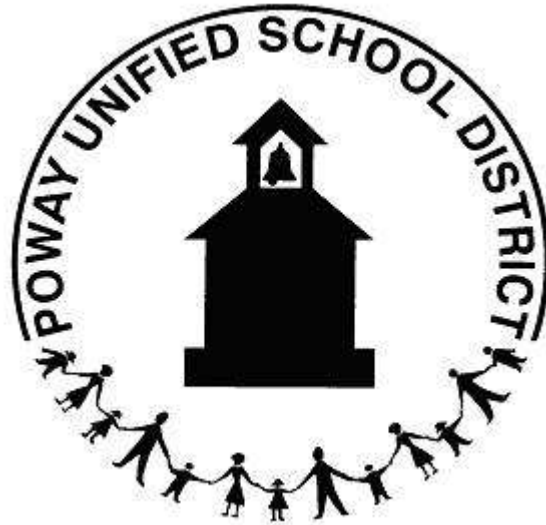


**Monterey Ridge Elementary School
Single Plan for Student Achievement
2011-12**



**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

We realize that we are part of the larger system, which we call our District. As the diversity of our school continues to grow, we are committed to continuing to instill a collective sense of ownership for all of our students. This includes developing a positive learning climate across campus where risk taking is encouraged and supported in a safe environment. To this end, we have implemented a school wide anti-bullying program this year. The program, WITT (Walk Away, Ignore, Talk it Out, or Tell and Adult) provides monthly lessons in each classroom as well as skits at each Friday Flag to ensure that the same message is being shared across the campus. To support this endeavor, we have also launched our Peace Patrol. Students in fourth and fifth grade serve as PEace Patrols during lunch to help other students navigate issues that may arise on campus.

As a staff, we continue to focus on understanding and working to enhance the diversity of cultures on campus. This includes our Fall Festival, which celebrates the diversity of cultures on campus by engaging our parents, teachers and students together in a celebration of cultures. This event which is attended each year by over 2,000 people provides an opportunity for unity and understanding beyond the walls of the classroom.

Equitable Access to Rigorous and Engaging Learning Experiences

Our second language learner population in particular continues to grow each year. Additionally, the number of languages our students speak also is growing. To support the needs of our students we realize that we need to continually fine tune the additional support we provide our students. To this end, our Learning Leader, is working directly with our ELL Aides and our IMPACT staff to provide training on strategies and to ensure that each student has the best opportunity to achieve success. Our Learning Leader along with the principal also work closely with the staff to ensure that curriculum is rigorous with real world relevance.

We also utilize technology to better enable opportunities to connect with our students and staff. This goes beyond just the use of promethean boards but thinking about ways we have not yet connected with our students and how technology can enhance that relationship. We have begun to look for business partnerships that will provide an opportunity for us to pilot new technologies.

Capacity Building

To ensure that we continue to be a successful school that meets the needs of our students we must develop the capacity at our site to carry on the initiatives we undertake. Our Leadership Team serves as thought leaders on campus and helps serve as the guide on the side as we tackle instructional directives and issues on site. We continue to build a collaborative culture where team members can rely on each other and reach out for support. The new role of the Learning Leaders designed to specifically build capacity at our site. She is working at building the writing capacity of our staff and providing immediate support to staff across grade levels.

A variety of a data is used to check in with our staff to ensure that we are actually building capacity rather than driving down the wrong road of support.

Multiple Pathways

This year we began be dreaming of how we might change in the future as a school. This meeting is the first of many that will help us focus on how we can continue to evolve into the future and meet the needs of our students. Additionally, a separate meeting was held with our parents and they were provided an opportunity to share with us their hopes, dreams and wishes for the future.

Members of our school Foundation have also been seeking outside support in the hopes of finding resources to extend our technological reach and help us shift the way our school operates. Additionally, the principal and Learning LEader have been involved in negotiations with businesses to bring new technology to our site. The principal will be taking a fact finding trip to other districts and share lessons learned

Organizational Support Systems

One of the strengths across our campus is the use of goal setting to support learning. Goals are set at the school, grade, classroom and student level. Each trimester we assess our progress to date and make course corrections as necessary. Our goals also drive our focus and the initiatives we undertake. We focus on generating knowledge about using goals on three levels: staff, parents and students. At each level, we provide training to ensure that goals are meaningful and useful. For staff, throughout the year we discuss the format and essential elements of goals setting including how to use them with students. Students are taught to take ownership over their learning and use goals to drive their efforts. Parent evenings are provided to teach our parents about how we use goal setting on campus and they can support our efforts and enhance their child's opportunities for learning.

