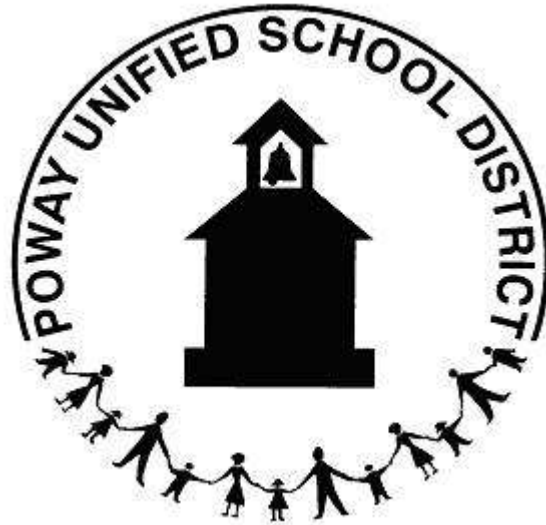


**Creekside Elementary School
Single Plan for Student Achievement
2011-12**



**College Readiness for All –
Gateway to Our Students' Future**

*Ensuring the highest levels of success
for each and every student, with commitment to
Rigor, Relevance, and Relationships*

This plan meets the content requirements of amended Education Code 64001 for a SPSA. It provides a single comprehensive school plan to improve the academic performance of students. Completion of the plan satisfies requirements of all programs for which the school has an allocation in the California Consolidated Application for categorical funding.

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I.A. VISION AND ORGANIZATIONAL DIRECTIONS - PUSD STRATEGIC VISION

“College Readiness for all – Gateway to our Students’ Future”

In 2001-02, the district engaged in a strategic planning process. The resulting district plan identified two goals: Increase achievement for all students through a comprehensive literacy effort, and provide a physical learning environment to support learning for all students. The years 2002-2008 accompanied a period of intense focus on the ongoing use of data to drive improvements in student learning, as well as on closing the achievement gap. These initiatives furthered the growing understanding that our most important work is to ensure that all students leave the district college ready.

As our district has engaged in the most current iteration of its strategic vision for 2008-2014, the literacy focus has sharpened. “College Readiness for all – Gateway to our Students’ Future,” a framework comprised of the themes of Rigor (High Expectations for all), Relevance (Engagement of all students), and Relationships (Personalization of learning opportunities) now assumes the forefront of all of our efforts. With this in mind, our school’s mission has been formed.

District organizational values and areas of focus to reach the strategic vision:

- 1) PUSD Culture
- 2) Equitable Access to Rigorous and Engaging Learning Experiences
- 3) Capacity Building
- 4) Multiple Pathways
- 5) Organizational Support Systems

I.B. VISION AND ORGANIZATIONAL DIRECTIONS - SITE ORGANIZATIONAL DIRECTIONS

The district vision of “College Readiness for all – Gateway to our Students’ Future” provides the foundation for the direction of our site efforts. To support the districtwide core values, our school will focus on multi-year initiatives:

PUSD Culture

Creekside is committed to creating a culture of college readiness that focuses on data driven decisions to guide classroom instruction, the allocation of resources, and future improvement plans.

Equitable Access to Rigorous and Engaging Learning Experiences

Creekside continues to provide instruction in the areas of rigor, relevancy, and critical thinking while engaging students in curriculum that is differentiated to meet the needs of each subgroup.

Capacity Building

Collaboration continues to be a focus of capacity building within the realms of teacher leadership, as well as grade level team planning and observation.

Multiple Pathways

Creekside is committed to multiple pathways of learning through increasing student access to technology through the efforts of staff, the Creekside Educational Foundation, and PTA to support our school wide goals.

Organizational Support Systems

Organizational Support emphasizes district data systems, grade level meeting time, Compass Learning, Rtl, and resources to secure technology.

II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING

II.A. SITE ASSESSMENT PLAN

Districtwide (Required) Assessments/Reports

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
CST / CMA / CAPA	Criterion-reference tests	Assess achievement of state standards	Grades 2-11	Spring	Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.
CELDT	Criterion-reference test	Measure level of achievement in English	All ELL students	Fall	Measure ELD levels, plan programs and measure annual growth. Used to redesignate students
API	Composite score	Used to determine overall program effectiveness	Schools, subgroups	Reported annually, in Spring	Used by state and District as an index of overall academic performance based upon the results of the STAR. Used to compare schools and student groups.
AYP	Composite score	Used to determine overall program effectiveness	Schools, subgroups	Reported, annually, in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
MAP	Criterion-reference	Assess individual or group progress, and show growth over multiple administrations	Grades 2-8	Up to 3 times per year, as needed	Measure and report student growth. Results provide subscores that help teachers analyze strengths and areas of need, within the areas of reading, math, and language usage
CAHSEE	Criterion-reference	Required to receive HS diploma	Grades 10-12, until passed	Fall, Spring	Used to ensure that all high school graduates meet a minimum level of proficiency in ELA and Math
State Fitness Testing	Performance	Compare fitness levels of students	All students, Grade 5, 7, 9	Spring	Useful to identify program strengths and weaknesses

