

**Del Sur 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

Preparing all students to successfully undertake a college-ready curriculum for post-secondary success:

- Work with Quantum Learning consultant to aid in increasing student engagement in daily lessons
- Individual student goal setting and action plans created by teacher and student.
- Focus on "habits of mind" such as critical thinking, self-monitoring, persistence, and responsibility
- Differentiate instruction and materials based upon formative assessments
- Specifically teach academic vocabulary
- College is in my future university spirit wear every Friday
- University affiliation in each classroom
- Instruct students in a rigorous broad based standards aligned curriculum in technology, English Language Arts, mathematics, science, social studies, and the visual and performing arts
- Focus on rigor, relevance, and relationships in our daily instructional practices
- Conduct professional development in the areas of differentiation especially focused on meeting the needs of our advanced learners
- Continually seek out innovative technology to implement daily in each classroom

Equitable Access to Rigorous and Engaging Learning Experiences

Closing the achievement gap for all subgroups:

- Increase the length of the school day for our struggling learners by providing before and after school targeted academic support
- Analyze data to inform our instructional practices focused on our subgroup academic performance
- Refine, on an ongoing basis, our RTI interventions
- Provide specific literacy and mathematics instruction during shorter time durations in order to effectively monitor student's progress
- Hold high expectations for all students in their daily work
- Utilize Professional Learning time to identify and discuss our struggling learners and then develop action plans
- Hold Kid Watch articulation meetings with individual students during each trimester
- Hold parent meetings with our EL and Title One parents focused on supporting the academic needs of their children
- Continue to support weekly Professional Time for teachers to plan and discuss the academic programs presented to all of their students

Capacity Building

Building organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide a challenging educational experience for all students:

- Wednesday release time for teachers to observe other teachers implementing new instructional strategies
- Implement two TLC book studies to enhance teacher knowledge and refine our various systems on site. The two TLC's that will be implemented at our site include The Six Minute Solution Plus Comprehension and Vocabulary and Failure is Not an Option.
- Conduct Professional Learning staff meetings focused on enhancing student engagement, meeting the needs of our advanced learners, and enhancing our writing instruction.
- Institute ten hours of Quantum Learning Training to enhance our student engagement instructional strategies
- Institute ten hours of writing assistance from The San Diego Writing Project = focus "Mentor Text"
- Apply English language acquisition strategies to move EL students through the CELDT levels
- Devote time at staff meetings to review and adjust the Literacy Plan throughout the year

Multiple Pathways

Personalize learning to provide multiple pathways for student success:

- Individual student goal setting and action plans created by teacher and student
- Whole class goal setting based on the MAP assessments in the fall and winter
- Trimester Kid Watch meetings where student data is reviewed and action steps planned
- Use school-wide assessment plans to monitor student progress and guide our teaching practices
- Differentiate instruction to support student motivation and engagement
- Utilize software programs that provide instruction based on individual student needs. The software programs include Lexia, Compass Learning, RAZ Kids, and Accelerated Reader
- Provide access to selected students to attend before and after school targeted academic support programs - Read Naturally, Compass Learning lab, math homework club support
- Provide selected students with a cross-age tutor from Del Norte High School
- Utilize credentialed Impact teachers to support instruction in language arts and math throughout the academic day
- Provide selected students with an OASIS tutor to assist them in literacy
- Provide selected students with a parent mentor to support students in organization and completion of homework

Organizational Support Systems

Providing support for students to enhance their success:

- Utilize a credentialed Impact teacher five days a week to provide selected students an opportunity to work with the Read Naturally program to enhance their reading fluency and comprehension
- Employ teachers and parent helpers to work with students in the computer lab before school with Accelerated Reader, Lexia, and Compass Learning
- Provide students with homework support in a Homework Club which operates Monday through Thursday after school
- Utilize peer tutors from Del Norte High School to work with selected students Tuesday mornings before school and after school in our Homework Club
- Provide selected students additional tier two support from credentialed Impact teachers in reading, writing, and math
- Support selected students with parent mentors who work with students in goal setting, organization, and academic assistance
- Discuss next steps in enhancing the academic and social/emotional experience of our students through our Student Success Team committee which is made of teachers and the principal
- Discuss struggling Kid Watch students once a trimester and on an ongoing rotational basis via Thursday team meetings with the principal
- Conduct three parent meetings with Title One parents focused on supporting the academic needs in reading, writing, and math of our Title One students