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
Literacy and Math Assessment Guides	Formative	Diagnostic. Supports classroom, grade and school level data to track to student success.	all students in K-5	throughout the year	Used by teachers to diagnose student skills and plan instruction
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.
MAPS	Individual performance assessment, formative, computer adaptive	Diagnostic/Achievement	K-5	3 times a year	Used by teacher to diagnose student skills and plan subsequent instruction. Results provide subscores that help the teacher analyze strengths and weaknesses within the areas of reading, math and language usage. Monitor progress. Information is also used for students to set goals and for parents to track the progress of their child.
API	Composite score	To determine overall program effectiveness	2-5	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	To determine overall program effectiveness	2-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
Student Success Team	Collaborative Review	To determine needs of students and their progress	Principal/Staff	Weekly	Through the SST process, individual student needs are evaluated, discussed, and addressed. A variety of data is used to help develop a plan of action that includes the parents to ensure a child's success.
On Demand Writing	On-demand, first draft writing, individual performance	Diagnostic and/or Achievement	All students, K-5	Fall, Winter, Spring or as frequently as needed	Students write to a prompt. Teachers score using PUSD Four point rubric. The results of this assessment may be used to evaluate student writing skills, diagnose-prescribe and measure growth over 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.
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal/Staff	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	Principal	Annual	Disaggregating of student attendance is done annually and used for program evaluation
School Site Council (SSC) self study	Curriculum Review	Identify specific program strengths and weaknesses	SSC/Staff	Annual	Review selected curriculum area and identify improvement goals for the following school year
Referrals to Primary Interaction Program (PIP), counselor, and additional referrals for family support	Audit	Determine patterns of use and effectiveness of school's social emotional program	Counselor and principal	Annual	Determine the increase or decrease of number of referrals for services to the counselor over the course of a year and throughout the grade levels
Student Success Team Referrals	Audit	determine student and teacher needs	SST team of teachers	Annual	Determine the number of referrals as well as primary reason for referrals and grade levels of students
Special Education Referrals	Audit	determine student and teacher needs percentage of referred students needing testing and percentage qualifying for services	special ed staff	Annual	Determine effectiveness of intervention programs as pre-referral support and efficacy of referrals made
Referrals to IMPACT support	Audit	need for services among students not meeting proficiency	IMPACT teachers	Throughout the year	Review the need for support across grades and the capacity of current staff to meet these needs with extra support
Annual Parent survey	Questionnaire	Get feedback on school events, areas to improve upon, areas parents see as successful	Parents/SSC/Staff/Parents	Annually	This survey helps us evaluate parent participation and attitudes regarding selected school
Staff surveys / Pulse Checks	questionnaire	Feedback from staff on principal leadership effectiveness	Teachers/staff	twice a year and as needed	This survey helps us evaluate school processes and principal effectiveness. Used to set personal or school-wide goals and targets.
Leadership Team/Assessment Committee	Audit	Feedback from grade level reps and leaders	Staff	monthly	This information helps guide decisions across the school and ensures that the entire staff are part of the process
Healthy Kids survey	survey	determine trends	counselor and fifth grade students	annual	determine student trends and use data to implement changes as necessary to school focus of healthy activities and services.
School Site Council meetings and discussions	Discussions	Gather input from community	Members of School Site Council	Every 6 to 8weeks	Monitor parent attitudes, determine changes to programs, and approve SPSA
Too Good For Drugs	Lessons	Inform students of healthy choices	Teachers	Throughout school year	Engage students in positive choices

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	Monterey Ridge Elementary School	District Name	Poway Unified
Principal	Richard Newman, Ed.D.	Superintendent	John P. Collins, Ed.D
Street	17117 4S Ranch Parkway	Street	15250 Avenue of Science
City, State, Zip	San Diego, CA 92127	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-487-6887	Phone Number	858-521-2800
FAX Number	858-487-2050	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	rnewman@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code	37682960111187	SARC Contact	Eric Lehew

II.B. DATA REPORTS

Monterey Ridge Elementary School

Demographic Summary
for 2011-12 School Year

Address: 17117 4S Ranch Parkway
San Diego, CA 92127

Principal: Richard Newman, Ed.D.

Year of Construction: 2006

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
177	184	168	153	167	125	36

Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
828	959	1010

Student Demographics:

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
32%	11%	6%	2%	39%	10%

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

Limited English	Free/Reduced Lunch
21%	8%

Staff Demographics

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
3%	3%	6%	3%	83%	3%

Percent Fully Credentialed: 100%

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2011
Monterey Ridge 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	557	100	99	100	100	99	100	86	84	89	87	87	88	930	927	942	Y	
African American	21	100	100	100	100	100	100	58	92	62	50	46	52			818		
American Indian	1	100	100	100	100	100	100											
Asian	214	100	100	100	100	100	100	90	88	95	96	92	97	972	963	979		
Filipino	76	100	98	100	100	98	99	80	89	92	89	92	85			938		
Hispanic	29	100	100	100	100	100	100	69	53	76	64	65	69			848		
Pacific Islander	5	100	100	100	100	100	100											
White	211	99	98	100	99	99	100	89	85	86	86	88	85	932	922	932		
English Learner	136	100	98	100	100	98	99	75	73	88	83	80	87		889	926		
Low Socio-Economic	52	100	100	100	100	100	100	63	66	71	61	60	62			835		
Special Ed	72	100	98	99	100	99	98	59	60	69	67	59	63			796		