Site-Specific (Optional) Assessments/Reports

STUDENT PERFORMANCE ASSESSMENTS	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
MAP	Criterion-referenced Computer-Adaptive	Assess individual or group achievement of standards and show growth over multiple years	Grades K-5	Fall, Winter, and Spring	Measure and report student growth. Results provide subscores that help the teacher analyze strengths and weaknesses within the areas of reading, math, and language usage. Results inform instruction.
Running Records (in LAG)	Individual performance assessment	Diagnostic	All students Grades K-1	Each trimester or more frequently if indicated	A tool for scoring, coding, and analyzing a child's precise reading behaviors.
Individual Reading Inventory (IRI) (see LAG)	Individual performance assessment	Diagnostic	All students reading at grade level 2 or higher	Each trimester or more frequently if indicated	Used by teachers to diagnose student skills, plan subsequent instruction and placement, as well as monitor progress.
Quality Writing (In LAG and on PUSD intranet)	On-demand, first-draft writing, individual performance	Diagnostic and Achievement	K-5 grade students	Fall, Winter, Spring	Students write to a prompt. Teachers score using PUSD rubric. The results of this assessment may be used to evaluate student writing skills, diagnose-prescribe, and measure growth over time.
Alphabet Knowledge (in LAG)	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring or as frequently as needed	To assess early reading skills, letter names, shapes, and directionality
Phonics Skills (in LAG)	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring or as frequently as needed	To assess sound symbol relationships and the composition of written words
Pre-writing Assessment (in LAG)	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring or as frequently as needed	To assess early writing skills. The results may be used to diagnose-prescribe and measure growth over time.
Site based K-1 math common assessment	On-demand performance assessment	Diagnostic and Achievement	All students K-1	Fall and spring	Used as a diagnostic and summative measure to evaluate student gaps and growth

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Progress Reports	Individual report	To assess individual student performance using State standards	K-12		Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
API	Composite score	Used to determine overall program effectiveness	K-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
AYP	Composite score	Used to determine overall program effectiveness	K-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal/staff	Monthly/annually	Determine frequency of individual student incidences. Show patterns of disruptions. These records are compiled, disaggregated, analyzed annually, and used to determine program needs.
California Standards Attendance	Audit	Determine attendance patterns	Students	Monthly	Disaggregating of student attendance data is done annually and used for program evaluation.
Bi-Annual SSC survey	Questionnaire	Get feedback from parents on specific academic programs	Parents	Bi-Annually	Used by SSC and staff to determine goals, priorities for funding, and programming
Staff Surveys	Questionnaire	Feedback from staff on principal leadership effectiveness	Teachers	Annually or as needed	This survey helps us evaluate school processes and principal effectiveness. Used to set personal or school-wide goals and targets.

II.B. DATA REPORTS

II.B. DATA REPORTS

School and District Information

For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

School Information		District Information	
School Name	Creekside Elementary School	District Name	Poway Unified
Principal	Robin Robinson	Superintendent	John P. Collins, Ed.D
Street	12362 Springhurst Dr.	Street	15250 Avenue of Science
City, State, Zip	San Diego, CA 92128	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-391-1514	Phone Number	858-521-2800
FAX Number	858-391-1511	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	rrobinson@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code	37682966117469	SARC Contact	Eric Lehew

II.B. DATA REPORTS

Creekside Elementary School

Demographic Summary
for 2011-12 School Year

Address: 12362 Springhurst Dr.
San Diego, CA 92128

Principal: Robin Robinson

Year of Construction: 1999

Current Enrollment:

Numbers reflect enrollment totals as of October 18, 2011.

Kg	1 st	2 nd	3 rd	4 th	5 th	Special Day Class
82	101	110	116	121	99	9

Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
726	672	638

Student Demographics:

Percent of total school population. (Based on October 18, 2011 enrollment totals)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
27%	5%	7%	2%	53%	7%

Percent of total school population. (Based on October 18, 2011 enrollment totals)

Limited English	Free/Reduced Lunch
17%	4%

Staff Demographics

Percent of credentialed teachers. (Based on October 2011 CBED's)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
4%	0%	4%	0%	87%	4%

Percent Fully Credentialed: 100%

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2011
Creekside Elementary**

	Participation Rate (>=95%)							Performance (% Proficient +)						API (>=800 +1 Point)			AYP	PE
	No. Valid Scores	ELA			Math			ELA			Math							
		2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2011
Schoolwide	445	100	100	100	100	100	100	87	89	91	91	91	93	946	947	962	Y	
African American	9	100	100	100	100	100	100											
American Indian	2	100		100	100		100											
Asian	135	100	99	100	100	99	100	94	95	92	98	98	95	988	991	979		
Filipino	25	100	100	100	100	100	100	82	84	92	86	84	84			948		
Hispanic	27	100	100	100	100	100	100	71	76	89	74	79	89			940		
Pacific Islander	2	100	100	100	100	100	100											
White	245	100	100	99	100	100	99	88	88	91	91	89	94	942	937	957		
English Learner	82	100	100	100	100	100	100	74	87	89	84	87	90		927	948		
Low Socio-Economic	12	100	100	100	100	100	100	67	64	75	67	68	67			876		
Special Ed	62	100	100	100	100	100	100	73	73	81	78	70	82		843	869		

*** Includes only students in significant subgroups



Creekside Elementary School
STAR Test by Proficiency Level for ELA
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 2				Grade 3				Grade 4				Grade 5			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	122	112	131	121	143	120	107	123	148	148	114	102	141	142	140	111
Total % Proficient and Advanced	91	81	91	90	81	86	72	89	91	89	96	90	90	90	91	94
% Advanced	57	48	59	68	41	52	38	54	78	76	82	75	50	74	63	74
% Proficient	34	33	32	22	40	34	34	36	13	14	14	16	40	16	29	20
% Basic	4	11	6	5	13	10	21	11	9	7	4	8	10	6	6	6
% Below Basic	4	6	2	3	5	3	4	0	0	3	0	2	0	3	0	0
% Far Below Basic	1	2	1	2	1	2	3	0	0	1	0	0	0	1	2	0

