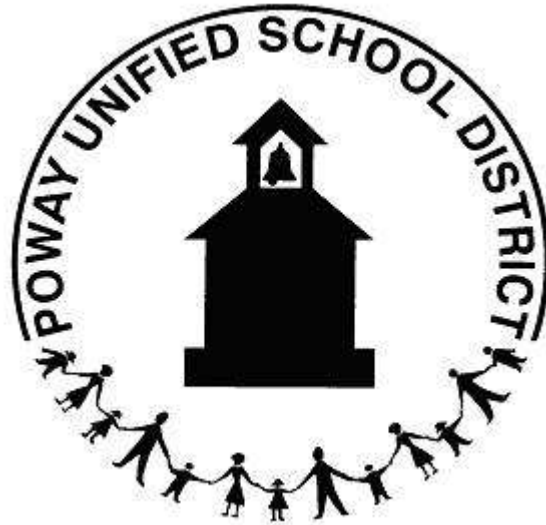


**Pomerado Elementary School  
Single Plan for Student Achievement  
2011-12**



**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**

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Implement collaborative practices at our site to ensure all students achieve the District's academic targets.  
Instill a collective ownership of all students to ensure high quality, positive, caring learning environments.  
Preparing all students to successfully undertake a college-ready curriculum for post-secondary success.

### **Equitable Access to Rigorous and Engaging Learning Experiences**

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Create a culture of student-driven decision making through personal review of data and individualized goal setting.  
Maintain a safe and orderly facility and learning environment.  
Build teacher skills to meet the needs of all learners, with emphasis on English Language Learners.  
Closing the achievement gap for all subgroups.

### **Capacity Building**

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Continue to use meetings, both formal and informal, to share, collaborate, and expand resources for quality teaching.  
Expand relationships within our school site and others in support of a comprehensive effort to improve instructional quality.  
Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students.

### **Multiple Pathways**

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Investigate, access, and use innovative technologies to deliver flexible instruction to meet the changing needs of our learners.  
Personalizing learning to provide multiple pathways for student success.

### **Organizational Support Systems**

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Increase expertise in the use of student and staff data to make academic decisions for students and communicate with parents.

## **II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING**

### **II.A. SITE ASSESSMENT PLAN**

#### **DISTRICTWIDE (REQUIRED) ASSESSMENTS/REPORTS**

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

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	All Students Grades K-5	Fall, Winter and Spring	Measure and report student growth. Results provide sub scores that help the teacher analyze strengths and weaknesses within the areas of reading, math and language usage
Running Records	Individual performance assessment	Diagnostic	Students Grades K-2	As needed.	A tool for scoring, coding and analyzing a child's precise reading behaviors.
Individual Reading Inventory (IRI)	Individual performance assessment	Diagnostic	Students reading at grade level 3 or higher	As needed.	Used by teachers to diagnose student skills, plan subsequent instruction and placement. Monitor progress.
Quality 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 rubric. The results of this assessment may be used to evaluate student writing skills, diagnose-prescribe and measure growth over time.
Alphabet Knowledge	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	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring or as frequently as needed	To assess sound symbol relationships and the composition of written words
Phonetic Spelling Inventory	On-demand performance tasks	Diagnostic	All students Grades 1-5	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
Accelerated Reader	Individual performance assessment	Diagnostic and/or Achievement	Students grades 2-5	As needed	Assess reading and comprehension skills
Houghton Mifflin Reading	Individual performance assessment	Diagnostic and/or Achievement	Most students grades 1-5	At end of themes throughout the year	To assess ELA skills/standards attainment
Houghton Mifflin Mathematics	Individual performance	Diagnostic and/or Achievement	Most students K-5	At end of chapters	To assess mathematics skills/standards attainment
Read Well	Individual performance	Diagnostic and/or achievement	Intervention students K-3	End of each lesson/unit	To assess phonemic skills, mastery of lesson topic(s), pre-reading & reading level(s).

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, counselor	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	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
Annual Spring Parent Survey	Questionnaire	Feedback from parents on quality of school programs/perceptions/needs	Parents	Annually	Provides feedback on school programs and practices. Helps staff understand parent perceptions of school programs and effectiveness. Used to target school improvement goals.