*** Includes only students in significant subgroups



Monterey Ridge 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	126	112	153	154	117	124	115	172	110	129	118	124	95	105	127	123
Total % Proficient and Advanced	71	83	77	86	72	77	76	83	83	94	94	94	84	87	90	93
% Advanced	25	54	44	58	36	37	57	49	61	76	69	73	53	64	59	69
% Proficient	45	29	33	28	36	40	19	34	22	18	25	21	32	23	31	24
% Basic	21	13	15	10	21	18	19	12	14	3	3	5	15	7	7	7
% Below Basic	6	3	2	1	6	3	5	3	3	2	2	1	1	7	3	1
% Far Below Basic	2	2	6	3	2	2	0	1	1	2	1	0	0	0	0	0

* include all students

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



**Monterey Ridge 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	126	112	153	154	116	124	115	172	111	129	118	124	95	105	127	123
Total % Proficient and Advanced	79	83	83	85	88	90	93	90	80	88	85	91	84	84	87	85
% Advanced	38	54	54	62	64	69	75	69	50	65	64	75	58	62	59	58
% Proficient	40	29	29	23	24	21	18	20	30	23	21	16	26	22	28	27
% Basic	12	11	8	8	5	6	4	7	14	8	8	7	12	6	9	13
% Below Basic	7	6	3	5	6	3	3	3	5	4	7	2	4	10	3	2
% Far Below Basic	2	0	5	3	1	1	0	1	1	0	0	0	0	0	2	0

* include all students

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



Monterey Ridge 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	94	105	127	123
Total % Proficient and Advanced	81	82	83	89
% Advanced	28	43	47	35
% Proficient	53	39	35	54
% Basic	17	14	13	10
% Below Basic	2	3	4	2
% Far Below Basic	0	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

Monterey Ridge Elementary

School Year: 2010-2011

Grade 0

MAP Term: Spring

Reading

Growth Targets

Monterey Ridge Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
87	63

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	151	116	155	151	151	151	151	150
Winter	162	154	164	162	162	162	160	163
Spring	171	216	174	173	171	170	169	170
Growth	20	100	19	22	20	19	18	20

Mathematics

Growth Targets

Monterey Ridge Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
95	78

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	152	151	151	149	154	152	153	
Winter	164	166	165	167	161	160	164	
Spring	175	174	173	178	174	175	177	
Growth	23	23	22	29	20	23	24	

Monterey Ridge Elementary

School Year: 2010-2011

Grade 1

MAP Term: Spring

Reading

Growth Targets

Monterey Ridge Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
75	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	174	268	175	176	171	176	175	175
Winter	183	359	181	183	180	182	183	185
Spring	188	422	188	188	182	187	189	189
Growth	14	154	13	12	11	11	14	14

Mathematics

Growth Targets

Monterey Ridge Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
72	33

District

% Meeting Typical Growth	% Meeting Optimal Growth
72	32

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	225	204	207	201	197	204	

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	177	178	175	179	176	176	177	
Winter	186	187	186	187	184	184	188	
Spring	192	192	191	193	190	192	193	
Growth	15	14	16	14	14	16	16	

Monterey Ridge Elementary

School Year: 2010-2011

Grade 2

MAP Term: Spring

Reading

Growth Targets

Monterey Ridge Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
62	35

District

% Meeting Typical Growth	% Meeting Optimal Growth
65	36

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	205	694	209	207	197	201	216	197
Spring	184	318	197	181	188	180	178	185
Growth	-21	-376	-12	-26	-9	-21	-38	-12

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

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	188	445	188	187	187	189		
Winter	195	541	194	194	195	197		
Spring	201	651	201	201	202	202		
Growth	13	206	13	14	15	13		

Language Usage

Growth Targets

Monterey Ridge Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
70	36

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	189	187	189	188	190			
Winter	198	198	197	198	198			
Spring	203	202	201	205	204			
Growth	14	15	12	17	14			

Mathematics

Growth Targets

Monterey Ridge Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
70	35

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	187	185	188	186	190	188	188	
Winter	196	194	197	196	199	196	196	
Spring	203	200	205	203	206	204	202	
Growth	16	15	17	17	16	16	14	

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	218	209	227	216	232	215	232	

Monterey Ridge Elementary

School Year: 2010-2011

Grade 3

MAP Term: Spring

Reading

Growth Targets

Monterey Ridge Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
63	37

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	199	615	198	198	199	200		
Winter	205	708	204	203	206	206		
Spring	209	785	208	208	209	210		
Growth	10	170	10	10	10	10		