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	Grades2-11	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
MAPs	Criterion referenced Computer Adaptive	Assess individual or group achievement of standards and show growth over multiple years	Grades 2-5	Fall, winter and spring or as needed up to 3 times per year.	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.
Running Records(in LAG)	Individual performance assessment	Diagnostic	All students Grades K-2	Trimesterly 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	Trimesterly or more frequently if indicated	Used by teachers to diagnose student skills, plan subsequent instruction and placement. Monitor progress.
District Writing Prompts	On-demand, first draft writing, individual performance	Diagnostic and/or Achievement of grade level writing standards	All students K-5	Fall, winter and spring or as needed up to 3 times per year.	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, directionality
Phonics Skills(in LAG)	On-demand performance tasks	Diagnostic	Any pre or early reader K and 1	Fall, Winter, Spring, or as frequently as needed	To assess sound symbol relationships and the composition of written words.
Phonetic Spelling Inventory (in LAG)	On-demand performance tasks	Diagnostic	All students Grade 1-3	Fall, Winter, Spring, or as frequently as needed	Designed to assess the word knowledge students bring to the tasks of reading and spelling. There are 4 inventories Level I-IV
Reading Fluency	On-demand performance tasks	Diagnostic	All Students Grade 1-3 and 4-5 as needed	Monthly	Assesses fluency rate, accuracy and prosody in reading.
Retelling	On-demand performance tasks	Diagnostic	Grades K-1	Bi-Monthly	This assessment affords the teacher an opportunity to check student's comprehension as well as the strategies they employ in comprehending print.
CAP Concepts About Print	On-demand performance tasks	Diagnostic	Kindergarten	Monthly or as needed	This assessment provided information regarding students' book sense and beginning reading knowledge.
Phonemic Awareness	On-demand performance tasks	Diagnostic	Kindergarten	Monthly	This assesses knowledge of letter sounds, rhyming, syllables, initial and final sounds in words.
Word Recognition	On-demand performance tasks	Diagnostic	Grade 1	Bi-Monthly	This assesses the knowledge that student have of high frequency words-Dolch words.
Spelling - No Excuses Words	On-demand performance tasks	Diagnostic	Grades K-5	Frequently as needed	Students are responsible for spelling correctly 100 "No Excuses" words. These words comprise 50% of all words used in writing.
Math Unit Assessments/ Trimester Math tests	On-demand performance tasks	Diagnostic	Grades K-5	Given at the end of a unit of study	These tests are used to assess student knowledge of content material presented.
Houghton Mifflin Story, Unit, and Quarter Assessments	On-demand performance tasks.	Diagnostic.	Grades 1 to 5	Given at the end of story, unit, theme, or quarter.	These tests are used to assess skills and concepts directly taught during the given period of time.

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.
Attendance	Audit	Determine attendance patterns	Students	Monthly	Disaggregating of student attendance data is done annually and used for program evaluation.
Progress Reports	Individual performance assessment	To assess individual student performance using local standards	K-5	Trimester	Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
PTA Survey	Questionnaire	Get feedback on PTA events.	Parents	Annually or as needed	This survey helps us evaluate parent participation and attitudes regarding selected school events.
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.
Student Survey	Questionnaire	Feedback from primary consumers of school programs	Students	Annually or as needed	Provides feedback on school programs and practices that may affect student achievement.

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	Del Sur Elementary School	District Name	Poway Unified
Principal	Doug Johnson	Superintendent	John P. Collins, Ed.D
Street	15665 Paseo Del Sur	Street	15250 Avenue of Science
City, State, Zip	San Diego, CA 92127	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-674-6200	Phone Number	858-521-2800
FAX Number	858-759-6915	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	dojohnson@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code	37682960116475	SARC Contact	Eric Lehew

II.B. DATA REPORTS

Del Sur Elementary School

Demographic Summary
for 2011-12 School Year

Address: 15665 Paseo Del Sur
San Diego, CA 92127

Principal: Doug Johnson

Year of Construction: 2008

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
110	82	70	83	80	63	

Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
294	393	488

Student Demographics:

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
15%	5%	11%	5%	56%	8%

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

Limited English	Free/Reduced Lunch
13%	16%

Staff Demographics

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
0%	0%	0%	0%	89%	11%

Percent Fully Credentialed: 100%

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2011
Del Sur 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	218	99	99	100	97	100	100	76	88	89	85	94	92	902	954	944	Y	
African American	15	100	100	100	100	100	100			87			87			901		
American Indian	1		100	100		100	100											
Asian	28	100	96	100	94	100	100	77	100	100	100	100	96			988		
Filipino	12	100	100	100	100	100	100			83			100			948		
Hispanic	34	93	100	100	86	100	100		76	85		71	91			920		
Pacific Islander	1			100			100											
White	127	100	100	100	100	100	100	88	91	89	86	96	91		963	945		
English Learner	25	95	100	100	89	100	100	53	83	64	71	92	84			860		
Low Socio-Economic	48	98	100	100	95	100	100	55	74	77	73	94	88			882		
Special Ed	25	86	100	100	100	100	100			60			80			824		