**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	
<b>School Name</b>	Pomerado Elementary School	<b>District Name</b>	Poway Unified
<b>Principal</b>	Lisa Danzer	<b>Superintendent</b>	John P. Collins, Ed.D
<b>Street</b>	12321 Ninth St.	<b>Street</b>	15250 Avenue of Science
<b>City, State, Zip</b>	Poway, CA 92064-3502	<b>City, State, Zip</b>	San Diego, CA 92128-3406
<b>Phone Number</b>	858-748-1320	<b>Phone Number</b>	858-521-2800
<b>FAX Number</b>	858-748-8695	<b>FAX Number</b>	858-485-1322
<b>Web Site</b>	www.powayusd.com	<b>Web Site</b>	www.powayusd.com
<b>E-mail Address</b>	ldanzer@powayusd.com	<b>E-mail Address</b>	elehew@powayusd.com
<b>CDS Code</b>	37682966039002	<b>SARC Contact</b>	Eric Lehew

## II.B. DATA REPORTS

Pomerado Elementary School

Demographic Summary  
for 2011-12 School Year

**Address:** 12321 Ninth St.  
Poway, CA 92064-3502

**Principal:** Lisa Danzer

**Year of Construction:** 1960

### Current Enrollment:

Numbers reflect enrollment totals as of October 18, 2011.

Kg	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Special Day Class
97	91	70	74	69	88	8

### Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
494	500	497

### Student Demographics:

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
6%	6%	32%	2%	49%	5%

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

Limited English	Free/Reduced Lunch
29%	41%

### Staff Demographics

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
11%	0%	6%	6%	78%	0%

**Percent Fully Credentialed: 100%**

**District Accountability Report  
Adequate Yearly Progress (AYP)  
Spring 2011  
Pomerado 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
<b>Schoolwide</b>	<b>300</b>	<b>100</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>74</b>	<b>69</b>	<b>74</b>	<b>79</b>	<b>69</b>	<b>78</b>	<b>877</b>	<b>857</b>	<b>881</b>	<b>Y</b>	
African American	10	100	100	91	100	100	91											
American Indian		100	100		100	100												
Asian	28	100	100	100	100	100	100	86	94	93	94	100	100			982		
Filipino	23	100	100	100	100	100	100	75	61	65	69	67	74			846		
Hispanic	101	100	100	100	100	100	100	61	53	60	61	48	56	811	772	810		
Pacific Islander	2	100	100	100	100	100	100											
White	136	100	99	99	99	99	99	78	76	82	87	79	93	902	895	931		
English Learner	97	100	100	100	100	100	100	62	58	68	67	55	63	829	802	832		
Low Socio-Economic	112	100	99	99	99	99	99	62	57	63	64	53	62	815	789	816		
Special Ed	44	100	100	100	100	100	100	49	50	52	54	54	61		770	778		

\*\*\* Includes only students in significant subgroups



**Pomerado 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	74	86	70	79	76	79	96	65	75	79	79	85	94	86	85	82
<b>Total % Proficient and Advanced</b>	<b>76</b>	<b>71</b>	<b>70</b>	<b>73</b>	<b>59</b>	<b>65</b>	<b>52</b>	<b>58</b>	<b>80</b>	<b>78</b>	<b>81</b>	<b>81</b>	<b>67</b>	<b>80</b>	<b>68</b>	<b>74</b>
% Advanced	35	29	41	35	22	25	23	26	51	49	48	52	31	35	29	43
% Proficient	41	42	29	38	37	39	29	32	29	29	33	29	36	45	39	32
% Basic	22	21	16	16	32	23	38	29	15	13	15	14	27	17	18	24
% Below Basic	1	3	9	5	8	10	7	8	4	4	3	4	4	0	8	1
% Far Below Basic	1	5	6	5	1	3	3	5	1	5	1	1	2	2	6	0

\* include all students

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



**Pomerado 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	74	86	70	79	77	79	96	65	77	79	79	85	95	86	85	82
<b>Total % Proficient and Advanced</b>	<b>84</b>	<b>78</b>	<b>74</b>	<b>77</b>	<b>65</b>	<b>75</b>	<b>65</b>	<b>82</b>	<b>77</b>	<b>81</b>	<b>68</b>	<b>82</b>	<b>52</b>	<b>76</b>	<b>64</b>	<b>67</b>
% Advanced	47	41	53	37	31	46	36	52	39	44	47	56	27	42	29	33
% Proficient	36	37	21	41	34	29	28	29	38	37	22	26	24	34	34	34
% Basic	9	15	14	14	23	19	28	11	17	10	19	13	25	14	14	13
% Below Basic	7	6	4	8	9	4	6	6	6	5	13	4	21	7	14	13
% Far Below Basic	0	1	7	1	3	3	1	2	0	4	0	1	2	3	8	6