Language Usage

Growth Targets

Monterey Ridge Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
74	42

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	201	200	201	203	202			
Winter	208	206	208	210	208			
Spring	211	210	210	212	211			
Growth	10	10	9	9	9			

Mathematics

Growth Targets

Monterey Ridge Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
71	46

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	202	199	202	201	204	203	201	
Winter	209	206	209	207	214	209	209	
Spring	215	213	217	214	218	213	214	
Growth	13	14	15	13	14	10	13	

Monterey Ridge Elementary

School Year: 2010-2011

Grade 4

MAP Term: Spring

Reading

Growth Targets

Monterey Ridge Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
74	65

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	213	833	212	212	213	214		
Winter	216	902	215	214	217	219		
Spring	221	985	219	221	219	224		
Growth	8	152	7	9	6	10		

Language Usage

Growth Targets

Monterey Ridge Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
72	59

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	214	215	214	214	214			
Winter	218	218	218	219	218			
Spring	222	220	222	222	222			
Growth	8	5	8	8	8			

Mathematics

Growth Targets

Monterey Ridge Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
75	54

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	218	218	221	217	217	
Winter	224	222	227	223	225	223	224	
Spring	230	231	232	230	231	231	227	
Growth	12	16	14	12	10	14	10	

Monterey Ridge Elementary

School Year: 2010-2011

Grade 5

MAP Term: Spring

Reading

Growth Targets

Monterey Ridge Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
70	58

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	217	933	217	216	216	221		
Winter	221	984	220	221	219	223		
Spring	223	1,042	222	223	222	227		
Growth	6	109	5	7	6	6		

Language Usage

Growth Targets

Monterey Ridge Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
64	46

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	219	217	218	221	218			
Winter	220	220	221	221	220			
Spring	222	221	222	223	221			
Growth	3	4	4	2	3			

Mathematics

Growth Targets

Monterey Ridge Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
80	60

District

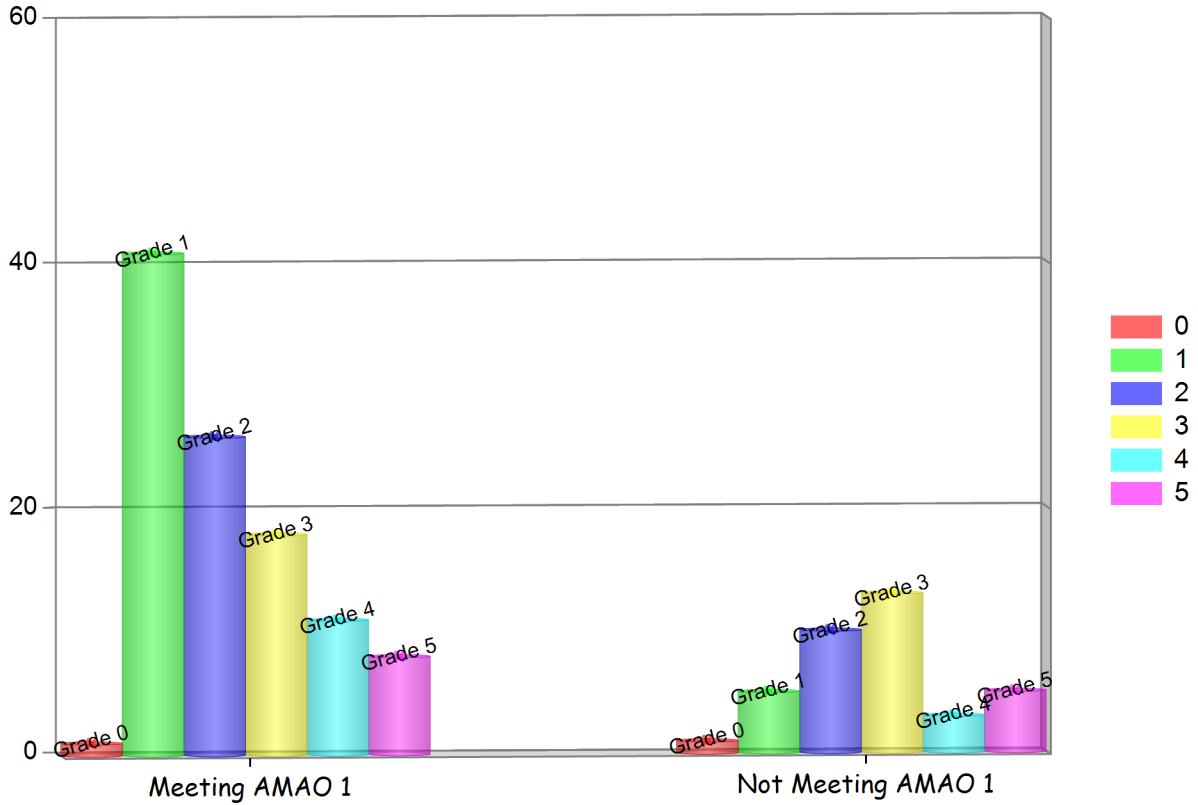
% Meeting Typical Growth	% Meeting Optimal Growth
73	50