*** Includes only students in significant subgroups



Del Sur 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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Tested	21	54	78	34	36	74	23	39	58	29	32	54
Total % Proficient and Advanced	62	83	83	76	78	86	96	95	91	59	91	93
% Advanced	24	48	47	32	36	50	78	77	67	28	63	65
% Proficient	38	35	36	44	42	36	17	18	24	31	28	28
% Basic	38	13	8	15	19	12	0	5	9	21	3	4
% Below Basic	0	0	6	3	3	1	4	0	0	14	6	2
% Far Below Basic	0	4	3	6	0	0	0	0	0	7	0	2

* include all students

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



Del Sur 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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Tested	21	54	78	34	36	74	22	39	58	27	33	54
Total % Proficient and Advanced	71	89	88	88	97	96	86	95	84	81	91	93
% Advanced	52	61	62	56	64	65	77	74	64	48	67	67
% Proficient	19	28	27	32	33	31	9	21	21	33	24	26
% Basic	19	7	10	9	3	3	14	5	10	7	3	6
% Below Basic	10	4	1	3	0	1	0	0	5	7	6	2
% Far Below Basic	0	0	0	0	0	0	0	0	0	4	0	0

* include all students

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



Del Sur 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		
	2009	2010	2011
Number Tested	29	33	53
Total % Proficient and Advanced	55	76	89
% Advanced	34	61	45
% Proficient	21	15	43
% Basic	28	18	6
% Below Basic	10	6	6
% Far Below Basic	7	0	0

* include all students

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

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

Reading

Growth Targets

Del Sur Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
84	61

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	148	74	153	148	147	147	148	146
Winter	159	177	163	160	159	158	156	158
Spring	168	269	170	169	167	166	167	167
Growth	20	195	17	21	20	19	19	21

Mathematics

Growth Targets

Del Sur Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
86	71

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	146	147	148	142	148	144	149	
Winter	158	159	161	156	158	157	157	
Spring	169	171	168	170	168	169	170	
Growth	23	24	20	28	20	25	21	

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

Reading

Growth Targets

Del Sur Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
84	52

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	171	235	175	175	169	169	171	171
Winter	180	328	182	181	180	178	179	180
Spring	189	418	190	193	182	187	186	191
Growth	18	183	15	18	13	18	15	20

Mathematics

Growth Targets

Del Sur Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
79	35

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	170	168	168	172	171	172	170	
Winter	182	181	182	186	181	179	184	
Spring	191	190	190	194	189	190	192	
Growth	21	22	22	22	18	18	22	

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

Reading

Growth Targets

Del Sur Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
62	40

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	185	393	183	184	186	188		
Winter	194	522	192	192	194	198		
Spring	198	610	196	197	200	201		
Growth	13	217	13	13	14	13		

Language Usage

Growth Targets

Del Sur Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
62	30

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	188	187	188	187	189			
Winter	196	194	197	196	195			
Spring	200	200	200	201	200			
Growth	12	13	12	14	11			

Mathematics

Growth Targets

Del Sur Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
74	32

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	186	185	188	184	187	186	185	
Winter	193	191	195	192	194	192	193	
Spring	201	200	203	200	202	203	200	
Growth	15	15	15	16	15	17	15	

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

Reading

Growth Targets

Del Sur Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
66	41

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	202	663	200	203	202	204		
Winter	207	747	206	207	207	210		
Spring	211	807	210	209	211	213		
Growth	9	144	10	6	9	9		

Language Usage

Growth Targets

Del Sur Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
60	40

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	203	201	204	204	203			
Winter	209	208	208	209	211			
Spring	211	210	212	211	211			
Growth	8	9	8	7	8			

Mathematics

Growth Targets

Del Sur Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
72	43

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	201	197	202	201	202	202	202	
Winter	207	205	210	204	210	206	207	
Spring	214	210	218	213	216	212	214	
Growth	13	13	16	12	14	10	12	

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

Reading

Growth Targets

Del Sur Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
80	61

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	206	735	204	205	208	209		
Winter	212	825	212	212	212	215		
Spring	217	900	216	216	216	219		
Growth	11	165	12	11	8	10		

Language Usage

Growth Targets

Del Sur Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
73	67

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	208	208	208	209	208			
Winter	212	210	212	214	212			
Spring	217	216	218	216	218			
Growth	9	8	10	7	10			

Mathematics

Growth Targets

Del Sur Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
69	41

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	210	208	213	210	211	210	210	
Winter	217	215	217	216	221	214	217	
Spring	222	221	222	223	225	221	222	
Growth	12	13	9	13	14	11	12	

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

Reading

Growth Targets

Del Sur Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
65	57

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	215	869	215	214	212	219		
Winter	220	958	220	218	220	222		
Spring	223	1,011	222	223	220	226		
Growth	8	142	7	9	8	7		

