct ELs according to the Commission on Teacher Credentialing (CCTC). To provide ELs further support of language acquisition and equal access to core for our elementary ELs, we have 4.5 ELD itinerant teachers and 5 instructional aides; some bilingual and providing primary language support. At the middle and high schools, all ELs are enrolled in appropriately leveled ELD. Core teachers modify instruction for identified ELs. Some ELs are also placed in academic support classes when deemed necessary. Saturday school, after school and intervention classes are available to eligible ELs where offered. Parents provide input into the program through ELAC, DELAC, School Site Council and Parent/Teacher conferences with translators and community liaison. All parents of ELs are invited to attend either or both of the ELAC and DELAC meetings.

Every effort is made for parents with limited English and parents with disabilities to provide full access to parental involvement activities. Translators are offered and provided for meetings and letters/notices are translated when possible. Parents of all students assessed for English proficiency using the CELDT are notified in writing of results and program placement. For English learners who qualify for services, primary language assessing is administered within 90 days of school and parents are notified of this in writing also.

Gifted and Talented Education Program (GATE)

The goal of the Rocklin Unified School Districts Gifted and Talented Educational Program is to provide challenging learning opportunities in the regular classroom for students in grades K-6 in order to meet their unique needs to learn at their own ability level and at their own pace. Formal identification is initiated by the parent or teacher. Students having identified gifts and talents above their chronological peers shall have the differentiated opportunities within the District's educational program to learn at a level commensurate with their ability to achieve.

The objective is to ensure that students who demonstrate unusually high intellectual ability, overall achievement, or single subject academic achievement are provided the opportunity to participate in academic content which focuses on applying higher-level thinking and learning processes to real world situations. Students are involved in differentiated learning activities which emphasize observing, analyzing, critiquing, summarizing, interpreting, problem solving, and decision-making.

In order to meet the needs of GATE students, differentiated instruction is planned/implemented by the classroom teacher.

Strategies used to accommodate all levels of students include:

- ◆ Flexible grouping – Teachers group and regroup students according to their needs and abilities.
- ◆ Acceleration – Students are moved to new content areas when they are able to demonstrate mastery of current work.
- ◆ Curriculum compacting and pre/post testing students for mastery of specific curriculum – Teachers gauge the student’s level of knowledge of specific material prior to presenting it.
- ◆ Enrichment – Students are provided opportunities to expand upon the core knowledge by pursuing areas of individual interest in greater depth.
- ◆ Participation in the Academic Talent Search Program.
- ◆ Participation in after-school enrichment programs.
- ◆ A District GATE Coordinator oversees the program.

With parent permission, students are identified for the GATE program using a number of different measures.

- ◆ Intellectual potential as measured by the Naglieri Nonverbal Ability Test, Ravens Progressive Matrices Plus, or the Weschler Intellectual Scale for Children.
- ◆ Standardized Test Scores (CAT-6 or CST)
- ◆ Parent Survey
- ◆ Teacher Survey
- ◆ Above grade level reading ability
- ◆ Consideration of previous identification from other school districts

Parents receive written notification of the results of their child’s screening. Formal identification as a GATE student and placement in a GATE cluster class or a self contained GATE class requires parent permission and is kept on file at the district office.

At Valley View Elementary School additional GATE activities include clustering identified GATE students at each grade level in grades 2-6.

NCLB Innovative Programs, Title V

The Title V program is federally sponsored and provides funds to projects the district selects to help students meet challenging standards. At Valley View Elementary School Title V funds are used for library resources.

Intervention Programs

Intervention classes for students achieving below district standards are offered during the school day and after school in the areas of math and reading.

A four-week summer school is offered at one of the elementary schools in the District. A combination of remedial and enrichment activities provide an enjoyable learning experience for the students. Students are assessed during and at the end of each intervention session to determine progress towards mastery of the standards.

NCLB Safe and Drug Free Schools and Communities (SDFSC) Title IV

Tobacco Use and Prevention Education (TUPE)

SDFSC and TUPE provide partial funding for our school safety, drug, alcohol, and tobacco use prevention education program. Activities include: Red Ribbon Week activities, conflict mediation/resolution programs, community service programs, character education, peer-helping and after school programs.

K – 6th grade students are exposed to a research-validated prevention program.