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	224	222	227	224	223	224	222	
Winter	231	230	231	232	229	233	228	
Spring	236	237	236	238	235	236	233	
Growth	12	15	9	14	12	12	11	

**Monterey Ridge 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	1	1
1	41	5
2	26	10
3	18	13
4	11	3
5	8	5

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	46.7	52.5	39.1	49.4	54.3	44.7	29.1	32.3	26.1
2010	5	46.8	53.4	41.2	52.0	57.5	47.1	29.0	32.2	25.9
2011	5	39.7	52.1	31.5	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 the end of 2010-11, we will continue to maintain our high levels of student success and sustain our consistent pattern of achievement with 89% of students being proficient and advanced in Math and 85% being proficient and advanced in ELA on the CST.</p>	<p>[X]</p>	<p>[]</p>	<p>We met our SMART goal as a school and, in fact, surpassed the goal we set on many levels. In ELA we maintained our high levels of achievement and once again achieved 89% of our students being proficient and or advanced while in Math we surpassed our goal by 4% and achieved 89% of our student being proficient or advanced.</p> <p>Additionally we increased the percentage of students who were actually advanced in ELA and Math. In fact, in every grade in both ELA and Math the percentage of students advanced exceed the percentage of students who were proficient by almost a two to one margin or more in almost every case. The breakdown by grade is as follows:</p> <ul style="list-style-type: none"> * In ELA, 56% of our 2nd graders were advanced and 28% were proficient for a total of 86% proficient or advanced; * In ELA, 49% of our 3rd graders were advanced and 35% were proficient for a total of 84% proficient or advanced; * In ELA, 73% of our 2nd graders were advanced and 21% were proficient for a total of 94% proficient or advanced; * In ELA, 69% of our 2nd graders were advanced and 24% were proficient for a total of 94% proficient or advanced; * In Math 63% of our 2nd graders were advanced and 23% 	<p>We, as a school, focused intensively on meeting our school SMART goal. Our Leadership Team provided guidance and direction throughout the year, including the focus for our Professional Learning Community meetings. Additionally, amid year internal report was developed and shared with the staff. The report card gauged our progress to date on our goals and helped us identify our areas of success and gaps we needed to fill in. Consequently, we had very detailed data and were able to plot our path forward.</p> <p>Importantly, we aligned all of our efforts to maximize our efforts and initiatives. Our IMPACT program, which provides addition support to students who are struggling and well as those who are excelling, was very intentional. Detailed entrance and exit criteria were developed as well as aligning the criteria across Kindergarten to second grade. Our ELL program also shifted to more of push in model in the classroom rather than a pull out program so that there would be more of a connection to the actual work of the classroom.</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
				<p>were proficient for a total of 86% proficient or advanced; * In ELA, 69% of our 3rd graders were advanced and 21% were proficient for a total of 90% proficient or advanced; * In ELA, 75% of our 4th graders were advanced and 16% were proficient for a total of 91% proficient or advanced; * In ELA, 58% of our 5th graders were advanced and 27% were proficient for a total of 85% proficient or advanced;</p>	
English Learners (required)	Increase the level of proficiency to 73% or higher in ELA and 80% or higher in Math.	[X]	[]	We far exceed our school goal set for our ELL population. In fact, our ELL population grew by 15% in ELA and 7% in Math. At present 88% of our ELL students are proficient or advanced in ELA and 87% are are proficient or advanced in Math. Additionally, our ELL population grew by 39 API points to 926 far exceeding our gains as a whole school.	Our ELL population has grown each and every year at Monterey Ridge. Consequently, we have been much more intentional in meeting the needs of our ELL students as well as engaging our parent community more intensively. The progress of our ELL students are tracked continuously and the expectation is often that these students need to move at a faster pace than others to make up whatever gap may exist. Our ELL support was revamped last year to work more thoughtfully around the actual schedules of the classroom and to provide additional support to the areas needed.
Students with Disabilities (required)	Increase the level of proficiency to 60% or higher in ELA and Math.	[X]	[]	We exceed our growth targets for our special education population in both ELA and Math. In ELA the percentage of student proficient and advanced grew by 9% and in Math grew by 4%. Our SPED population grew by 36 API points far exceeding the growth of our entire school.	Our SPED population is integrated into the general education population throughout campus and does not exist as a separate program. Because our SPED staff and general education staff work closely together our students have strived. Our SPED team has a seat on our Leadership Team so that the specific needs of the SPED team are heard in addition to grade level needs.

