

The Single Plan for Student Achievement

**San Joaquin County Office of Education
one. Program
COURT SCHOOL**

CDS Code: 39-10397-3930195

Date of this revision: February 6, 2009

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

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

Contact Person: James Mousalimas
Position: Assistant Superintendent
Telephone Number: (209) 468-9107
Address: 2707 Transworld Drive
Stockton, CA 95206
E-mail Address: jmousalimas@sjcoe.net

**San Joaquin County Office of Education
School District**

The District Governing Board approved this revision of the School Plan on February 18, 2009.

School Vision and Mission

Our mission as a school community is to educate and empower all students. We do this by serving the whole student in a positive learning environment so that all students will become lifelong learners and productive citizens.

The one. Program maintains an academic focus and high expectations of students, staff and parents. All stakeholders participate in the support and education of each child. Staff is committed to high quality staff development, professional growth and serving the whole student. Students are provided quality curriculum, vocational educational opportunities and technology in a positive learning environment. They make positive contributions to their communities as students and graduates of the one. program. Students complete a course of study that enables them to have educational and career choices beyond high school.

The Concept of **one.** is the guiding philosophy of the San Joaquin County Office of Education (SJCOE) Alternative Programs. **one.** stands for our desire to remind students that each individual is important and can make a difference in the world; we also want to make the point that it is when individuals join together, and work as **one.** miracles can occur.

We believe that...

- All kids can learn.
- Learning never ends.
- There is a need to celebrate diversity.
- Students bring with them their own reality.
- As educators, we should be eclectic and flexible.
- It is necessary to teach students to learn to learn.
- It is essential to recognize the basic worth in all people.
- There is a need to instill a sense of self-respect in our students.
- Each student should be given the opportunity to fully develop his/her human potential.
- There is a need to facilitate learning by drawing on students' individual strengths and learning styles.
- Each student has the right to a physically and emotionally safe environment that is conducive to learning.

School Profile

San Joaquin County is located in the northern San Joaquin Valley and includes the cities of Stockton, Lodi, Manteca, Ripon, Lathrop and Tracy, as well as numerous small towns and unincorporated areas. Major California freeways converge in the county, making it easily accessible to Sacramento, the San Francisco Bay Area and the Sierra Nevada Mountains. The county covers approximately 1,400 square miles and is home to 633,000 people.

The one. Program is comprised of both court and community school programs. This report will only address the court school portion of the program.

The one. Program uses an integrated, thematic approach to instruction. Subjects such as language arts and history are combined in an effort to make learning more relevant and to help students process and retain information more efficiently. Lessons, assignments, and projects are centered on bi-monthly themes that bring continuity to the learning experience. Teachers incorporate Lifeskills and the Concept of one., as well as California State Content Standards in their teaching.

Court school programs in San Joaquin County serve K-12 youth at Peterson Juvenile Hall, The Camp and Dorothy Biddick School. Peterson Hall and The Camp are located at the county juvenile detention center. Dorothy Biddick is located at the Mary Graham Children's Shelter. Students complete grade appropriate, standards-based academic courses and work on basic skills to complete requirements or earn high school credits.

Students who have been identified as needing special education services are provided supplementary services through two credentialed special education teachers and an aide who go into the classrooms or pull students out. Parents of Special Education students are involved in the IEP team meetings for his/her child.

Each site provides agency support including counselors, probation and parole staff, therapist and other personnel to deal with the educational rights and social/emotional needs of the students.

Average daily enrollment is approximately 150. Approximately 300 students per year are served. The student population breakdown is: 41% Hispanic; 20% Caucasian; 31% Black; 5% Asian; 1% Filipino; 2% American Indian/Pacific Islander/East Indian.

The one. Program staff is comprised of teachers, counselors, a school nurse, clerical support, maintenance staff, technology staff, maintenance staff, WorkAbility I staff, and administrators. All employees are "teachers of students," and are active in activities such as quests, congresses, career fairs, athletic events, and extended educational opportunities.