* include all students

** to hide district table click on the '+' on the left side of the school name on the first tab



Creekside Elementary School
STAR Test by Proficiency Level for Math
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 2				Grade 3				Grade 4				Grade 5			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	123	113	131	121	143	121	107	123	148	148	114	102	141	142	140	111
Total % Proficient and Advanced	91	83	88	89	94	93	90	98	94	91	93	93	95	94	92	92
% Advanced	70	51	69	69	78	79	69	79	78	66	79	75	71	75	63	69
% Proficient	21	32	18	21	17	14	21	19	16	24	14	19	24	18	29	23
% Basic	7	12	8	7	3	4	7	2	6	8	6	7	3	5	7	6
% Below Basic	2	4	2	2	2	2	3	0	0	1	1	0	2	1	1	2
% Far Below Basic	1	1	2	1	1	1	0	0	0	1	0	0	0	1	0	0

* include all students

** to hide district table click on the '+' on the left side of the school name on the first tab



Creekside Elementary School
STAR Test by Proficiency Level for Grade 5 Science
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 5			
	2008	2009	2010	2011
Number Tested	140	142	140	111
Total % Proficient and Advanced	84	89	86	91
% Advanced	27	61	46	56
% Proficient	57	27	40	35
% Basic	15	9	11	9
% Below Basic	0	1	1	0
% Far Below Basic	1	1	1	0

* include all students

** to hide district table click on the '+' on the left side of the school name on the first tab

Creekside Elementary
School Year: 2010-2011
Grade 0
MAP Term: Spring

Reading

Growth Targets

Creekside Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
63	38

District

% Meeting Typical Growth	% Meeting Optimal Growth
74	50

Analyzing Grade Level Growth

Primary Grades Reading (Combined Tests-all Goals) for Test Year 2010-2011

Term	RIT Score	Lexile Score	Phonological Awareness	Phonics	Concepts of Print	Vocabulary & Word Structure	Comprehension	Writing
Fall	153	88	156	154	153	153	152	151
Winter	160	141	162	161	158	161	159	161
Spring	166	203	168	167	166	166	166	166
Growth	13	115	12	13	13	13	14	15

Mathematics

Growth Targets

Creekside Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
82	64

District

% Meeting Typical Growth	% Meeting Optimal Growth
81	60

Analyzing Grade Level Growth

Primary Grades Math (Combined Tests-all Goals) for Test Year 2010-2011

Term	RIT Score	Problem Solving	Number Sense	Computation	Measurement & Geometry	Statistics & Probability	Algebra	
Fall	153	154	153	149	155	152	154	
Winter	165	167	166	166	165	161	164	
Spring	173	174	174	176	174	171	172	
Growth	20	20	21	27	19	19	18	

Creekside Elementary
School Year: 2010-2011
Grade 1
MAP Term: Spring

Reading

Growth Targets

Creekside Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
76	45

District

% Meeting Typical Growth	% Meeting Optimal Growth
78	51

Analyzing Grade Level Growth

Primary Grades Reading (Combined Tests-all Goals) for Test Year 2010-2011

Term	RIT Score	Lexile Score	Phonological Awareness	Phonics	Concepts of Print	Vocabulary & Word Structure	Comprehension	Writing
Fall	175	260	175	177	174	175	175	175
Winter	183	331	183	183	183	183	184	183
Spring	189	422	190	191	185	187	188	189
Growth	14	162	15	14	11	12	13	14

Mathematics

Growth Targets

Creekside Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
72	36

District

% Meeting Typical Growth	% Meeting Optimal Growth
72	32

Analyzing Grade Level Growth

Primary Grades Math (Combined Tests-all Goals) for Test Year 2010-2011

Term	RIT Score	Problem Solving	Number Sense	Computation	Measurement & Geometry	Statistics & Probability	Algebra	
Fall	178	179	177	182	177	176	180	
Winter	187	187	187	193	185	184	189	
Spring	193	193	193	197	191	193	193	
Growth	15	14	16	15	14	17	13	

Creekside Elementary
School Year: 2010-2011
Grade 2
MAP Term: Spring

Reading

Growth Targets

Creekside Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
76	44

District

% Meeting Typical Growth	% Meeting Optimal Growth
65	36

Analyzing Grade Level Growth

Reading Survey w/ Goals 2-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	190	476	189	190	190	192		
Winter	199	593	198	197	201	200		
Spring	204	678	203	204	205	205		
Growth	14	202	14	14	15	13		

Language Usage

Growth Targets

Creekside Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
79	50

District

% Meeting Typical Growth	% Meeting Optimal Growth
69	39

Analyzing Grade Level Growth

Language Survey w/ Goals Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	191	190	190	190	192			
Winter	202	201	201	202	203			
Spring	206	205	205	207	207			
Growth	15	15	15	17	15			

Mathematics

Growth Targets

Creekside Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
66	38

District

% Meeting Typical Growth	% Meeting Optimal Growth
69	34

Analyzing Grade Level Growth

Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	192	188	193	192	194	193	191	
Winter	201	198	203	201	206	200	200	
Spring	207	203	206	206	212	207	205	
Growth	15	15	13	14	18	14	14	

Creekside Elementary
School Year: 2010-2011
Grade 3
MAP Term: Spring

Reading

Growth Targets

Creekside Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
66	43

District

% Meeting Typical Growth	% Meeting Optimal Growth
60	36

Analyzing Grade Level Growth

Reading Survey w/ Goals 2-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	205	689	203	204	206	206		
Winter	210	775	208	211	209	211		
Spring	214	852	213	214	213	217		
Growth	9	163	10	10	7	11		

Language Usage

Growth Targets

Creekside Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
63	32

District

% Meeting Typical Growth	% Meeting Optimal Growth
64	34

Analyzing Grade Level Growth

Language Survey w/ Goals Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	207	206	207	206	208			
Winter	211	211	210	212	212			
Spring	214	213	214	215	215			
Growth	7	7	7	9	7			