- Keep a Clear Mind (4th-6th)

School Library Improvement Program

SLIP

Formerly School Improvement SIP

The School Site Council (SSC), a committee of parents and school personnel, develop and monitor a written plan which guides the implementation and the evaluation of the school's improvement activities. The purpose of the program is to raise the academic performance of all students through improved instruction, auxiliary services, school environment, school organization and parent involvement. School improvement is accomplished through a collaborative decision-making process to meet the educational, personal, and career needs of all students in a timely and effective manner. The School Site Council approves the budget for School Improvement funds.

C. STAFF DEVELOPMENT PROGRAM

NCLB Improving Teacher Quality, Title II, Part A

Staff development in the Rocklin Unified School District focuses on assuring high quality instruction. Teachers meet all credential requirements in the State of California and are assigned to areas specifically included under the provisions of these current credentials. Staff development funds provide time for in-service in core academic subjects to prepare teachers, school staff, and administrators to assist all students meet challenging academic standards.

New teacher induction program: New teachers are paid to attend two orientation days in August. They are also encouraged to attend new teacher meetings throughout the year. New teachers are supported by a partner teacher on the school site and by the Beginning Teacher Support and Assessment (BTSA) program.

Ongoing training: A variety of classes are offered through out the school year to train new teachers or to improve the skills of existing teachers in the programs adopted by the district. Staff development topics also offered include best practices in primary language arts, technology skills, CPR, CLAD, and differentiated learning. District units are offered for training sessions.

Specific Training: The district chooses a yearly focus for staff development. One day before the start of school in August and one day in October are dedicated to the introduction of the focus. Every Monday K-6 students have designated staff development time in the afternoon. The afternoons are used for additional training, site collaboration, and grade level articulation. Most of the Mondays are dedicated to the district focus to encourage continued instructional improvement and application of new skills in the classroom. The staff development focus for the 2006-07 school year is using assessment analysis to plan instruction in collaborative teaching teams.

Instructional assistants are also trained in best practices for reading and writing instruction. At least one district-wide training is held annually.

Evaluation of the staff development program: Performance indicators assess the effectiveness of staff development activities. Performance indicators of the Rocklin Unified staff development programs will include:

- 1) A staff survey of staff development needs, new practices implemented in the classroom, and established practices implemented in the classroom
- 2) Disaggregated student achievement results in CAT 6/CST and multiple measures

These measures will be reviewed annually and used to adjust programs as necessary.

D. SPECIAL SERVICES

Nursing Services

Registered nurses with Health Services Credentials and health aides provide health services for students. These services include first aid in cases of minor pupil injury or illness, identification of communicable disease and physical abuse, referral for possible health problems, coordination of immunization and health examinations requirements for school enrollment, and the supervision of testing for student hearing and vision disorders. Nurses provide health services and consultation to parents and school staff members. In addition, services are provided for children with specialized health needs. They maintain health records, complete required health plans, complete health and development history on students referred for special education, and serve as resource specialists in health and family life education.

Psychological Services

Psychologists support the academic program by providing consultation for behavior, learning, or family problems. They are an integral part of the Student Study Team process for students in the regular program, the students with a 504 plan, and the students with an Individual Education Plan (IEP). Each school psychologist, along with other identified specialists, conducts educational and psychological testing with parents' permission, secure community services for families and students, observe student behavior, and write and implement student behavior plans. They are a vital link in the communication with parents about the special needs of their child.

Special Education Programs

The Rocklin Unified School District and the Placer County Office of Education provides programs for students with special needs. Special Education students may be served in a variety of settings depending upon needs as determined by the Individual Education Plan (IEP) team. Valley View houses two classes for emotionally disturbed students from throughout the Rocklin Unified School District and Placer County.

E. COMMUNITY AND PARENT INVOLVEMENT

We are highly committed to parent and community involvement at valley View. Parents and community members are involved at many different levels.