Planned Improvements in Student Performance

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

SCHOOL GOAL # 1:				
By September 2009, 44.5% of all students in the one. Program will be at Proficient or higher in ELA as measured by the AYP report.				
Student groups and grade levels to participate in this goal: All		Anticipated annual performance growth for each group: 43.5%		
Means of evaluating progress toward this goal: AYP Report and CST data		Group data to be collected to measure academic gains: School-wide and all sub group data		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1) Emphasize writing across the curriculum <ul style="list-style-type: none"> - Hire writing consultant to train all teachers in best practices in writing - Set a goal for student achievement in writing based on the CAHSEE or one. Program writing rubric (program-wide assessment) - Use program-wide assessment results to guide instruction and to modify training as needed - Examine student work on an ongoing basis with all staff and administration 	July 1, 2008 – on going	NWEA – MAP Testing	\$1,483	6161
		Language Arts Consultant	\$1,522	6161
		Curriculum Writers	\$750	6161
		CAHSEE Tutoring	\$4,000	3418
		DAGGET Training	\$915	6161
		Markkula Center for Applied Ethics	\$375	6161
		Integrated Thematic Curriculum	\$150	6161
		Scott Evans (UOP Professor)	\$480	6161
		Salaries (teachers, clerical, administrator)	\$100,000	3350/3351
		Workshops/trainings	\$2,500	3350/3351
2) Emphasize literacy across the curriculum <ul style="list-style-type: none"> - Train every teacher in West Ed's Strategic Literacy Initiative - Set a goal for student achievement in reading based on the program-wide assessment results, including EL and Special Ed students - Use the program-wide assessment results to guide instruction and to modify training as needed - Examine student work on an ongoing basis with all staff and administration 				
3) Increase the Language Arts content knowledge and Language Arts reasoning of teachers and students <ul style="list-style-type: none"> - AB 466 training (SRA Corrective Reading) - Great Valley Writing Project - West Ed's Strategic Literacy Initiative 				

<ul style="list-style-type: none"> - ASCD Writing Trainings - Writing trainings by Scott Evans, Professor, University of the Pacific - Character Based Literacy Training - Northwestern Evaluation Association/Measures of Academic Progress - Subject area consultants to train and coach teachers <p>4) Incorporate a variety of additional assessment practices program-wide</p> <ul style="list-style-type: none"> - Language Arts Portfolios <ul style="list-style-type: none"> * Design a system of portfolio assessment that effectively shows student progress over time - New GBE requirements <ul style="list-style-type: none"> * Design mathematics and language arts requirements above the minimum proficiency required on the CAHSEE (must address high school standards) <p>5) Teach students effective test-taking strategies and provide exposure to standardized testing formats/styles</p> <ul style="list-style-type: none"> - Continue to purchase CAHSEE test preparation materials for teachers and all students - Purchase test preparation materials for other state mandated standardized tests or generic materials for test preparation - Continue to align program-wide assessments to the CAHSEE format and standards <p>6) Improve assessment feedback practices</p> <ul style="list-style-type: none"> - Train all teachers in the use of NWEA and provide access - Provide timely return of disaggregated data to the teachers from program-wide assessments <p>7) Continue to provide and improve tutoring opportunities for students</p> <ul style="list-style-type: none"> - Hourly remediation and CAHSEE tutoring <p>8) Fully implement WASC Action Plan</p>				
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SCHOOL GOAL # 2: By September 2009, 43.5% of all students in the one. Program will be at Proficient or higher in Mathematics as measured by the AYP report.				
Student groups and grade levels to participate in this goal: All		Anticipated annual performance growth for each group: 35.5%		
Means of evaluating progress toward this goal: AYP Report and CST data		Group data to be collected to measure academic gains: School-wide and all sub group data		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1) Increase the mathematics content knowledge and Mathematical reasoning of teachers and students <ul style="list-style-type: none"> - Train all mathematics teachers in MathMatters and the Numeracy Project and SB472 - Hire a mathematics consultant to work with teachers on specific content and mathematical reasoning - Set a goal for student achievement in mathematics based on program-wide assessment results - Use program-wide assessment results to guide instruction and to modify training as needed - Examine student work on an ongoing basis with all staff and administration - Advanced Academics training 	July 1, 2008 – on going	NWEA – MAP Testing Math Consultant Curriculum Writers CAHSEE Tutoring DAGGET Training Markkula Center for Applied Ethics Integrated Thematic Curriculum Salaries (teachers, clerical, administrator) Workshops/trainings	\$1,480 \$2,587 \$750 \$4,000 \$915 \$375 \$150 \$100,000 \$2,500	6161 6161 6161 3418 6161 6161 6161 3350/3351 3350/3351
2) Incorporate a variety of additional assessment practices program-wide <ul style="list-style-type: none"> - New GBE requirements * Design mathematics and language arts requirements above the minimum proficiency required on the CAHSEE (must address high school standards) 				
3) Improve assessment feedback practices <ul style="list-style-type: none"> - Train all teachers in the use of NWEA and provide access - Provide timely return of disaggregated data to the teachers from program-wide assessments 				