\* include all students

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



Pomerado 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

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To open District table click on + sign	Grade 5			
	2008	2009	2010	2011
Number Tested	94	86	84	81
<b>Total % Proficient and Advanced</b>	<b>61</b>	<b>65</b>	<b>67</b>	<b>72</b>
% Advanced	24	27	30	28
% Proficient	36	38	37	43
% Basic	26	23	17	19
% Below Basic	10	7	7	7
% Far Below Basic	4	5	10	2

\* include all students

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

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

**Reading**

**Growth Targets**

**Pomerado Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
56	28

**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	145	21	146	144	144	144	148	146
Winter	149	135	151	147	149	150	150	150
Spring	158	121	162	162	160	154	154	156
<b>Growth</b>	<b>13</b>	<b>100</b>	<b>16</b>	<b>18</b>	<b>16</b>	<b>10</b>	<b>6</b>	<b>10</b>

**Mathematics**

**Growth Targets**

**Pomerado Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
73	43

**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	144	144	146	139	147	146	146	
Winter	150	154	150	147	150	150	152	
Spring	162	163	161	164	161	161	165	
<b>Growth</b>	<b>18</b>	<b>19</b>	<b>15</b>	<b>25</b>	<b>14</b>	<b>15</b>	<b>19</b>	

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

**Reading**

**Growth Targets**

**Pomerado Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
89	54

**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	163	197	168	166	161	161	161	163
Winter	170	228	172	173	170	170	169	170
Spring	183	339	185	185	183	182	180	183
<b>Growth</b>	<b>20</b>	<b>142</b>	<b>17</b>	<b>19</b>	<b>22</b>	<b>21</b>	<b>19</b>	<b>20</b>

**Mathematics**

**Growth Targets**

**Pomerado Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
65	26

**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	166	166	163	168	166	164	167	
Winter	173	176	171	178	168	172	174	
Spring	182	182	183	186	181	181	182	
<b>Growth</b>	<b>16</b>	<b>16</b>	<b>20</b>	<b>18</b>	<b>15</b>	<b>17</b>	<b>15</b>	

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

**Reading**

**Growth Targets**

**Pomerado Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
61	27

**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	180	373	181	179	180	181		
Winter	190	484	189	189	190	192		
Spring	195	533	194	194	195	196		
<b>Growth</b>	<b>15</b>	<b>160</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>15</b>		

**Language Usage**

**Growth Targets**

**Pomerado Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
69	32

**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	184	183	183	184	184			
Winter	191	191	191	191	191			
Spring	198	197	197	198	199			
<b>Growth</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>15</b>			

**Mathematics**

**Growth Targets**

**Pomerado Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
62	28

**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	182	179	182	181	182	184	184	
Winter	188	187	188	188	189	190	187	
Spring	197	195	198	199	199	197	195	
<b>Growth</b>	<b>15</b>	<b>16</b>	<b>16</b>	<b>18</b>	<b>17</b>	<b>13</b>	<b>11</b>	

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

**Reading**

**Growth Targets**

**Pomerado Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
47	27

**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	193	508	193	193	192	192		
Winter	198	576	198	196	200	197		
Spring	201	636	201	199	202	201		
<b>Growth</b>	<b>8</b>	<b>128</b>	<b>8</b>	<b>6</b>	<b>10</b>	<b>9</b>		

**Language Usage**

**Growth Targets**

**Pomerado Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
69	27

**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	195	193	194	197	195			
Winter	200	201	198	201	200			
Spring	205	204	204	206	207			
<b>Growth</b>	<b>10</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>12</b>			

**Mathematics**

**Growth Targets**

**Pomerado Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
58	34

**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	193	191	195	192	195	191	192	
Winter	199	197	199	198	203	199	199	
Spring	205	203	205	206	207	204	204	
<b>Growth</b>	<b>12</b>	<b>12</b>	<b>10</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>12</b>	

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

**Reading**

**Growth Targets**

**Pomerado Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
63	40

**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	203	682	202	203	202	206		
Winter	208	751	208	208	207	209		
Spring	211	803	210	210	211	212		
<b>Growth</b>	<b>8</b>	<b>121</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>6</b>		

**Language Usage**

**Growth Targets**

**Pomerado Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
61	42

**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	205	206	205	205	205			
Winter	209	209	209	210	209			
Spring	212	213	211	213	213			
<b>Growth</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>8</b>			