Language Usage

Growth Targets

Del Sur Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
77	50

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	215	213	215	217	216			
Winter	219	217	219	220	220			
Spring	222	221	224	221	221			
Growth	7	8	9	4	5			

Mathematics

Growth Targets

Del Sur Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
86	67

District

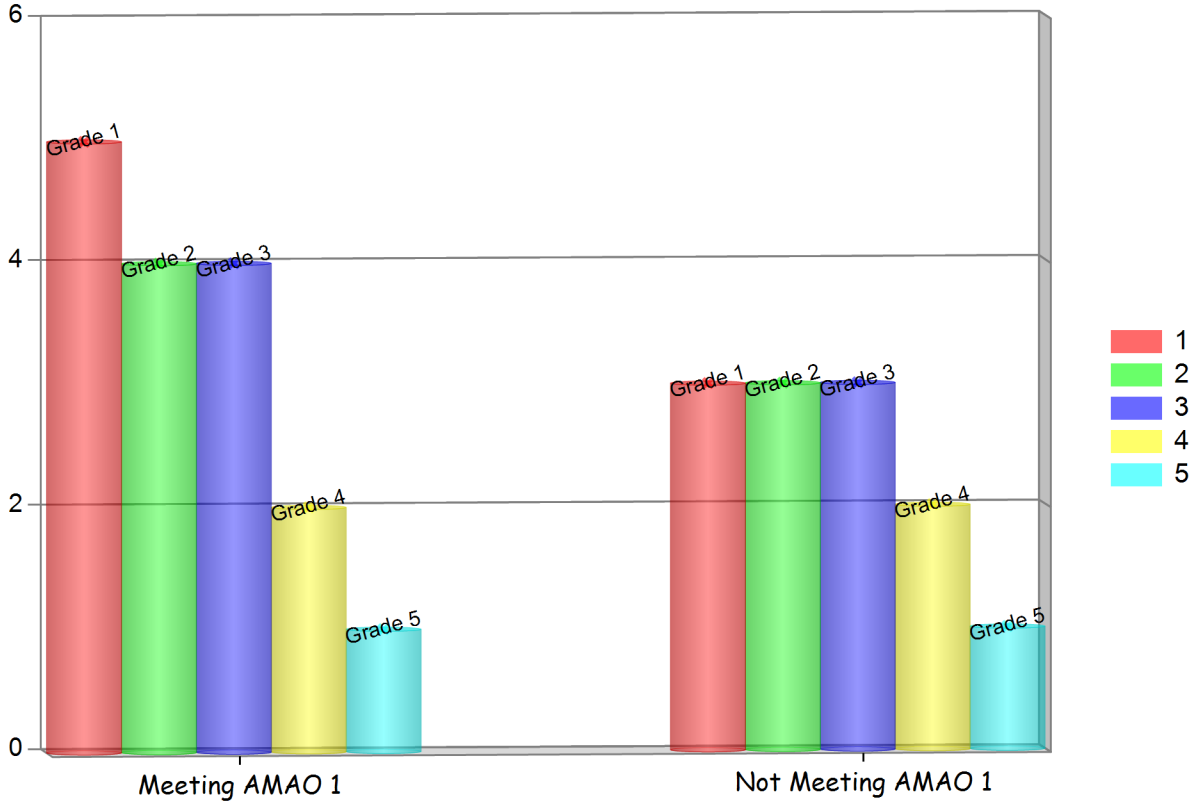
% Meeting Typical Growth	% Meeting Optimal Growth
73	50

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	219	217	222	218	221	216	216	
Winter	225	224	225	228	228	225	222	
Spring	232	233	232	237	232	231	226	
Growth	13	16	10	19	11	15	10	