Mathematics

Growth Targets

Creekside Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
59	27

District

% Meeting Typical Growth	% Meeting Optimal Growth
66	36

Analyzing Grade Level Growth

Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	206	204	207	207	207	206	206	
Winter	212	209	215	213	214	210	213	
Spring	217	215	219	217	219	215	217	
Growth	11	11	12	10	12	9	11	

Creekside Elementary
School Year: 2010-2011
Grade 4
MAP Term: Spring

Reading

Growth Targets

Creekside Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
71	51

District

% Meeting Typical Growth	% Meeting Optimal Growth
66	50

Analyzing Grade Level Growth

Reading Survey w/ Goals 2-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	210	772	209	209	210	210		
Winter	216	887	215	215	215	218		
Spring	217	909	216	216	217	219		
Growth	7	137	7	7	7	9		

Language Usage

Growth Targets

Creekside Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
69	58

District

% Meeting Typical Growth	% Meeting Optimal Growth
65	50

Analyzing Grade Level Growth

Language Survey w/ Goals Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	212	212	211	212	213			
Winter	216	216	217	216	216			
Spring	218	218	218	218	219			
Growth	6	6	7	6	6			

Mathematics

Growth Targets

Creekside Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
59	40

District

% Meeting Typical Growth	% Meeting Optimal Growth
66	41

Analyzing Grade Level Growth

Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	218	215	220	218	223	217	218	
Winter	223	220	223	226	224	224	220	
Spring	227	226	227	230	228	227	226	
Growth	9	11	7	12	5	10	8	

Creekside Elementary
School Year: 2010-2011
Grade 5
MAP Term: Spring

Reading

Growth Targets

Creekside Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
71	63

District

% Meeting Typical Growth	% Meeting Optimal Growth
64	49

Analyzing Grade Level Growth

Reading Survey w/ Goals 2-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	221	975	220	220	220	222		
Winter	224	1,028	222	222	224	227		
Spring	229	1,119	227	229	228	231		
Growth	8	144	7	9	8	9		

Language Usage

Growth Targets

Creekside Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
73	58

District

% Meeting Typical Growth	% Meeting Optimal Growth
65	48

Analyzing Grade Level Growth

Language Survey w/ Goals Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	221	220	221	220	221			
Winter	224	223	224	223	225			
Spring	227	226	228	226	228			
Growth	6	6	7	6	7			

Mathematics

Growth Targets

Creekside Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
82	57

District

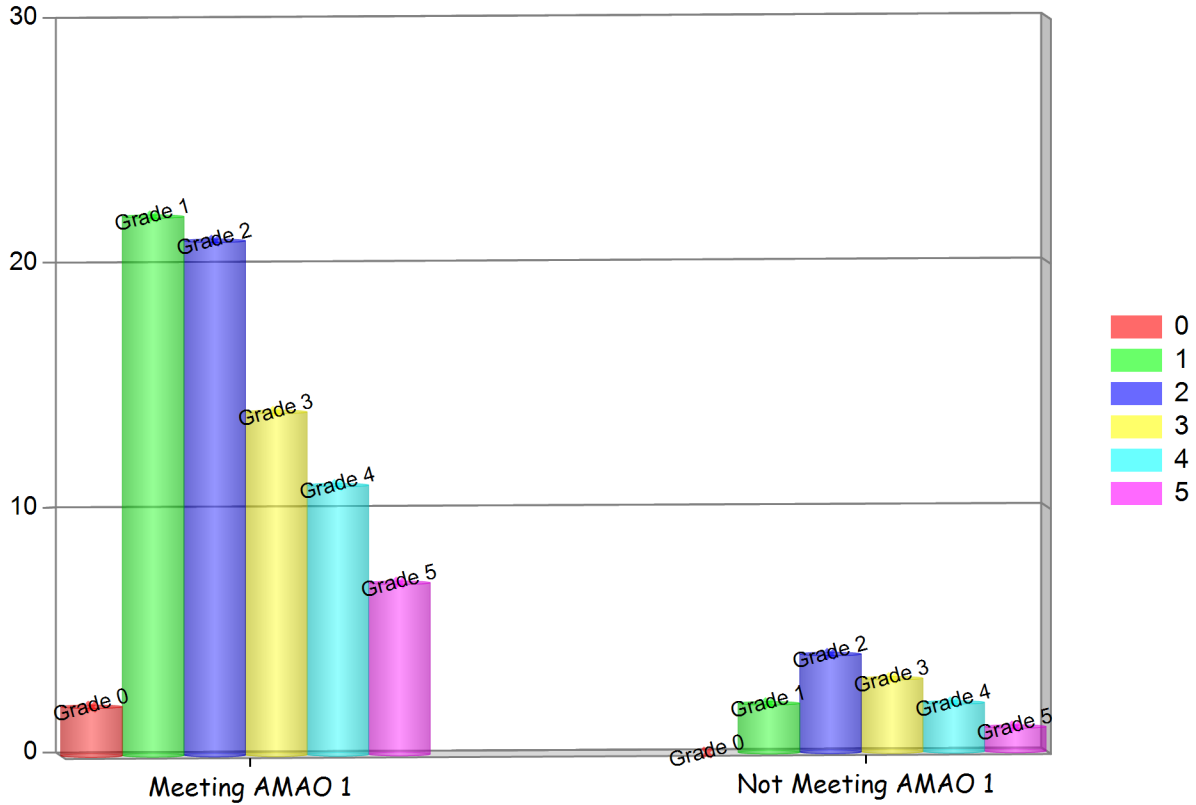
% Meeting Typical Growth	% Meeting Optimal Growth
73	50

Analyzing Grade Level Growth

Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	230	226	232	233	229	231	228	
Winter	237	235	237	239	234	239	236	
Spring	242	242	241	244	237	244	238	
Growth	12	16	9	11	8	13	10	