**Mathematics**

**Growth Targets**

**Pomerado Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
62	29

**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	205	203	207	206	207	204	204	
Winter	209	207	210	207	212	207	209	
Spring	215	215	218	214	220	214	212	
<b>Growth</b>	<b>10</b>	<b>12</b>	<b>11</b>	<b>8</b>	<b>13</b>	<b>10</b>	<b>8</b>	

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

**Reading**

**Growth Targets**

**Pomerado Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
56	41

**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	211	794	210	211	210	211		
Winter	213	839	213	210	214	213		
Spring	215	866	214	214	215	215		
<b>Growth</b>	<b>4</b>	<b>72</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>4</b>		

**Language Usage**

**Growth Targets**

**Pomerado Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
59	32

**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	212	212	211	211	212			
Winter	213	212	212	214	214			
Spring	216	215	216	217	216			
<b>Growth</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>4</b>			

**Mathematics**

**Growth Targets**

**Pomerado Elementary**

% Meeting Typical Growth	% Meeting Optimal Growth
73	52

**District**

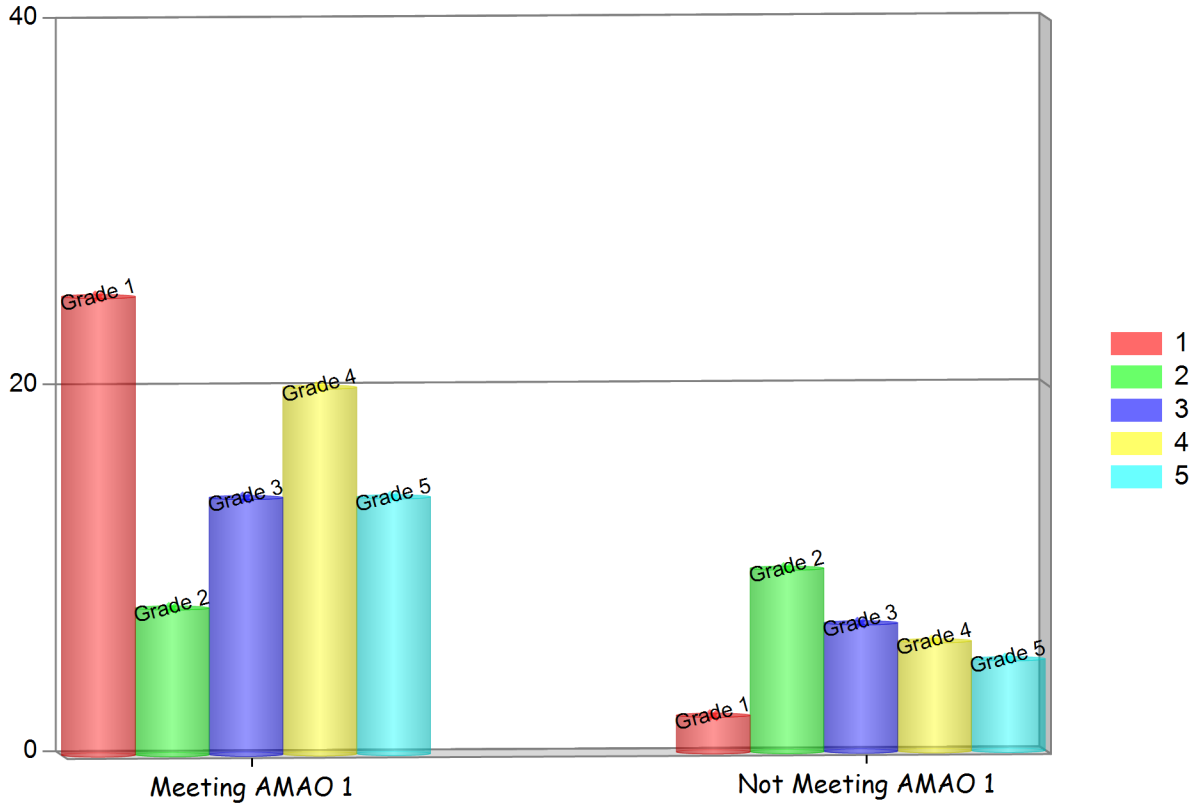
% Meeting Typical Growth	% Meeting Optimal Growth
73	50

**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	213	211	217	213	214	211	212	
Winter	217	216	219	215	218	218	216	
Spring	224	225	225	225	227	221	222	
<b>Growth</b>	<b>11</b>	<b>14</b>	<b>8</b>	<b>12</b>	<b>13</b>	<b>10</b>	<b>10</b>	