**Del Sur 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
1	5	3
2	4	3
3	4	3
4	2	2
5	1	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	40.7	60.0	16.7	49.4	54.3	44.7	29.1	32.3	26.1
2010	5	39.4	43.8	35.3	52.0	57.5	47.1	29.0	32.2	25.9
2011	5	19.2	22.2	16	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
<p>Overall School-Wide SMART Goal</p>	<p>By May 2011, 75% of Del Sur students will meet their individual expected growth targets as evidenced from the MAP reading assessment.</p>	<p>[X]</p>	<p>[]</p>	<p>In reflection of our progress in this area, 78% of our students in kindergarten through fifth grade met their expected growth target in reading. This success is directly attributed to our targeted instructional practices that utilize information gleaned from the MAP ladder. The MAP ladder is helpful in directing our teachers focus to specific skills and concepts.</p>	<p>We utilized the Compass Learning software for students in grades two through five to target skill areas. Our kindergarten and first grade students used the Lexia software to focus students on phonological skill areas. In second and third grade, we conducted RIT target groups in the areas of reading and language to assist our students during two six week instructional time periods. We continue to refine our practices in aligning lessons taught in the classroom with those taught by our Impact credentialed teachers. All of our classrooms set and monitored MAP goals based on the class' lowest performing area. Our students continued to play a more active role in goal setting in relationship to their MAP performance. Our teachers continue to utilize multilevel texts throughout the curriculum. In this way students were able to access information from literature that was at their instructional level and not at their frustration level. In our primary classrooms, our teachers continue to refine their knowledge of the Lexia software and continue to use this resource with their students to build phonemic awareness and to build fluency. As a school we continue to use Accelerated Reader to a great extent. This year we purchased the STAR reading comprehension compute based</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>assessment program. This program provides data to us concerning our students' reading level and fluency level. In regard to our various intervention programs and our core instruction, this affords our teachers with a quick way to monitor the efficacy of our instructional practices. Our intervention model included having three extra credentialed teachers work with small groups of students to provide targeted instruction for twenty weeks.</p>
	<p>By May 2011 75% of Del Sur students will meet their individual expected growth target as evidenced from the MAP language assessment.</p>	<p>[]</p>	<p>[X]</p>	<p>In reflection of our progress in this area, 70% of our students met their individual expected growth target in kindergarten through fifth grade in the language MAP assessment.</p>	<p>Although we did not meet our goal in this area, we continue to refine our practices in this area. However, in our utilization of our Impact credentialed teacher support the focus has been targeted on reading instruction. In this way, some of the needs of our struggling learners in language were not addressed on a continual basis due to the priority we place on reading instruction. However, the following practices are supportive of the development of students meeting their individual growth target in language:</p> <ul style="list-style-type: none"> • Direct instruction in punctuation and grammar was provided for our students on a daily basis. This is presented through work with <u>Write Source, Daily Oral Language, Mountain Language, Houghton Mifflin, Lucy Calikins Writing Lessons.</u> • During writing workshop, teachers conference with individual students and

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>pinpoint next steps that need to be addressed by their students.</p> <ul style="list-style-type: none"> • On a daily basis our students spend a large percentage of their day writing. This occurs daily during our Writing Workshop time as well as in written response to content area instruction. • Our teachers in grade level teams assess student writing together to pinpoint student strengths and weaknesses. These conversations are held vertically during each trimester as well. • All of our classrooms set and monitor MAP goals based on the class' lowest performing area in language. • Our students used the Compass Learning software for students in grades two through five to target specific skill areas related to each student's RIT score. • Two of our grade levels conducted RIT target groups in reading and language for two six week time periods.
	<p>By May 2011 75% of our students will meet their individual expected growth target as evidenced from the MAP math assessment.</p>	<p>[X]</p>	<p>[]</p>	<p>In reflection of our progress in this area, 82% of our students met their individual growth target in kindergarten through fifth grade in the math MAP assessment.</p>	<p>Our continued utilization of The Math Expressions program contributed to the success we achieved in this area. Having used this program for three years, our teachers have become much more adept in using this program in an optimal manner. This has come from collaborative conversations about math lessons throughout the last three</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>years. Teachers have learned to better pace this program in order to address and practice mathematical standards in an engaging manner. Credentialed Impact teachers assist students in math in all grade levels. Extra after school support was provided for selected students in our after school Homework Club. An emphasis on having students know their facts at each grade level is a hallmark of our math program. Students in all grade level have the opportunity to work with the Compass Learning math component which ties instruction directly to each student's individual RIT score. On a yearly basis our students participate in World Math day which is a three day competition that motivates students to learn their facts in a quick manner.</p>
	<p>By June 2011, 100% of our student will move up at least one rubric score from the end of the trimester one progress report score to their trimester three progress report card score or perform at the proficient level at a rubric 3 or higher throughout the year.</p>	[]	[X]	<p>In reflection on this goal, 95% of our students moved up one rubric score from the end of trimester one progress report score to their trimester three progress report card or performed at the proficient level at a rubric 3 or higher throughout the year.</p>	<p>Direct instruction in punctuation and grammar was provided for our students on a daily basis. This is presented through work with Write Source, Daily Oral Language, Mountain Language, Houghton Mifflin, Lucy Calikins Writing Lessons. During writing workshop, teachers conference with individual students and pinpoint next steps that need to be addressed by their students. On a daily basis our students spend a large percentage of their day writing. This occurs daily during our Writing Workshop time as well as in written response to content area instruction. Our teachers in grade level teams assess student writing together to pinpoint student</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>strengths and weaknesses. These conversations are held vertically during each trimester as well.</p> <p>All of our classrooms set and monitor MAP goals based on the class' lowest performing area in language.</p> <p>Our students used the Compass Learning software for students in grades two through five to target specific skill areas related to each student's RIT score.</p> <p>Two of our grade levels conducted RIT target groups in reading and language for two six week time periods.</p>
English Learners (required)	By June 2011 68% of Del Sur's EL students will perform at the proficient or above in English Language arts section of the CST.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In reflection of this goal, 64% of our EL students performed at the proficient or advanced level on the CST assessment.	<p>We have quite a few EL students who have only been in the United States for two years. Thus our proficiency levels declined. It is important for English learners to have time to learn the language in order to perform at the proficient level. Continually throughout the year, we provided the following programs to support their progress:</p> <ul style="list-style-type: none"> • Our EL students were provided with one half hour of targeted instruction daily using the Avenues resource. Students who were identified via CELDT as beginners or intermediate English language learners were provided with extra instructional support by our EL aide. • Selected students were provided before school guided reading support using the Read Naturally materials. Impact teacher support was provided for