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
GATE (required)	Maintain 100% proficiency	[X]	[]	We once again attained 100% proficiency in our GATE students on the CST.	To support of the work our GATE students, we have developed a unique program at MRES called the Wheel of Experts to engage our GATE students in reaching a greater level of depth and complexity in their work and learning. The Wheel of Experts provides three separate five week programs that offer our GATE students an opportunity to develop new skills, stretch their horizons and engage in a new style of learning. The focus of the programs changes each year to ensure that we keep it fresh and exciting. Last year, students participated in Game Challenge, which had each group of students working together to develop a game from start to finish, including presenting their work publicly. They also participated in science workshops and an online math league competing against other students across the nation. GATE students also had were required to participate in the Science Fair and create their own science project. All GATE students are clustered in classrooms and while we expect greater depth and complexity to our students' work their assignments in class will not have a big red GATE stamped on it. With the utilization of a variety of approaches, all children are provided with differentiated instruction based on their grasp of basic skills and their need for challenge.
Educationally Disadvantaged or Title I Students (required)	Increase the level of proficiency by 3% or higher in ELA and Math.	[X]	[]	The percentage of our low socio-economic students who were proficient and advanced grew by 5% in ELA and 2% in Math. Additionally, our low socio-economic students grew by 13	Additional focus and attention is placed on ensuring that our students have every opportunity to achieve success and reach their potential. Additional time for access to technology is provided

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
				API points virtually matching the growth of entire school.	as well as specialized tutoring programs that occur before and after school. Students who need extra support are identified on our Kid Watch lists and their success and areas of need are closely monitored.

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 the end of 2011-12, we will continue to maintain our high levels of student success and sustain our consistent pattern of achievement with 89% of students being proficient and advanced in Math and 89% being proficient and advanced in ELA on the CST. As part of this goal, we will be focusing on developing and aligning a comprehensive writing program across the grade levels.	<ul style="list-style-type: none"> • School wide articulation on writing and development of agreed upon criteria and curriculum across school • Learning Leader focus on supporting writing in grade levels • Use of data to track students • Focus on Kid Watch list, specifically those students who have been on the list for period of time • Fully implement IMPACT strategy, with newly defined curriculum and benchmarks for success, including entrance and exit criteria • Focus on high achievers to ensure that they remain above grade level, including use of GATE Wheel of Experts program • Use of RIT groups across the grade levels • Full implementation of Rtl model • Development of goals at school, grade, classroom and student level, including trimester updates on progress to date • Time for teams to collaborate and focus on improving instruction • Leadership Team focusing PLC efforts and serving as thought leaders for school • Assessment Team tracking data across school and continuing to improve entrance and exit criteria across school for IMPACT • Focused training for IMPACT teachers • Shift in support to more push-in versus pull out for ELL and IMPACT 	<ul style="list-style-type: none"> • IMPACT data collection - including weekly summaries of work to date shared with grade levels • ELL intervention with data collection • MAP scores • Tracking of progress to goals • Collection of writing assessments / scores • Midyear report card on progress towards school goals • Grade level assessments 	<ul style="list-style-type: none"> • Learning Leader support • Intervention support curriculum including, Read Naturally Blast Off, as well as Read Well • Data collection and usage of Student Report Center, NWEA • Best practices from writing central • Best practices targeting math - teacher resources
<u>In addition to your schoolwide goals; include goals for critical groups</u>				

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
Educationally Disadvantaged Youth or Title I	Increase the level of proficiency by 2% or higher in ELA and Math.	Compass Learning intervention, with a minimum of an hour a week	CL reports are monitored weekly to ensure that students are meeting 1 hour requirement.	Compass Learning
		Use data from class profiles to track progress of students and to ensure adequate intervention and enrichment occurs	ELA and Math data and assessments, including MAP, reading assessments, progress reports, math tests.	Aligned assessments from each grade level; Assessment team to review as well as grade level teams to ensure different perspectives as well as targeted support.
		Coordinate efforts at grade levels and across grade levels	Collaboration time to focus on assessments and targeted populations	Utilize PLC times and planning time to support needs of teams
		Communication with parents on progress to date of their child	Parent evenings, including MAP for Parent, Compass Learning for Parents, Coffee with the Principal, A look Inside MRES Parent evening.	
		Goal setting with students, to focus on specific needs based on MAP scores and other data, such as reading level.	Student data to develop goal setting as well as models to use	
		Response to Intervention (RTI) determined by data collected on class profiles and Assessment Committee and grade level input	Assessment data, Rtl model, curriculum and reports from IMPACT	
English Learners	Increase the level of proficiency to 89% or higher in ELA and 88% or higher in Math.	Use data to track progress, which includes grade level analysis and triangulation through Assessment committee. ELL students will also be targeted for support in IMPACT and through ELL intervention using Avenues curriculum.	CELDT data and level of growth students have made across years	Avenues, intervention support material
		coordinate efforts at grade levels and across grade levels		
		ELL aid support to occur in small groups based on language proficiency level of students.		Learning Leader support to train ELL aides and collect data
		Avenues lessons provided 30 minutes every day	CELDT levels	
		communication with parents, including providing translators as necessary	ELL parent meetings	
		Compass Learning intervention, with a minimum of an hour of week	Weekly time used by students plus percentage correct on each assignment	