<p>4) Continue to provide and improve tutoring opportunities for students</p> <ul style="list-style-type: none"> - Hourly remediation and CAHSEE tutoring 				
<p>5) Fully implement WASC Action Plan</p>				
<p>6) Mathematics Textbook Adoption</p> <ul style="list-style-type: none"> - Adoption of new California Standards based/Standards-Aligned Mathematic Textbooks for the 2009-2010 school year. The Mathematics Curriculum Committee will submit a recommendation for adoption, and teacher training for these materials will begin in the Spring of 2009 and continue through the Fall for implementation in 2009-2010. Due to the high student mobility in our Court schools, the teacher training will be targeted to utilize the textbook and materials aligned to student academic need. 	<p>January 2009- June 2010</p>	<p>Staff Development Textbooks</p>	<p>\$100,000</p>	<p>3412</p>

SCHOOL GOAL # 3: Develop and implement a systemic ELD program for all EL students				
Student groups and grade levels to participate in this goal: All		Anticipated annual performance growth for each group: Meet all AMAO targets		
Means of evaluating progress toward this goal: AMAO data		Group data to be collected to measure academic gains: All EL students		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Based on the AMAO data, both AMAO 1 and 2 have been met. The only AMAO still not met is AMAO 3 in English Language Arts. Due to the AMAO results, it is important to develop and implement a systemic ELD program for all EL students. Systematic ELD uses an organized method of instruction delivery that follows a developmental scope and sequence of language skills and includes substantive practice to ensure students increase English language fluency and accuracy.</p> <ol style="list-style-type: none"> Daily ELD instruction for COSP will occur for 30-45 minutes to be provided during the program's first instructional hour of the day. Teachers will collaborate to provide appropriate ELD instruction at the various levels of English proficiency of their students. ELD coaches will be provided to assist with daily instructional implementation. The High Point curriculum will be implemented for ELD instruction. Teachers will team teach 	<p>COSP Assistant Superintendent and COSP site principals to oversee implementation of an ELD program school-wide at all sites.</p> <p><u>ELD coaching</u> will be provided by SJCOEs Multilingual Dept. (Spring 2009)</p> <p>COSP Site Principals will</p>	<p><u>High Point</u> curriculum training and coaching to be conducted</p>	<p><u>ELD Coaching</u> cost: \$250/ session per site (one session includes pre-conference, the classroom observation and the post conference): 5 COSP teachers @ 3 session each teacher = \$3750</p> <p><u>High Point</u> curriculum</p>	<p>Title 3 Consortium carryover for COSP</p> <p>Title 3 Consortium</p>