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>targeted students in reading and writing.</p> <ul style="list-style-type: none"> • Additional support was provided our EL students after school in our Homework Club. • Students were provided time to work with the Lexia software program at least three times a week at school. • Students were encouraged to utilize Lexia software at home. • Time was provided for our second through fifth grade students to work with the Compass Learning software three times a week at school. • Students were encouraged to utilize Compass Learning at home. • Parent education meetings were held three times during the year. The focus of these meetings was on helping parents assist their children with reading and writing at home. • During universal access time, teachers and Impact teachers used the EL support handbook to support whole class Houghton Mifflin reading lessons. • All teachers used the Houghton Mifflin sound cards when teaching phonics and phonemic awareness. • Our beginning and intermediate students were provided with

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	<p>By June of 2011 69% of Del Sur's EL students will perform at the proficient or above level in the math section of the CST.</p>	[X]	[]	<p>In reflection of this goal, 84% of our EL students performed at the proficient or advanced level in the math section of the CST assessment.</p>	<p>specific vocabulary lessons targeted at helping students become familiar with upcoming content area vocabulary.</p> <p>Our EL success in this area was supported by the following initiatives:</p> <ul style="list-style-type: none"> • Impact teacher small group instruction • Utilization of the Math Expressions program • Utilization of Compass Learning • Specific vocabulary instruction provided by our EL aide and classroom teachers • Participation in World Math Day • Focus on memorizing math facts
Students with Disabilities (required)	<p>By June 2011 68% of Del Sur's students with disabilities will perform at the proficient or advanced level in the English Language section of the CST.</p>	[]	[X]	<p>In reflection of this goal, 60% of our special education students performed at the proficient or advanced level on the English language arts section of the CST assessment.</p>	<p>Although we did not meet this goal, we continued to refine our instructional practices and align the work performed in the resource program with the work performed in the regular classroom. The following key programs were instrumental in our work with this population:</p> <ul style="list-style-type: none"> • Our resource teacher and classroom teachers utilized the MAP ladder to target specific skills and concepts needed by our special education students. • Our resource teacher and resource instructional aide utilized Rewards, Read Well, and Read Naturally with our special education students to help

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>students meet their IEP goals and to increase their proficiency in the core grade level standards.</p> <ul style="list-style-type: none"> • Support was provided for our special education students in our after school Homework Club. • Impact teacher support was provided for special education students to support their needs related to the core grade level standards. • Our resource teacher provided push-in support for a number of special education students in the area of writing. • Coordination of identification processes were refined in terms of our Student Success Team and our IAT team. • Before school support for special education students was provided in terms of their utilization of Lexia and Compass Learning.
	<p>By June 2011, 69% of Del Sur's students with disabilities will perform at the proficient or advanced level on the math section of the CST.</p>	<p>[X]</p>	<p>[]</p>	<p>In reflection of this goal, 80% of our special education performed at the proficient or advanced level on the CST assessment.</p>	<p>Our special education students' success in this area was supported by the following initiatives:</p> <ul style="list-style-type: none"> • Impact teacher small group instruction • Utilization of the Math Expressions program • Utilization of Compass Learning • Specific vocabulary instruction provided by our resource aide and classroom teachers