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		Goal setting with students based on MAP scores and other data, such as reading level.	MAP data	
		Response to Intervention (RTI) determined by data collected on class profiles and Assessment Committee and grade level input	Grade level teams and Assessment Teams to make decisions	
		Response to Intervention (RTI) determined by data collected on class profiles and Assessment Committee and grade level input		
GATE	Maintain 100% proficiency	Implement "Wheel of Experts" which provides three separate five week sessions of enrichment for GATE students both within and outside the regular school day.	MAP scores	Data reports
		Implement guidelines established in the Assessment Committee to respond to our highest level learners. This will include clarifying for staff the process for addressing grade acceleration requests and for differentiation curriculum.	Assessment of work in Wheel of Experts	
Students with Disabilities	Increase the level of proficiency to 70% or higher in ELA and 64% in Math.	Strong collaboration between general ed and SPED will occur on planning lessons and assessing progress of students	IEP goals	Collaboration with general education teachers
		Use data to track progress, specifically class profiles, which provide format for reviewing all agreed upon assessments for students.	MAP and formative assessments	progress on goals
		Coordinate efforts at grade levels and across grade levels to ensure accessibility to curriculum and all extracurricular activities	Daily work and engagement in school community	
		Communication with parents regarding student progress an		
		Compass Learning intervention, with a minimum of an hour of		
		Goal setting with students to focus on alignment with their IEP goals		
		Goal setting with students to focus on alignment with their IEP goals		

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
Use of data driven decision making	Parent Evenings, including MAPs for Parents; Compass Learning for Parents; A Look Inside MRES Meeting; Coffee with the Principal; ELL parent meetings; Parent-Teacher Conferences	Development of goal setting that makes sense to our students and sharing of progress to date
SMART goals developed at school, grade, classroom and student level. Goals are also reassessed and evaluated	Parent volunteers in classroom	Student Council, in which members are voted on by student body and members help lead activities across school
Professional Learning Community meetings focused on instruction	Parent engagement and involvement in SSC, PTA and Foundation	Student lead activities at Friday Flag
Collaboration at and across grade levels - horizontal and vertical collaboration	Collaboration with parents to seek out and write grants	Peace Patrol, which is led by fourth and fifth grade students to support activities and help deal with conflict on playground
Trimester team planning days to review student data, assessment and instruction while also planning for instruction as a team	Parent engagement in events such as Science Fair, Fall Multicultural Festival, Math Marathon, Fun Run, Talent Show	Student Valet, which is another leadership opportunity on campus
Midyear report card to assess goals to date	ELL parent meetings to ensure that parents who are second language learners feel connected to the school	Monarch Movers, which provides leadership opportunity for students to be lead and support activities on campus
Focus on few key goal areas - math and ELA - rather than so many goals that we lose focus	Development of community oriented projects that parents find of value	Literacy Leaders, which provides students a chance to read with preschoolers and kindergartners
Concentrated attention on identifying students in core subgroups by name and face rather than a statistic	Dad's club events and evenings	Recognition opportunities for students including Dr. Newman's Celebrity Club, Butterfly Catches, and Breakfast of Champions Character Pillar Award
Learning Leader on campus serving as a coach, support and catalyst for change		
Classroom observations and feedback by principal		
TLCs that support focus on goals set		
Brainstorming to change the way we do school so that we keep thinking of the future and what is needed to be successful		
Journal writing on areas of success, including action research on campus		
Leadership Team serving as thought leaders on campus and drivers of work		
Assessment Committee serving as a lever to evaluate progress to date and IMPACT support		

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

Collaboration between preschool and kindergarten takes place in June of each year. Those students who are in the preschool program on our campus are assessed and the preschool works closely with the kindergarten staff to ensure the best possible class placement for the following year.

Each May during kindergarten enrollment each child is provided an opportunity to be assessed by a kindergarten teacher to better gauge their incoming skills and to utilize the data to develop appropriate class placements for all students. The information gleaned at these assessments also help parents understand the expectations for kindergarten and what they may do over the summer to support their child.

We have a PEPP program on campus that will also serve as our transitional kindergarten program that is required by the state to be available for students whose birthdays are as of November 1. We will work closely with our district office to ensure compliance not eh new transitional kindergarten requirements.

The data we have gleaned over the years for our fifth graders is shared with Oak Valley to ensure as smooth a transition to middle school as possible. Oak Valley staff and students visit our campus in the spring to talk about the transition and answer questions for parents and students.

Students in our Resource program are given a tour of the campus and have an opportunity to meet staff and students.