<p>and level students for instruction appropriate to fluency level of the students.</p> <p>3. Early identification of EL students requiring special education services, combined with additional RSP teachers, Special Day classes and a full continuation of services such as speech, etc. will result in a more cohesive academic program for these students. Parents of EL students will be provided with this information in the Home Language.</p> <p>4. WRITE training for teachers of EL students will be provided. Teachers will receive reading and writing strategies to improve literacy and they will learn about ELD standards-aligned curriculum and assessment.</p> <p>Provide access to the core curriculum through SDAIE for all ELs. English Learners require daily ELD instruction along with a coherent standards and research based instructional program for</p>	<p>ensure that teachers assigned to ELD instruction implement the High Point curriculum. (Spring 2009)</p> <p>Assistant Superintendent of COSP will ensure that referrals for Special Ed. are conducted in a timely manner so that students are placed in the appropriate programs. (Spring 2009)</p> <p>COSP Site Principals will ensure that teachers are implementing daily writing instruction. (2009-2010)</p> <p>Assistant Superintendent of COSP and COSP Site</p>	<p>SJCOEs Multilingual Dept (Spring 2009)</p> <p>WRITE training will be provided by the Multilingual staff.</p>	<p>training cost: 3 day training @ \$500 per session = COSP \$1500</p> <p>WRITE training cost: \$700/participant for a 4 day training. For 10 COSP teachers</p>	<p>carryover (to be spent by June 30, 2009)</p> <p>Title 3 Consortium Allocation</p>
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<p>academic language development and content literacy across the curriculum.</p> <ol style="list-style-type: none"> All teachers will implement SDAIE strategies to provide access to the core. Teachers will receive training in the standards and research based training, Structures and Strategies, to develop an understanding of appropriate strategies for teaching ELs and learn how to apply them through demonstrated strategies. WRITING ACROSS THE CURRICULUM training will be provided for 10 COSP teachers. This training will help teachers improve writing and literacy skills in the content areas. Teachers who have completed the 472 training will be provided with the additional ELPD training to assist them with delivering appropriate academic instruction to English Learner. 	<p>Principals to oversee the implementation of SDAIE instruction.</p> <p>COSP Site Principals will ensure that teachers are implementing the writing strategies. Starting in Spring 2009 to June 2010. Assistant Superintendent of COSP will provide a list of teachers who have completed</p>	<p><u>Structures & Strategies</u> training will be provided by the SJCOE Multilingual Dept. coaches.</p> <p>Training will be provided by SJCOEs Multilingual Dept.</p> <p><u>ELPD training:</u> will be provided by SJCOEs Multilingual Dept. (2009-2010)</p>	<p><u>Structures & Strategies</u> will be provided for 5 half days starting at the beginning of the 2009-2010 school year and then follow up through the year and at Wednesday afternoon staff development for all COSP for 5 sessions @ \$500/session = \$2500</p> <p>Training cost: \$225 per/partici-pant per module (10 participants = \$2250)</p> <p><u>ELPD</u> costs per participant @ \$650 for 10 math teachers = \$6,500.</p>	<p>Title 3 Consortium for COSP</p> <p>Title 3 Consortium For COSP</p> <p>Title 3 Consortium for COSP.</p>
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<p>4. Adoption and implementation of appropriate intervention and supplemental instructional materials to meet the needs of EL students.</p> <p>Provide purposeful, targeted and on-going professional development in the implementation of state adopted, local board approved standards-aligned curriculum, strategies for differentiation of instruction, universal access for ELs along with ELD and SDAIE training.</p> <p>Provide for parental involvement and awareness of the COSP program and educational opportunities for their children. Parents will be informed of their rights and responsibilities. Parents are considered part of the team towards a student's academic success.</p>	<p>the 472 training.</p> <p>COSP Site Principals will ensure that the already purchased Rosetta Stone materials are implemented.</p> <p>Training provided by SJCOEs Multilingual Department (ongoing, beginning in Summer 2009 – June 2010).</p> <p>Assistant Superintendent of COSP and COSP Site Principals will ensure that opportunities are provided for</p>	<p><u>Note items listed prior to this Goal.</u></p>	<p>No cost</p> <p>Note items listed prior for Professional Development</p> <p>Cost for translations, snacks for meetings and child care: \$2000</p>	<p>Title 3 Consortium for COSP</p>
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<ol style="list-style-type: none"> 1. Information about the COSP programs 2. Opportunities for Parent-Teacher conferences will occur 4 times per year: once per grading period. Translation arrangements will be provided for parents who need them. Teachers also make themselves available to parents upon request from the parents. Teachers will contact parents at the first signs of at-risk behaviors so that parents are part of the solution. 3. Parents will be recruited to become part of the School Site council (SSC) and translation will be provided. 4. Parents will be recruited to develop an English Learner Advisory Council (ELAC) or DELAC where low EL enrollment would not warrant an ELAC. Notices will be sent out in Spanish to invite parents to participate. Parents will be called to remind them of the meetings. <ol style="list-style-type: none"> a. Parents will receive training on their ELAC/DELAC responsibilities and rights. 5. At SSC and ELAC/DELAC meetings, parents will be provided with training/information regarding: <ol style="list-style-type: none"> a. The parents' role and responsibilities (Needs Assessment, Language 	<p>parents to be incorporated into the education process of their children. (Starting March 2009)</p>			
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<p>Census, advise on School plan)</p> <ul style="list-style-type: none"> b. CAHSEE requirements/STAR c. CELDT assessments and programs/ services for EL students d. Graduation requirements e. Intervention strategies f. College prep & Financial aid g. ROP/Vocational Education program h. Job skills preparation i. Gang awareness j. Drug prevention <p>6. Sign in sheets of parent meetings, agendas and minutes of SSC and ELAC/ DELAC meetings will be maintained for compliance and to demonstrate parent participation.</p> <p>Parents will be recruited to chaperone at student events and to volunteer in the classrooms. Parents will be invited to participate in an "Open House" activity at their child's school site.</p>				
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Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$0
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$0
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$0
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$0
<input checked="" type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$24,997
<input checked="" type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$1,944
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$0
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$0
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$0
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$0
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education) <ul style="list-style-type: none"> • CAHSEE Remediation 	\$8,063
Total amount of state categorical funds allocated to this school	\$35,004