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



<b>Grade</b>	<b>Meeting AMAO 1</b>	<b>Not Meeting AMAO 1</b>
1	25	2
2	8	10
3	14	7
4	20	6
5	14	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	32.6	34	30.8	49.4	54.3	44.7	29.1	32.3	26.1
2010	5	44.7	56.2	29.7	52.0	57.5	47.1	29.0	32.2	25.9
2011	5	20.5	20.5	20.5	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
<b>Overall School-Wide SMART Goal</b>	By spring 2011, the percent of all students achieving at the proficient or advanced levels on the English Language Arts and Math sections of the California Standards Test will increase from 69% (2010) to 75% (2011).	[ ]	[X]	ELA achievement increased to 74% proficient or advanced, 1% short of our goal. Math achievement increased to 78% proficient or advanced, exceeding our goal by 3%.	Staff worked to follow our SPSA plan, provided numerous interventions for students not achieving proficiency, and were successful in increasing overall student achievement.
<b>English Learners (required)</b>	By spring 2011, the percent of all English Learner students achieving at the proficient or advanced levels on the Math section of the California Standards Test will increase from 55% (2010) to 65% (2011).	[ ]	[X]	EL student achievement in Math was 63% proficient or advanced, an 8% increase from the previous year, falling 2% short of our goal.	Staff was striving for a 10% increase in achievement in Math for our EL students, an ambitious goal, but achieving an 8% gain is considered healthy growth in the right direction. Pomerado achieved Safe Harbor status due to our increases in overall student achievement, bringing 10% or more of our not-proficient students to a proficient level.
	By spring 2011, the percent of all English Learner students achieving at the proficient or advanced levels on the English Language Arts section of the California Standards Test will increase from 58% (2010) to 68% (2011).	[X]	[ ]	EL students achieving proficient or advanced in ELA increased by 10% to 68%. Current plans for EL interventions are working.	Schoolwide efforts to increase EL achievement are working. We highlight EL strategies and best practices at every staff meeting during the school year to provide teachers with ongoing training and tools to meet the needs of our students.
<b>Students with Disabilities (required)</b>	By spring 2011, the percent of all Special Education students achieving at the proficient or advanced levels on the English Language Arts section of the California Standards Test will increase from 50% (2010) to 60% (2011).	[ ]	[X]	Students with disabilities achievement only increased 2%, from 50% to 52% in ELA.	Students with disabilities may need increased small group instruction, different teacher strategies, additional services, and interventions. Students IEPs will be reviewed on a case by case basis to determine best course of action for each child to increase future achievement. Some students may now qualify for CMA rather than CST.
	By spring 2011, the percent of all Special Education students achieving at the proficient or advanced levels on the Mathematics section of the California Standards Test will increase from 54% (2010) to 64% (2011).	[ ]	[X]	Students with disabilities achievement in Math increased 7% proficient or advanced, from 54% to 61%, falling 3% short of our goal.	Students with disabilities may need increased small group instruction, different teacher strategies, additional services, and interventions. Students IEPs will be reviewed on a case by case basis to determine best course of action for each child to increase future achievement. Some students

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					may now qualify for CMA rather than CST.
<b>GATE (required)</b>	By spring 2011, the percent of all GATE students achieving at the proficient or advanced levels on the English Language Arts and Mathematics section of the California Standards Test will be maintained at 100% (2010) to 100% (2011).	[X]	[]	GATE students continue to maintain high achievement levels. All GATE students scoring advanced or proficient. (One 5th grader scored proficient in Math, Two 3rd graders scored proficient in ELA, all other scores were Advanced)	Teachers in grades 3, 4, and 5 have GATE clusters within their classrooms. They provide differentiated instruction and challenge activities as well as utilizing higher level questioning techniques to meet the academic needs of their gifted students.
<b>Educationally Disadvantaged or Title I Students (required)</b>	By spring 2011, the percent of all Educationally Disadvantaged students achieving at the proficient or advanced levels on the English Language Arts section of the California Standards Test will increase from 57% (2010) to 67% (2011).	[]	[X]	The percent of Educationally Disadvantaged students increased from 57% proficient or advanced in ELA to 63%, a 6% increase, falling 4% short of our goal.	Our population of students who are educationally disadvantaged continues to increase each school year. We also have experienced an influx of students new to our school at all grade levels in recent years due to the economy and families relocating into/out of the apartment complex adjacent to our school site. We continue to provide additional interventions and services for all of our students achieving basic or below on the CST and other benchmark assessments. We still showed an increase of 6% in ELA achievement which was notable.
	By spring 2011, the percent of all Educationally Disadvantaged students achieving at the proficient or advanced levels on the Mathematics section of the California Standards Test will increase from 53% (2010) to 63% (2011).	[]	[X]	The percent of Educationally Disadvantaged students increased from 53% proficient or advanced in Math to 62%, a 9% increase, falling 1% short of our goal. Staff views this increase as positive and highly motivating for future success.	Our population of students who are educationally disadvantaged continues to increase each school year. We also have experienced an influx of students new to our school at all grade levels in recent years due to the economy and families relocating into/out of the apartment complex adjacent to our school site. We continue to provide additional interventions and services for all of our students achieving basic or below on the CST and other benchmark assessments. Grades 2-5 are invited to a Morning Math intervention class for remediation/acceleration of learning. We demonstrated an increase of 9% in Math achievement which was notable.