**Creekside Elementary Annual Student Assessment
 AMAO #1 - Increase One CELDT Level or More
 Growth From Fall 2009 to Fall 2010**



Grade	Meeting AMAO 1	Not Meeting AMAO 1
0	2	0
1	22	2
2	21	4
3	14	3
4	11	2
5	7	1

II.B. DATA REPORTS

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Year	Grade Level	School			District			State		
		Total	Female	Male	Total	Female	Male	Total	Female	Male
2009	5	82.4	84.8	80.3	49.4	54.3	44.7	29.1	32.3	26.1
2010	5	81.4	83.8	79.2	52.0	57.5	47.1	29.0	32.2	25.9
2011	5	47.7	52.5	42	42.7	45.0	40.5	25.2	26.2	24.3

II.C. ANALYSIS OF STUDENT ACHIEVEMENT DATA AND EFFECTIVENESS OF CURRENT IMPROVEMENT STRATEGIES

Note to sites: This section is structured to report the summative evaluation of the effectiveness of your 2010-2011 plan

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
Overall School-Wide SMART Goal	By Spring 2011, students kindergarten through fifth grade will show a 4% increase in the percent scoring advanced on the CST/K-1 Language Arts assessment.	[X]	[]	7% increase grades 2-5 on the CST ELA assessment scoring advanced 10% increase of K-1 students scoring advanced on Running Records API schoolwide of 962	Standards based curriculum with an emphasis on relevancy and critical thinking Grade level targeted goals/activities to address schoolwide goal Students receive individualized academic support Formative assessment used to inform instruction Strengthening of grade level collaboration
English Learners (required)	By spring 2011, 95% of ELL students kindergarten through fifth will show an 8 point gain in CELDT levels one to five as measured by teacher observation Soloms.	[]	[X]	4% decrease in K- 5 Teacher Solom ratings (69%) 2% ELL increase grades 2-5 on the CST ELA assessment performing proficient/advanced API for ELL from 927 in 2010 to 948 in 2011	Difficulty for early advanced and advanced to obtained an eight point gain in Soloms due to ceiling Need to analyze data on the CST in relation to growing population of EA and Advanced ELL students Increase of EA and Advanced ELL students who need language development beyond basic vocabulary and reading comprehension

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
Students with Disabilities (required)	By spring 2011, 40% of advanced RSP students will maintain or increase their performance on Word Analysis and Vocabulary Development as measured on CST assessment.	[]	[X]	<p>39% of RSP students grades 2-5 scoring advanced in the area of Word Analysis and Vocabulary Development on the CST assessment (2% growth)</p> <p>81% of RSP students grades 2-5 proficient/advanced on the ELA CST assessment (8% increase)</p>	<p>The challenge to provide individualized instruction in the general education classroom to increase number of RSP students moving into advanced and not just proficiency.</p> <p>Emphasis of instruction and time spent in their IEP identified area(s) of need</p> <p>Need to deliver rigorous curriculum to Special Education students that includes higher level thinking.</p>
GATE (required)	80% of GATE students will maintain or increase their performance score in Reading Comprehension as measured by spring 2011 test scores.	[]	[X]	75% of GATE students grades 2-5 maintained or increased in Reading Comprehension on the CST assessment (10% increase)	<p>This has been an area of emphasis with the GATE kids for the past two years showing some growth, but the gap continues to exist between demonstrating this skill on a standardized test and the high level performance found in the classroom</p> <p>GATE students innate ability to look beyond the basic comprehension skills and to connect/make meaning through patterns</p> <p>GATE students lack of practice with this skill in relation to the format that is used on the standardized test</p> <p>The possible need to connect this skill with higher order thinking found in areas such as Literary Response</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
Educationally Disadvantaged or Title I Students (required)	By spring 2011, our Hispanic subgroup in grades three through five will increase the percent reaching proficient/advanced in Language Arts by six percentage points as measured by CST assessment.	[X]	[]	<p>13% increase in the number of Hispanic students grades 3-5 scoring proficient on the CST ELA assessment</p> <p>The achievement gap narrowed between Hispanic subgroup (89%) and total population (91%) scoring proficient/advanced on the CST ELA assessment</p> <p>API of 940 for Hispanic subgroup</p>	<p>Emphasis on critical thinking skills within the general education classroom</p> <p>Hispanic students who are also classified as ELL receiving services such as small group targeted instruction, Avenues, and academic language instruction</p> <p>Strong home to school connection</p>
Additional goal(s) (optional)	<p>Math Goal</p> <p>By spring 2011, there will be a change from 10% basic or below to 8% in grades 2-5 as measured by CST math assessment. A baseline will be established in K/1 through the collection of math common assessment results.</p>	[X]	[]	<p>7% of students scoring basic or below on the CST math assessment</p> <p>K/1 baseline established for math to track progress</p>	<p>Yearly math articulation to ensure skills/concepts are built on prior knowledge</p> <p>Familiarity of math curriculum with supplemental materials added to address curriculum gaps for low and high achievers</p> <p>Emphasis on addressing gaps and going deeper with conceptual learning, relevancy, and real world application</p>

III. TEACHING AND LEARNING

A. 2011-2012 SITE-BASED LITERACY/ACTION PLAN

Plans that follow are aligned with the data analysis in the previous section, district vision, and SMART goals and site initiatives/organizational directions listed in Part I. In addition, tasks show:

- Alignment of instruction, strategies, materials, and assessment for learning – to content standards
- Research-based instructional strategies
- Responsiveness to needs of struggling, as well as high-performing, students
- Avoidance of isolation or segregation of student subgroups