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input checked="" type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$76,579
<input checked="" type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$210,476
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$0
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$0
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$0
<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$7,300
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$0
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$0
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$0
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$0
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$0
<input type="checkbox"/> Other Federal Funds (list and describe)	\$0
Total amount of federal categorical funds allocated to this school	\$294,355
Total amount of state and federal categorical funds allocated to this school	\$329,359

School Site Council Membership

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
James Mousalimas	X				
Wendy Frink (Chairperson)					
Janine Cuaresma (observer)					
Marilyn Daniels-Stallworth				X	
Mark Elliott				X	
Randi Carlson		X			
Megan Ankeney		X			
Leslie Alday (observer)					
Annie Ziesmer		X			
Erim Taser		X			
Kristen Hodge (observer)					
Jordan Daniels					X
Felix Sanchez					X
Alex Nunez					X
Miguel Washburne					X
Numbers of members of each category	1	4	0	2	4

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 Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other (**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: **February 6, 2009.**

Attested:

James Mousalimas

Typed name of school principal

Signature of school principal

Date

Wendy Frink

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Demographic Data Summary

This table is for identifying the number and percent of students enrolled in the district or school since kindergarten or first grade. Knowing which student groups have high or low numbers and percentages of continuous enrollment is helpful in determining program services. The table represents a K-12 school but can be modified for any grade span configuration.

Grade	Students Continuously Enrolled Since Kindergarten or First Grade by Number (#) and Percent (%)																		
	All Groups		White		African-American		Asian		Hispanic		English Learners (EL)		Redesignated - Fluent English Proficient		Socioeconomic Disadvantaged		Students w/Disabilities		
	#	%	#	%	#	%	#	%	%		#	%	#	%	#	%	#	%	
K	0																		
1	0																		
2	1	100			1	100													
3	0																		
4	0																		
5	0																		
6	0																		
7	0																		
8	0																		
9	0																		
10	0																		
11	0																		
12	0																		

Conclusions indicated by the data:
1.
2.

APPENDIX A



APPENDIX B