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
<b>Additional goal(s) (optional)</b>	By spring 2011, the percent of all Hispanic students achieving at the proficient or advanced levels on the English Language Arts section of the California Standards Test will increase from 53% (2010) to 63% (2011).	[ ]	[X]	The percent of Hispanic students increased from 53% proficient or advanced in ELA to 60%, a 7% increase, falling 3% short of our goal. Staff views this increase as positive and highly motivating for future success.	Staff was striving for a 10% increase in achievement in ELA for our Hispanic students, an ambitious goal, but achieving a 7% gain is considered healthy growth in the right direction. Pomerado achieved Safe Harbor status due to our increases in overall student achievement, bringing 10% or more of our not-proficient students to a proficient level. Every staff meeting includes strategies to meet the needs of our EL/Hispanic students.
	By spring 2011, the percent of all Hispanic students achieving at the proficient or advanced levels on the Mathematics section of the California Standards Test will increase from 48% (2010) to 58% (2011).	[ ]	[X]	The percent of Hispanic students increased from 48% proficient or advanced in Math to 56%, an 8% increase, falling 2% short of our goal. Staff views this increase as positive and highly motivating for future success.	Staff was striving for a 10% increase in achievement in Math for our Hispanic students, an ambitious goal, but achieving an 8% gain is considered healthy growth in the right direction. Pomerado achieved Safe Harbor status due to our increases in overall student achievement, bringing 10% or more of our not-proficient students to a proficient level. Every staff meeting includes strategies to meet the needs of our EL/Hispanic students.

### III. TEACHING AND LEARNING

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

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

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

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

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
Schoolwide for all students	By spring 2012, the percent of all students achieving at the proficient or advanced levels on the English Language Arts section of the California Standards Test will increase from 74% (2011) to 79% (2012).	Staff focus on ELA differentiated instruction utilizing HM curriculum, small group instruction, as well as targeted interventions for those not currently achieving proficiency. Individualized student goal setting in ELA for grades 1-5 based upon MAPs assessments. Ongoing communication with parents. Supplementing with Read Well for primary grade phonics, reading, and writing instruction.	CST data, MAPs Assessments Fall, Winter & Spring, Progress Notices, Parent/Teacher Conferences, Articulation meetings & Individualized Learning Plans for those at risk, HM Theme Assessments, Read Well Assessments.	Highly qualified teaching staff, staff development and training, HM Curriculum, Read Well Curriculum, Impact teachers for ELA intervention and support.
	By spring 2012, the percent of all students achieving at the proficient or advanced levels on the Math section of the California Standards Test will increase from 78% (2011) to 83% (2012).	Staff focus on Math differentiated instruction utilizing Math Expressions curriculum and CA Math, as well as targeted interventions for those not currently achieving proficiency. Individualized student goal setting in math for grades 1-5 based upon MAPs assessments. Ongoing communication with parents.	CST data, MAPs Assessments Fall, Winter & Spring, Progress Notices, Parent/Teacher Conferences, Articulation meetings & Individualized Learning Plans for those at risk, Math Expressions Assessments.	Highly qualified teaching staff, staff development and training, Math Expressions Curriculum, Impact teachers for Math intervention and support through Morning Math classes.