- ◆ **Awareness:** Parents and community members are informed about educational and school issues through activities such as classroom and school newsletters, which may include parenting tips, school activity updates, available resources, and updates on Back to School Night, Open House, and Community Awareness Nights.
- ◆ **Input:** Parents and community members will continue to be offered opportunities for input, individually, as well as through various organizations such as the School Site Council and a Parent Teacher Club. The School Site Council, which consists of an equal number of parents and school personnel, is actively involved in program planning, implementation, and evaluation. An At Risk Committee, a District Title I Advisory Committee, a District English Learner Advisory Committee (DELAC), and the Gifted and Talented Education (GATE) Advisory Committee are district committees that include parent and community members.
- ◆ **Student Information:** Parents are notified about their child's progress through report cards, parent-teacher conferences, samples of student work, teacher notes, and phone calls. If necessary Student Study Team meetings or Individual Education Plan meetings are held.
- ◆ **Direct Involvement:** Valley View is fortunate to have a core of highly involved parents working for and with us. Parents are welcome in their child's classroom and encouraged to assist their child with homework if needed. Parents are invited to attend parent workshops, join parent organizations, serve as volunteers in the school, attend student performances, chaperone field trips, attend school meetings, and participate in educational governance. Parents provide a broad spectrum of services from paperwork assistance, preparation of materials, and small group instruction within the classroom. Parents are instrumental in planning and running fundraisers, reading celebrations, Red Ribbon Week activities, other family events, and the Art Docent Program.
- ◆ **Community and Business Partnerships:** An ongoing partnership with the Rocklin Police Department is evident through the bicycle safety program. Local business people participate annually in the "Principal for a Day" event. Umpqua Bank, local restaurant nights, etc. are examples of our community business partners.
- ◆ **Parents as Learners:** The district and valley View provide parent information meetings and parent education classes.
- ◆ **Parents as Teachers:** Parents and community members are encouraged to support instruction at home. They are also welcome to make an appointment with the teacher to learn specific techniques to help their child learn.

Part IX Resources

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:⁹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Chuck Kilbourne	X				
Mike Ilic				X	
Charmaine Mihalek		X			
Daniele Koelewyn		X			
Alison Pulsipher			X		
Anne Marie Arrow				X	
Deana Ellis				X	
Fred Lemos				X	
Kate Adams				X	
Connie Russ		X			
Numbers of members of each category	1	3	1	5	

⁹ 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.

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**):

School Staff

English Learner 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 April 27, 2009.

Attested:

Chuck Kilbourne

Signature of school principal

Date

Mike Ilic, SSC chairperson

Signature of SSC chairperson

Date

VALLEY VIEW ELEMENTARY SCHOOL SCHOOL SITE COUNCIL BY-LAWS

ARTICLE I: Name of the Council

The name of the council will be the Valley View Elementary School Site Council.

ARTICLE II: Objectives

The general goal shall be to assist the school in matters pertaining to the local school and its educational program. This is intended to mean: (1) inquiring, (2) informing, (3) suggesting, (4) recommending, and (5) evaluating. Specific objectives would include:

- A. Developing, recommending, reviewing, and approving with principal, teachers, other school personnel, parents, and pupils (high school only) the implementation of a comprehensive school improvement program. The school site council will assess periodically the effectiveness of the program. (EC52021)
- B. Advise on other compensatory, categorical education funds the school receives, such as Title I, Title IV, and Title VI.
- C. Facilitating school and district communications with parents and community.
- D. Informing and advising school and district staff regarding community conditions and goals.
- E. Assisting in providing support to parents, teachers, students, and community for school programs.
- F. Involving citizens in a meaningful way in problems and important decisions confronting their schools.
- G. Developing better understanding among homes, school, and staff.

ARTICLE III: Membership

Section 1. School Site Council

- A. The council shall be composed of the principal, three teachers (one of which may be an auxiliary services person selected by teachers at the school), one classified staff member selected by other classified staff members at the school, and five parents whose children are enrolled in Valley View Elementary School, selected by other parents whose children are enrolled in Valley View Elementary School. (EC52012)
- B. Employees of the school shall not serve as parent representatives on the Council.
- C. Parent and staff participation shall be encouraged; however, voting privileges will be reserved for Council members.
- D. Members of the School Site Council must be approved by the governing board of the school district.

Section 2. Responsibilities and Rights

All Council members shall enjoy the full rights and obligations of membership. Each Council member shall be entitled to one vote and may cast that vote on each matter submitted to the Council. Voting by proxy or absentee ballots is not permitted.

Section 3. Termination of Membership

A member shall no longer hold membership when his/her child ceases to be in attendance at Valley View Elementary School. Membership may be terminated for any member who is absent from all regular and special meetings for a period of three consecutive months. The Council, by affirmative vote of two-thirds of all of the members of the Council, may recommend to the Board of Trustees termination of membership.

Section 4. Terms of Office

All members of the Council shall serve for a two year term with option to be re-elected for a second term. The Council shall be approved annually by the Board. The term of appointment will be concurrent with the school year. (September to August)

Section 5. Resignation

Any member may resign by filing a written resignation with the Council chairperson.