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

In order to ensure a safe and orderly environment, all students attend an assembly to review the school rules and behavior expectations. A video created by our fifth graders is also shown and provides skits to review the rules and expectations at school. Staff is also trained as to the school rules and safety procedures. As issues arise, they are addressed as an entire school during the Friday Flag Assembly. Students are provided many opportunities to receive recognition for their outstanding behavior (teacher rewards, Dr. Newman's Celebrity Club, Character Counts Student of the Month, and Butterfly Catches). Noon duty supervisors meet periodically with the principal for updates, and to review safety and behavior concerns. A new anti-bullying program, WITT (Walk Away, Ignore It, Tell an Adult, Talk it Out) has been introduced school wide and lessons are provided monthly in each classroom. In addition, a peace patrol has been created and consists of 4th and 5th graders on campus providing support during lunch time. Each Friday Flag an aspect of WITT is discussed with the entire school for reinforcement.

Intervention programs for students experiencing difficulties in school include our PIP program and Circle of Friends. PIP is a weekly opportunity to help children kindergarten through third grade to help build resiliency and self-esteem. Circle of Friends provides a weekly opportunity for students to work in a small group developing social skills. Positive incentives including the earning of Butterfly Catches to be entered in a drawing at Friday Flag. Red conduct cards are the means of communicating infractions of the rules with classroom teachers and parents. The administrator deals with serious referrals, including behavior injurious to others.

Several program are offered during lunch to support positive interaction between students, including Playground Partners. This program is designed to provide structured opportunities for our students to be successful with their peers.

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
WITT (Walk Away, Ignore, Talk It Out, and Tell an Adult) Anti-Bullying Program	Prek-5	Monthly lessons
Primary Interaction Program	K-3rd	150 minutes
PIP Playground Support	K-3rd	120 minutes
Character Counts	K-12th	
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	0
Title I Parent Involvement	0
ELAP: English Language Acquisition Program (Grades 4-8 only)	647
EIA-EL: Economic Impact Aid - English Learners	42,622
EIA-SCE: Economic Impact Aid - State Compensatory Education	20,220

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	Jill Blackwood	Original signature page on file at the district office.	
Special Education	Leslie Von Derhaar		
Title I (if applicable)			
Library	Pat Sellers		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[]	[]	[X]	[]	[]	Jan 2013	Melissa Babin		
[X]	[]	[]	[]	[]		Rich Newman	Original signature page on file at the district office.	
[]	[X]	[]	[]	[]	Jan 2013	Suzanne Haff		
[]	[X]	[]	[]	[]	Jan 2013	Sharon Rosenthal		
[]	[X]	[]	[]	[]	Jan 2013	Shaylene Watkins		
[]	[]	[]	[X]	[]	Jan 2012	Allison McGee		
[]	[]	[]	[X]	[]	Jan 2012	Gang (Gary) Zhang		
[]	[]	[]	[X]	[]	Jan 2013	Dominic Munafo		
[]	[]	[]	[X]	[]	Jan 2013	Tara Pritchett		
[]	[]	[]	[X]	[]	Jan 2013	Eleanor Lozano		
1	3	1	5	0	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 11/28/11.

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: Monterey Ridge Elementary School
 PROGRAM: English Language Acquisition Program (Grades 4-8 only)
 RESOURCE NUMBER: 6286
 2011 ENTITLEMENT: _____
 PLUS CARRYOVER: \$647
 TOTAL SITE BUDGET: 647

**Budget Summary for
 Monterey Ridge 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						0
1900-010: OTHER CERTIFICATED REGULAR	647					647
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	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						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						
6400-030: COMP HARDWARE UNDER \$500						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	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:	647	0	0	0	0	647

V.D. BUDGET DEVELOPMENT FORM

SITE: Monterey Ridge Elementary School
 PROGRAM: Economic Impact Aid - English Learners
 RESOURCE NUMBER: 7091

**Budget Summary for
 Monterey Ridge Elementary School**

2011 ENTITLEMENT:	<u>\$32,085</u>	\$PER STUDENT: _____
PLUS CARRYOVER:	<u>\$10,537</u>	# OF STUDENTS: _____
TOTAL SITE BUDGET:	<u>42,622</u>	TOTAL ENTITLEMENT: <u>0</u>
		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	6000					6,000
1100-014: TEACHER HOURLY	36122					36,122
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY	0					0
	42,122	0	0	0	0	42,122
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		500				500
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:	42,622	0	0	0	0	42,622

V.D. BUDGET DEVELOPMENT FORM

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

**Budget Summary for
 Monterey Ridge Elementary School**

2011 ENTITLEMENT:	<u>\$11,460</u>	\$PER STUDENT: _____
PLUS CARRYOVER:	<u>\$8,760</u>	# OF STUDENTS: _____
TOTAL SITE BUDGET:	<u>20,220</u>	TOTAL ENTITLEMENT: <u>0</u>
		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	20220					20,220
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	20,220	0	0	0	0	20,220
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:	20,220	0	0	0	0	20,220

VI. ADDENDUM (Optional)