**In addition to your schoolwide goals; include goals for critical groups**

<p><b>Educational ly Disadvanta ged Youth or Title I</b></p>	<p>By spring 2012, the percent of all Educationally Disadvantaged students achieving at the proficient or advanced levels on the English Language Arts section of the California Standards Test will increase from 63% (2011) to 68% (2012).</p>	<p>Staff focus on ELA differentiated instruction utilizing HM curriculum, small group instruction, as well as targeted interventions for those not currently achieving proficiency. Individualized student goal setting in ELA for grades 1-5 based upon MAPs assessments. Ongoing communication with parents. Supplementing with Read Well for primary grade phonics, reading, and writing instruction. Impact teachers to provide additional small group ELA instruction. PEPP teacher to provide additional afternoon small group instruction for targeted students in ELA. School Counselor available, two days per week, to provide student and family support for both academic and/or behavioral struggles for targeted families in need so students can focus on learning. Additional PIP Student Services Assistant to provide "Building Bridges" program to help students K-3 to support relationships which foster positive self-esteem, confidence in their abilities, and an enhanced sense of belonging at school. After School Homework help two days per week for targeted students with an impact teacher.</p>	<p>CST data, MAPs Assessments Fall, Winter &amp; Spring, Progress Notices, Parent/Teacher Conferences, Articulation meetings &amp; Individualized Learning Plans for those at risk, HM Theme Assessments, Read Well Assessments.</p>	<p>Highly qualified teaching staff, staff development and training including Turn Around Schools for staff not previously attending, HM Curriculum, Read Well Curriculum, Impact teachers for ELA intervention and support, PEPP teacher, Part-time Elementary Counselor, Part-time Student Services Assistant, RSP teacher and Part-time Instructional Assistant supporting students with IEPs.</p>
	<p>By spring 2012, the percent of all Educationally Disadvantaged students achieving at the proficient or advanced levels on the Mathematics section of the California Standards Test will increase from 62% (2011) to 67% (2012).</p>	<p>Staff focus on Math differentiated instruction utilizing Math Expressions curriculum and CA Math, as well as targeted interventions for those not currently achieving proficiency. Individualized student goal setting in math for grades 1-5 based upon MAPs assessments. Ongoing communication with parents. Targeted students invited to Morning Math class for additional instruction and support. School Counselor available, two days per week, to provide student and family support for both academic and/or behavioral struggles for targeted families in need so students can focus on learning. Additional PIP Student Services Assistant to provide "Building Bridges" program to help students K-3 to support relationships which foster positive self-esteem, confidence in their abilities, and an enhanced sense of belonging at school. After School Homework help two days per week for targeted students with an impact teacher.</p>	<p>CST data, MAPs Assessments Fall, Winter &amp; Spring, Progress Notices, Parent/Teacher Conferences, Articulation meetings &amp; Individualized Learning Plans for those at risk, Math Expressions Assessments.</p>	<p>Highly qualified teaching staff, staff development and training including Turn Around Schools, Math Expressions Curriculum, Impact teachers for Math intervention and support through Morning Math classes, Part-time Elementary Counselor, Part-time Student Services Assistant, RSP teacher and Part-time Instructional Assistant supporting students with IEPs.</p>
<p><b>English Learners</b></p>	<p>By spring 2012, the percent of all English Learner students achieving at the proficient or advanced levels on the ELA section of the California Standards Test will increase from 68% (2011) to 73% (2012).</p>	<p>30 hour per week ELL Instructional Assistant completes CELDT Assessments annually, provides individual and small group instructional support in reading, writing, listening, and speaking for those who qualify in both push in and pull out. Our ELL Coordinator trains staff throughout the year at every staff meeting, coordinates Instructional Assistant testing and schedules, hosts parent involvement meetings and serves as a liaison to the Site Council. Staff focus on ELA differentiated instruction utilizing Avenues curriculum, HM curriculum as appropriate, small group instruction, as well as targeted interventions for those not currently achieving proficiency. Additional before school ELL classes provided for targeted beginning students to accelerate learning. Individualized student goal setting in ELA for grades 1-5 based upon MAPs assessments. Ongoing communication with parents through Bilingual Parent Liaison and</p>	<p>CELDT assessment annually, CST data, MAPs Assessments Fall, Winter &amp; Spring, Progress Notices, Parent/Teacher Conferences, Articulation meetings &amp; Individualized Learning Plans for</p>	<p>Highly qualified teaching staff, ELL Instructional Assistant, ELL Coordinator, Bilingual Parent Liaison, staff development and training, Avenues Curriculum, HM Curriculum, Read Well Curriculum, Impact teachers for ELA intervention and support, PEPP teacher, Part-time</p>