Section 6. Vacancy

1. All parents will receive at least one written notice about School Sit Council (SSC) openings and procedures for nominating oneself and other parents for openings. Parents will be notified at the beginning of the school year.
2. The notice sent home about SSC openings will contain a description of the SSC, member duties and number of openings.
3. The parents will receive at least one written notice about the time, place and procedure for the SSC election.
4. Notices about SSC openings, nominations and elections will be sent home with the students.
5. Nominations for openings can be made for oneself or others. Nominations are in written form unless a meeting is held for an election, in which case nominations can be made in written or verbal form.

6. Elections: Candidates are verified by the principal and one ballot sheet is sent to each family. A student returns the ballot to the designated place at school.
7. During the school year any vacancy on the SSC shall be filled for the remainder of the unexpired term by a special election of the appropriate peer group.

ARTICLE IV: Officers

Section 1. Officers

The officers of the School Site Council shall be a chairperson, vice chairperson, and a recording secretary.

Section 2. Election and Term of Office

The Chairperson, vice chairperson, and secretary of the School Site Council shall be elected annually by the Council.

Section 3. Chairperson

The chairperson, in cooperation with the building principal, shall prepare an agenda for each council meeting, preside at all meetings of the School Site Council, and perform all duties incidental to the office of chairperson and such other duties as may be prescribed by the School Site Council from time to time.

Section 4. Vice Chairperson

The duties of the vice chairperson shall be to represent the chairperson in event of absence.

Section 5. Recording Secretary

The recording secretary shall keep the minutes of the meetings, both regular and special, of the School Site Council and shall promptly transmit to each of the members, to the principal, to the Superintendent, and to such other persons as the committee may deem appropriate copies of the minutes of such meetings, see that all notices are duly given in accordance with the provisions of these By-Laws, be custodian of the Council's records, keep a register of the address and telephone number of each member of the Council and, in general, perform all duties incidental to the office of recording secretary and such other duties as from time to time may be assigned to the office by the chairperson

ARTICLE V: Standing and Special Committees

Section 1. Creation and Abolition of Standing and Special Committees

Standing and special committees may be created by a two-thirds vote of the Valley View School Site Council. Members for such committees may be drawn from outside the School Site Council and must include at least one Council member. No standing or special committee may exercise the authority of the School Site Council.

Section 2. Membership

Unless otherwise determined by the School Site Council in its decision to establish a committee, the chairperson of the School Site Council shall recommend members to the various committees. Membership of each committee shall be approved by a 2/3 vote of the School Site Council in attendance.

Section 3. Term of Office

Each member of a special or standing committee shall continue as such for a term determined by the Valley View School Site Council until a successor is appointed. This appointment shall be approved by a simple majority vote of the Site Council.

ARTICLE VI: Meeting of School Site Council

Section 1. Regular Meetings

The School Site Council shall, if possible, meet regularly once each month while school is in regular session; the principal or designee must be in attendance at all meetings.

Section 2. Special Meetings

Special meetings may be called by the chairperson or by majority vote of the School Site Council, with approval of the principal.

Section 3. Place of Meetings

The School Site Council shall hold its regular meetings and its special meetings in a facility provided by the school.

Section 4. Notices of Meetings

At the first meeting of the year, a calendar of meetings shall be established and publicized. Notices of the meetings shall be

posted at the school site, or other appropriate place accessible to the public at least 72 hours before the time set for the meeting. (EC35147) The notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon. (EC 35147) The council or committee may not take action on any item of business unless that item appeared on the posted agenda or unless the council or committee members present, by unanimous vote, find there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

Section 5. Quorum

The presence of a simple majority of the members representing each of the constituencies (school staff, parents) designated in these By-Laws shall constitute a quorum.

Section 6. Recommendation of School Site Council

All recommendations of the School Site Council shall be made only after an affirmative vote of a majority of a majority of its members in attendance provided a quorum is present.

Section 7. Voting by the Council

Recommendations of the Council may be arrived at through a consensus or the chair calling for a vote.

Section 8. Meetings Open to Interested Persons

All regular and special meetings of the School Site Council and its standing or special committees shall be open at all times to interested persons within the school district.

ARTICLE VII: Amendments

The By-Laws may be amended at any time by a two-thirds affirmative vote of total membership of the School Site Council and with the approval of the Board of Trustees of the Rocklin Unified School District, provided that the amendment is to further carry out the objectives of the School Site Council as herein expressed.

Adopted by Valley View Elementary School's Site Council November 15, 2001