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<ul style="list-style-type: none"> • Participation in World Math Day • Focus on memorizing math facts
GATE (required)	By June 2011 90% of Del Sur's GATE student will perform at the advanced level on the English Language arts section of the CST.	[X]	[]	In reflection with this goal, 100% of Del Sur's GATE students performed at the advanced level in the English Language arts section of the CST assessment.	<p>In both reading and writing, our teachers were quite astute in differentiating instruction for our advanced learners. Teachers use daily work samples and the MAP learning ladder to inform their lesson design and delivery. Higher level texts were used with our advanced learners throughout the curriculum to meet their individual needs. During writing workshop advanced students were instructed to utilize more sophisticated author devices as well as more precise and advanced vocabulary in their writing. Our Accelerated Reader program provides our students with vocabulary and critical thinking skill exercises that support the independent reading books that our students have read. Compass Learning and Lexia provide high level skill development for our advanced learners.</p>
	By June 2011 90% of Del Sur's GATE students will perform at the advanced level in the math section of the CST.	[X]	[]	In reflection of this goal, 100% of Del Sur's GATE students performed at the advanced level in the math section of the CST assessment.	<p>Advanced math students were provided challenge activities within the <u>Math Expression</u> program. Advanced math students were provided "practical problem solving" challenges to assist students apply mathematical concepts to real world problems. Participation in World Math Day Memorization of math facts requirement</p>
Educationally Disadvantaged or Title I Students (required)	By June 2011 68% of Del Sur's low SES students will perform at the proficient or above level in the English Language arts section of the CST.	[X]	[]	In reflection of this goal, 77% of Del Sur's low SES students performed at the proficient or advanced level in the English	<p>Our low SES students' success was supported by the following initiatives:</p> <ul style="list-style-type: none"> • Provided Impact teacher

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
				language arts section on the CST assessment.	<p data-bbox="1717 168 1990 250">pull out/push in support during and after the instructional day</p> <ul data-bbox="1675 256 1990 1518" style="list-style-type: none"> <li data-bbox="1675 256 1990 337">• Provided Homework assistance after school four days a week <li data-bbox="1675 344 1990 457">• Provided students time to work with the Lexia software program for at least 90 minutes a week <li data-bbox="1675 464 1990 643">• Provided time for our second through fifth grade students to work with the Compass Learning program for at least three times a week for 60 minutes. <li data-bbox="1675 649 1990 789">• Before school computer lab time provided for students to work on Lexia and Compass Learning <li data-bbox="1675 795 1990 1097">• Two parent education sessions were provided during the year. One focused on providing reading and writing support and one focused on utilizing our software programs - Accelerated Reader, Lexia, and Compass Learning. <li data-bbox="1675 1104 1990 1260">• Teacher using the Extra Support Handbook during universal access time to support the learning needs of our struggling learners. <li data-bbox="1675 1266 1990 1373">• Use of multi-level books to instruct students in the content areas <li data-bbox="1675 1380 1990 1518">• Guided reading support throughout the grade levels targeted at each student's instructional reading level.

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	By June 2011 69% of Del Sur's low SES students will perform at the proficient or above level in the math section of the CST.	[X]	[]	In reflection of this goal, 88% of Del Sur's low SES students performed at the proficient or advanced level in the math section of the CST assessment.	<p>Our low SES students' success in this area was supported by the following initiatives:</p> <ul style="list-style-type: none"> • Impact teacher small group instruction • Utilization of the <u>Math Expressions</u> program • Utilization of Compass Learning • Specific vocabulary instruction provided by our resource aide and classroom teachers • Participation in World Math Day • Focus on memorizing math facts

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

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

We recognize the importance of good pre-kindergarten preparation for all students. In order to facilitate the positive transition to kindergarten, we hold a Parent Orientation in the spring prior to enrollment. Parents are provided with information about how they can support this transition and ensure academic success for their child. Before the first day of school, we invite all new kindergarteners and their parents to come to school to meet their teacher. During this time, classroom procedures are shared. This helps to establish routines and provide a springboard for home discussion. Parents are invited to the school regularly to learn about how they can support classroom instruction. During the summer, we assess the readiness skills of all new kindergarten students.

In terms of our fifth grade to sixth grade transition, the following interactions take place. In the spring we hold two meetings with sixth grade teachers from our middle school feeder school. One meeting is designed to address the needs of our struggling learners. The other meeting is focused on discussing specific articulation issues related to curriculum. On a school day in the spring, one of the middle school counselors come to our site to discuss the middle school program with our students. Additionally, the middle school also conducts an evening orientation meeting for parents.

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

At Del Sur all students and adults subscribe to the tenets of what we call "The Explorer Way". Continually, we guide our students to be Trustworthy, Respectful, Responsible, Fair, Care for others, and overall good Citizens. These character pillars are continually emphasized throughout the school day and at our more formal Friday Flag gatherings and at our Recognition Assemblies. Students are recognized for their adherence to these pillars at our Recognition Assemblies, and by receiving notes or phone calls home from teachers and the principal recognizing student accomplishments.

While it is hoped that Del Sur students exemplify the traits described in "The Explorer Way", occasionally negative behavior does occur. Written consequences for negative behavior are posted in each classroom. These consequences are consistent and incremental. Referral to the principal by the classroom teacher is used only as a last resort. Students who are sent to the principal for violating the Explorer Way complete a Character Pillar Think Sheet which must be signed by a parent. This requires students to take responsibility for their choices and reflect on their actions.