[] Check if Literacy Plan is attached as a separate document

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
Schoolwide for all students	By Spring 2012, students kindergarten through fifth grade will show a 4% increase in the percent scoring advanced on the CST/K-1 ELA assessment.	<ul style="list-style-type: none"> • Review of site test data by profile team and school staff • Impact program data collected and changes in service implemented • Students identified/serviced for impact services based on multiple measures • Development and implementation of grade level SMART goals and action plan • Identification of advanced students who have dropped on the CST and areas of need noted • Targeted instruction for advanced students • MAP assessment three times a year to inform instruction • Common assessments K-1 • Vertical articulation • Student and class goal setting based on MAP and The Daily Five • Introduction and implementation of Instructional Rounds • Teacher collaboration of The Daily Five • Teacher collaboration in regards to technology and student engagement • Site base work in relation to collaboration and critical thinking • Teacher conversation in relation to monitoring student learning • Staff inservices in the area of language development, technology, and Instructional Rounds • STAR/CST administration 	<ul style="list-style-type: none"> • MAP • CST • Reading Counts/RAZ Kids • Common Assessments (math, reading, and writing) • Grade Level Benchmark Assessments • Classroom Formative Assessments 	<ul style="list-style-type: none"> • MAP license • District Report Center • The Daily Five licenses • RAZ Kids licenses • Reading Counts site license • Compass Learning • Teacher curriculum • Purchase of technology • Impact teachers • Parent volunteers • District personnel
In addition to your schoolwide goals; include goals for critical groups				

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
Educationally Disadvantaged Youth or Title I	By spring 2012, there will be a 4% increase in Asian students reaching advanced in the area of ELA as measured by CST assessment.	<ul style="list-style-type: none"> ● Identification of students who have dropped from advanced to proficient ● Differentiated classroom instruction targeting gaps, as well as emphasizing critical thinking skills ● Grade level collaboration in relation to curriculum and strategies. 	<ul style="list-style-type: none"> ● MAP ● CST ● Reading Counts/RAZ Kids ● Common assessments (math, reading, and writing) ● Grade level benchmark assessments ● Classroom formative assessments 	<ul style="list-style-type: none"> ● Teacher curriculum ● Parent volunteers ● Supplemental teaching materials ● The Daily Five licenses
	By spring 2012, there will be a change from 7% basic or below to 6% in grade 2-5 as measured by CST math assessment. The K/1 combined math common assessment will show a 2% decrease in the number of students scoring basic or below.	<ul style="list-style-type: none"> ● Identification of students basic or below ● Targeted instruction to address gaps ● Small group instruction ● Vertical articulation 	<ul style="list-style-type: none"> ● MAP assessment ● CST assessment ● Classroom formative assessments ● Grade level common assessments 	<ul style="list-style-type: none"> ● Teacher curriculum ● Parent volunteers ● Supplemental teaching materials ● Compass Learning
English Learners	By spring 2012, ELL students second through fifth grade will show an 8% increase in proficiency/advanced in the area of Word Analysis and Vocabulary Development as measured by the CST assessment.	<ul style="list-style-type: none"> ● ELL students tested and identified/classified ● Solom data collected fall, winter, and spring to inform instruction ● Instructional Assistant pull-out for B, EI, and EA ELL students ● Implementation of Avenues curriculum in classroom ● Classroom emphasis in language development to include academic vocabulary and critical thinking ● ELL Jump Start program ● Multicultural Day ● Collaboration between ELL coordinator, instructional assistant, and general education teachers ● Technology purchased/implemented to support ELL classroom instruction that includes training ● In-service for teachers in regards to tiered vocabulary 	<ul style="list-style-type: none"> ● CELDT testing ● Solom ratings ● CST assessment ● Common assessments ● MAP ● Formative classroom assessments 	<ul style="list-style-type: none"> ● District CELDT personnel support ● Avenues curriculum ● District ELL TOSA ● Technology hardware ● District technology training ● Teacher curriculum ● EIA funding
GATE	92% of GATE students will maintain or increase their performance score in Literary Response as measured by spring 2012 CST assessment.	Classroom instruction emphasizing higher order thinking skills in relation to literary response	<ul style="list-style-type: none"> ● MAP testing ● Classroom formative assessments ● Grade level common assessments ● CST assessment 	<ul style="list-style-type: none"> ● Teacher curriculum ● Parent volunteers ● Supplemental teaching materials

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
Students with Disabilities	By spring 2012, 37% of advanced RSP students will maintain or increase their performance score on Written Conventions as measured on CST assessment	<ul style="list-style-type: none"> • Writing and Written Conventions curriculum in the general education classroom • Small group/one-on-one instruction • Collaboration between the general education teacher and the resource teacher 	<ul style="list-style-type: none"> • MAP testing • Classroom formative assessments • Grade level common assessments • CST assessment 	<ul style="list-style-type: none"> • Teacher curriculum • Parent volunteer instruction • Compass Learning

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP		
Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
Staff collaboration by grade level to support students meeting their MAP growth target and advanced students who have dropped to proficient on the CST	Parent conferences to include sharing of assessments (CST, MAP, etc.) and goals	Student led conferences
Formal collaboration meetings across grade levels	BTSN attendance to share class learning goals and curriculum	Active participant in classroom and individual student learning goals
On-Site collaboration with The Daily Five	Parent volunteers to work with small groups of children in regards to academic growth to include the PAL kindergarten reading program	Classroom instruction to include student centered learning, inquiry method, research, and presentations
Technology team collaboration addressing student engagement with technology	Parent classroom presentations in regards to career expertise and cultural knowledge	Character Counts community service projects at school and presentations at Friday Flag.
Vertical Articulation with math and language arts	Multicultural Day	Cub Scouts involvement in school recycling program and campus beautification
Introduction and implementation of Instructional Rounds	Junior Achievement taught in the classrooms	Student leadership and community building through Student Council
Conversations with grade levels in regards to monitoring student learning	Arts Attack program fully implemented by parents	
Workshop and collaboration in regards to language development	PTA/Foundation membership and donations to support impact teachers, classrooms supplies, technology, Character Counts, assemblies, etc.	
Piloting of a new reading support program (RAZ Kids)	Utilization of Compass Learning software at home by students	
	District Advisory Representatives	
	SSC participation to support schoolwide goals	