Each year a copy of the District Policy and consequences regarding weapons, controlled substances, alcohol, harassment, theft, vandalism, hate crimes, willful disobedience, and other matters is sent home with students. Parents are to read the rules and acknowledge receipt of them by signing and returning a signature sheet to the school. The principal specifically reviews the aforementioned with all third, fourth, and fifth grade students at the beginning of each school year. He reinforces this conversation in January as well.

During the year, all students are provided lessons from the "Too Good for Drugs" program. We also spend time speaking about positive choices during our annual "Red Ribbon Week" activities. We are also working to provide our teachers, students, and parents information concerning bully prevention.

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
Character Counts	K-12th	200 minutes
Second Step	Pre-K-8th	
Steps to Respect	3rd-6th	

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

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
Title I	98,782
Title I Parent Involvement	1,883
ELAP: English Language Acquisition Program (Grades 4-8 only)	0
EIA-EL: Economic Impact Aid - English Learners	8,375
EIA-SCE: Economic Impact Aid - State Compensatory Education	5,487

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	Robyn Elbayadi	Original signature page on file at the district office.	
Special Education	Helen Munroe		
Title I (if applicable)	Evelia Fernandez		
Library	Gabriela Olszewska		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[]	[]	[]	[]	06/2013	Doug Johnson		
[]	[X]	[]	[]	[]	06/2012	Robyn Elbayadi	Original signature page on file at the district office.	
[]	[X]	[]	[]	[]	06/2013	Abby Robles		
[]	[]	[X]	[]	[]	06/2013	Gabriela Olszewska		
[]	[]	[]	[X]	[]	06/2012	Laura Taylor		
[]	[]	[]	[X]	[]	06/2013	Evelia Fernandez		
[]	[]	[]	[X]	[]	06/2012	Rebecca Lyndsey		
[]	[]	[]	[X]	[]	06/2012	Courtney Davis Martin		
1	3		4		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 01/11/2012.

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: Del Sur Elementary School
 PROGRAM: Title I
 RESOURCE NUMBER: 3010-040
 2011 ENTITLEMENT: 78000
 PLUS CARRYOVER: 20782
 TOTAL BUDGET: 98,782 SITE

**Budget Summary for
Del Sur Elementary School**

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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	55981					55,981
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY	4180					4,180
	60,161	0	0	0	0	60,161
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR	9000					9,000
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY	4235					4,235
2900-086: OTHER CLASSIFIED REGULAR						0
	13,235	0	0	0	0	13,235
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3222-000: PERS Pickup – CLASSIFIED						0
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED	156					156
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED	527					527
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED	182					182
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED	291					291
3802-000: PERS Recapture - CLASSIFIED						0
	1,156	0	0	0	0	1,156
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS	17965					17,965
4300-010: SUPPLIES	100					100
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	18,065	0	0	0	0	18,065
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE	6165					6,165
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
	6,165	0	0	0	0	6,165
6000 CAPITAL OUTLAY						
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:	98,782	0	0	0	0	98,782

V.D. BUDGET DEVELOPMENT FORM

SITE: Del Sur Elementary School
 PROGRAM: Title I Parent Involvement
 RESOURCE NUMBER: 3010-045
 2011 ENTITLEMENT: 987
 PLUS CARRYOVER: 896
 TOTAL SITE BUDGET: 1,883

**Budget Summary for
Del Sur Elementary School**

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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	1559					1,559
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	1,559	0	0	0	0	1,559
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	FUNCTION	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		324				324
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	FUNCTION	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:	1,883	0	0	0	0	1,883

V.D. BUDGET DEVELOPMENT FORM

SITE: Del Sur Elementary School

PROGRAM: Economic Impact Aid - English Learners

RESOURCE NUMBER: 7091

2011 ENTITLEMENT: \$7,750

PLUS CARRYOVER: \$625

TOTAL SITE BUDGET: 8,375

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

**Budget Summary for
Del Sur Elementary School**

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	4750					4,750
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	4,750	0	0	0	0	4,750
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	FUNCTION	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	3625					3,625
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	3,625	0	0	0	0	3,625
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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
6000 CAPITAL OUTLAY						
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:	8,375	0	0	0	0	8,375

V.D. BUDGET DEVELOPMENT FORM

SITE: Del Sur Elementary School
 PROGRAM: Economic Impact Aid - State Compensatory Education
 RESOURCE NUMBER: 7090
 2011 ENTITLEMENT: \$5,120
 PLUS CARRYOVER: \$367
 TOTAL SITE BUDGET: 5,487

**Budget Summary for
Del Sur Elementary School**

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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	5487					5,487
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	5,487	0	0	0	0	5,487
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	FUNCTION	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	FUNCTION	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:	5,487	0	0	0	0	5,487

VI. ADDENDUM (Optional)