III.B. LEVEL TRANSITIONS (Includes PreKindergarten-Kindergarten; 5th Grade-6th Grade; 8th Grade-9th Grade12th to post-secondary)

Creekside provides support to incoming kindergartners through a spring parent information night where the general curriculum and daily routine is presented. In the fall, a posting party is held before the first day of school. Children find out who their teacher is, and parents are given to opportunity to meet other Creekside families. Kindergartners and their parents are invited to the classroom the day before school starts to meet the teacher and familiarize themselves with the new environment. During the five week transition, teachers evaluate each kindergartners to assess their academic level in order to meet their individual learning needs.

Fifth graders are introduced to middle school through various visitations by the middle school. These include performances, as well as a counselor visit to discuss scheduling and activities the school provides. Fifth graders also visit the middle school campus where they tour the school and listen to the Arts perform. Parents are invited to an orientation night in the spring, and the principal is available to meet with groups of parents as requested.

IV.A. SAFE AND SUPPORTIVE SCHOOLS - SCHOOLWIDE BEHAVIORAL SUPPORT PLAN

In order to ensure a safe and orderly environment, teachers and administration review the Creekside Code of Conduct and school rules with all students. Staff is trained in relation to the school rules and safety procedures. As issues arise, they are addressed as an entire school during the Friday Flag assembly. Character Counts is an integral component of Creekside's discipline plan. Students are complimented for their outstanding behavior and apprised of any changes of the rules or problem areas. Education in regards to drug prevention occurs through classroom lessons that utilize the *Too Good for Drugs* curriculum. Red Ribbon Week, sponsored by the PTA, also includes daily reminders/activities to promote a drug free life. Students attend a schoolwide anti-bullying assembly as part of the Character Counts program. Regular classroom discussions address anti-bullying, as well as problem solving in the area of peer relationships. Rtl (Response to Intervention) programs for students experiencing difficulties in school include the Primary Intervention Program (PIP), staff mentors, peer buddies, the Student Support Team (SST), and special education services as appropriate. Positive incentive programs include the earning of Character Counts Gecko tickets to be entered in a drawing at Friday Flag, grade level reward activities, as well as student nominated Character Count lunches with the principal. Character Counts violation slips are the means of communicating infractions of the rules to classroom teachers and parents. The principal handles behavior that is more appropriately addressed by administration.

IV.B. SAFE AND SUPPORTIVE SCHOOLS - DRUG ABUSE EDUCATION PLAN

All schools in the PUSD implement the Too Good for Drugs Tobacco, Drugs and Alcohol prevention program, which is designed around specific lessons in five components: Goal Setting, Decision Making, Bonding with Others, Identifying and Managing Emotions, and Communicating Effectively.

Program	Grade Level(s)	Minutes
Too Good for Drugs	K-9th	300 minutes
Primary Intervention Program	K-3	4,000 minutes
PIP Playground Support	K-3	3,600 minutes
Red Ribbon Week	K-5	150 minutes
Community Service	K-5	200 minutes
Character Counts	K-12th	300 minutes

V.A. FUNDING AND GOVERNANCE – PROGRAMS/FUNDS INCLUDED IN THE SPSA

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
Title I	0
Title I Parent Involvement	0
ELAP: English Language Acquisition Program (Grades 4-8 only)	151
EIA-EL: Economic Impact Aid - English Learners	36,358
EIA-SCE: Economic Impact Aid - State Compensatory Education	12,893

V.B. FUNDING AND GOVERNANCE - CENTRALIZED SERVICES

Centralized Services, in the forms of administrative support and instructional support/professional development, are performed by the district office in support of school sites. These may include:

- Assessment, monitoring, and reporting services
- English language proficiency testing
- Staff development / training
- Salaries for teachers, instructional assistants, tutors
- Instructional materials purchase and implementation support
- Intervention programs
- Other services, as appropriate for school site support

Program	Budgeted Amount	Percentage of Total District Allocation	Centralized Services (Description Below)
Title I	\$436,580	16.1%	Required Indirect Costs, administration, data support, professional development, school-choice transportation
Title I Parent Involvement	\$2,077	11%	Required Indirect Costs, district-wide parent involvement
Title III Limited English Proficient	\$495,974	98%	Required Indirect Costs, instructional assistants, parent liaisons, training in use of data
Title III-Immigrant	\$95,294	98%	Required Indirect Costs, parent education and support, student transition, English language development class support
EIA - LEP	\$491,917	25.3%	Required Indirect Costs, administration, instructional assistants, site coordinators, data support, EL proficiency testing, certificated and classified EL staff development, decrease class size, ELD texts, district summer school for English learners
EIA - SCE	\$308,074	24.4%	Required Indirect Costs, administration, AVID tutors, staff development, district summer school for at-risk students

V.C. FUNDING AND GOVERNANCE - ASSURANCES AND SIGNATURES

The School Site Council (SSC) recommends this SPSA and proposed expenditures to the district governing board for approval and assures the Board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy, school site bylaws, and state law.
California Education Code specifies the composition of the School Site Council as follows:
 - At the elementary level: parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.
 - At the secondary level: parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of students, and parents /other community members, selected by parents and students.
 - At both the elementary and secondary levels classroom teachers comprise the majority of persons represented under subdivision (a)
 - At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC.
 - The means of selecting SSC members are not specified in law, except that members must be chosen by peers.
 - No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the SSC may be reserved for any group or individual.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those Board Policies related to material changes in the school plan requiring board approval.

3. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

4. This SPSA is based upon 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.

5. The SSC has participated in the development, implementation, and monitoring cycle of the SPSA by taking the following actions:
 - a. Measured the effectiveness of the improvement strategies at the school
 - b. Sought input from school advisory committees
 - c. Reaffirmed or revised school and subgroup goals
 - d. Revised improvement strategies and expenditures
 - e. Recommended the approved SPSA to the governing board
 - f. Monitored implementation of the SP

6. **The SSC has sought and considered all recommendations from the following groups:**

Advisory Committee	Chairperson / Representative Name	Signature	Date
English Learner	Lisa Charbonneau	Original signature page on file at the district office	
Special Education	Nancy Hanssen		
Title I (if applicable)			
Library	Julie Hennes		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[]	[]	[]	[]	N/A	Robin L. Robinson		
[]	[X]	[]	[]	[]	June 2012	Andrea Callum	Original signature page on file at the district office	
[]	[X]	[]	[]	[]	June 2013	Jan Gretlein		
[]	[X]	[]	[]	[]	June 2013	Christina Gonzalez		
[]	[]	[X]	[]	[]	June 2013	Donnie Kirchmeier		
[]	[]	[]	[X]	[]	June 2013	Kelly Rudiger		
[]	[]	[]	[X]	[]	June 2012	Danielle Spartz		
[]	[]	[]	[X]	[]	June 2013	David Nguyen		
[]	[]	[]	[X]	[]	June 2012	John Weede		
[]	[]	[]	[X]	[]	June 2012	Joy Rose		
1	3	1	5		TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)			

This SPSA was approved and adopted by the School Site Council on 1-5-12.

The signature of the Principal verifies that:

- Information regarding school-based programs has been provided to site advisory committees or representatives.
- All interested persons had the opportunity to meet to establish the SSC.
- The SSC had the opportunity to decide whether the school would participate in a SBCP.
- Funds have been coordinated, and supplement, but do not supplant, existing state and local fiscal efforts.

The signature of each members of the SSC verifies that:

- He/She has reviewed and affirmed the above listed assurances.

The signature of each Advisory Committee Chairperson/Representative indicates that:

- The represented group has been sought out, and has had the opportunity to provide input for the SBCP and related expenditures.

V.D. BUDGET DEVELOPMENT FORM

SITE: Creekside Elementary School
 PROGRAM: English Language Acquisition Program (Grades 4-8 only)
 RESOURCE NUMBER: 6286
 2011 ENTITLEMENT: _____
 PLUS CARRYOVER: \$151
 TOTAL SITE BUDGET: 151

**Budget Summary for
Creekside Elementary School**

\$PER STUDENT: _____
 # OF STUDENTS: _____
 TOTAL ENTITLEMENT: 0
BUDGETED EXPENDITURES

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION 4000	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0
3312-000: FICA – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION 4000	FUNCTION	GRAND TOTAL
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES				151		151
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION 4000	FUNCTION	GRAND TOTAL
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
TOTAL SITE BUDGET:	0	0	0	151	0	151

V.D. BUDGET DEVELOPMENT FORM

SITE: Creekside Elementary School

PROGRAM: Economic Impact Aid - English Learners

RESOURCE NUMBER: 7091

2011 ENTITLEMENT: \$18,755

PLUS CARRYOVER: \$17,603

TOTAL SITE BUDGET: 36,358

\$PER STUDENT:	_____
# OF STUDENTS:	_____
TOTAL ENTITLEMENT:	<u>0</u>
BUDGETED EXPENDITURES	

**Budget Summary for
Creekside Elementary School**

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION 4000	FUNCTION 5000&6000	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR	2,000					2,000
1100-012: TEACHER SUB	600					600
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	2,600	0	0	0	0	2,600
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	300					300
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION 4000	FUNCTION 5000&6000	GRAND TOTAL
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES				6,923		6,923
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	0	0	0	6,923	0	6,923
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE					3,000	3,000
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION 4000	FUNCTION 5000&6000	GRAND TOTAL
	0	0	0	0	3,000	3,000
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER					22,035	22,035
6400-090: EQUIPMENT UNDER \$500					1,500	1,500
6400-091: EQUIPMENT \$500 AND OVER						0
	0	0	0	0	23,535	23,535
TOTAL SITE BUDGET:	2,900	0	0	6,923	26,535	36,358

V.D. BUDGET DEVELOPMENT FORM

SITE: Creekside Elementary School
 PROGRAM: Economic Impact Aid - State Compensatory Education
 RESOURCE NUMBER: 7090

**Budget Summary for
Creekside Elementary School**

2011 ENTITLEMENT:	<u>\$6,360</u>	\$PER STUDENT: _____
PLUS CARRYOVER:	<u>\$6,533</u>	# OF STUDENTS: _____
TOTAL SITE BUDGET:	<u>12,893</u>	TOTAL ENTITLEMENT: <u>0</u>
		BUDGETED EXPENDITURES

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION 4000	FUNCTION 5000 & 6000	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	12,893					12,893
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	12,893	0	0	0	0	12,893
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION 4000	FUNCTION 5000 & 6000	GRAND TOTAL
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
6000 CAPITAL OUTLAY						

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION 4000	FUNCTION 5000 & 6000	GRAND TOTAL
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
TOTAL SITE BUDGET:	12,893	0	0	0	0	12,893

VI. ADDENDUM (Optional)