**In addition to your schoolwide goals; include goals for critical groups**

		<p>ELL Meetings/Parenting Classes. Our Bilingual Liaison also provides translation services and training in Spanish for our largest ELL group. Supplementing with Read Well for primary grade phonics, reading, and writing instruction. After School Homework help two days per week for targeted students with an impact teacher.</p>	<p>those at risk, Avenues Assessments, HM Theme Assessments as appropriate, Read Well Assessments as appropriate.</p>	<p>Elementary Counselor, Part-time Student Services Assistant, RSP teacher and Part-time Instructional Assistant supporting students with IEPs.</p>
<p>By spring 2012, the percent of all English Learner students achieving at the proficient or advanced levels on the Math section of the California Standards Test will increase from 63% (2011) to 68% (2012).</p>		<p>Staff focus on Math differentiated instruction utilizing Math Expressions curriculum and CA Math, as well as targeted interventions for those not currently achieving proficiency. Individualized student goal setting in math for grades 1-5 based upon MAPs assessments. Our ELL Coordinator trains staff throughout the year at every staff meeting, coordinates Instructional Assistant testing and schedules, hosts parent involvement meetings and serves as a liaison to the Site Council. Ongoing communication with parents through Bilingual Parent Liaison and ELL Meetings/Parenting Classes. Our Bilingual Liaison also provides translation services and training in Spanish for our largest ELL group. Targeted students invited to Morning Math class for additional instruction and support. School Counselor available, two days per week, to provide student and family support for both academic and/or behavioral struggles for targeted families in need so students can focus on learning. Additional PIP Student Services Assistant to provide "Building Bridges" program to help students K-3 to support relationships which foster positive self-esteem, confidence in their abilities, and an enhanced sense of belonging at school. After School Homework help two days per week for targeted students with an impact teacher.</p>	<p>CST data, MAPs Assessments Fall, Winter &amp; Spring, Progress Notices, Parent/Teacher Conferences, Articulation meetings &amp; Individualized Learning Plans for those at risk, Math Expressions Assessments.</p>	<p>Highly qualified teaching staff, Bilingual Parent Liaison, ELL Instructional Assistant, staff development and training, Math Expressions Curriculum, CA Math Curriculum, Impact teachers for Math intervention and support through Morning Math classes, Part-time Elementary Counselor, Part-time Student Services Assistant, RSP teacher and Part-time Instructional Assistant supporting students with IEPs.</p>
<p>By spring 2012, the percent of all Hispanic students achieving at the proficient or advanced levels on the ELA section of the California Standards Test will increase from 60% (2011) to 65% (2012).</p>		<p>30 hour per week ELL Instructional Assistant completes CELDT Assessments annually, provides individual and small group instructional support in reading, writing, listening, and speaking for those who qualify in both push in and pull out. Our ELL Coordinator trains staff throughout the year at every staff meeting, coordinates Instructional Assistant testing and schedules, hosts parent involvement meetings and serves as a liaison to the Site Council. Staff focus on ELA differentiated instruction utilizing Avenues curriculum, HM curriculum as appropriate, small group instruction, as well as targeted interventions for those not currently achieving proficiency. Additional before school ELL classes provided for targeted beginning students to accelerate learning. Individualized student goal setting in ELA for grades 1-5 based upon MAPs assessments. Ongoing communication with parents through Bilingual Parent Liaison and ELL Meetings/Parenting Classes. Our Bilingual Liaison also provides translation services and training in Spanish for our largest ELL group. Supplementing with Read Well for primary grade phonics, reading, and writing instruction. After School Homework help two days per week for targeted students with an impact teacher.</p>	<p>CELDT assessment annually, CST data, MAPs Assessments Fall, Winter &amp; Spring, Progress Notices, Parent/Teacher Conferences, Articulation meetings &amp; Individualized Learning Plans for those at risk, Avenues Assessments, HM Theme Assessments as appropriate, Read Well Assessments as appropriate.</p>	<p>Highly qualified teaching staff, ELL Instructional Assistant, ELL Coordinator, Bilingual Parent Liaison, staff development and training, Avenues Curriculum, HM Curriculum, Read Well Curriculum, Impact teachers for ELA intervention and support, PEPP teacher, Part-time Elementary Counselor, Part-time Student Services Assistant, RSP teacher and Part-time Instructional Assistant supporting students with IEPs.</p>

**In addition to your schoolwide goals; include goals for critical groups**

	<p>By spring 2012, the percent of all Hispanic students achieving at the proficient or advanced levels on the Math section of the California Standards Test will increase from 56% (2011) to 61% (2012).</p>	<p>Staff focus on Math differentiated instruction utilizing Math Expressions curriculum and CA Math, as well as targeted interventions for those not currently achieving proficiency. Individualized student goal setting in math for grades 1-5 based upon MAPs assessments. Our ELL Coordinator trains staff throughout the year at every staff meeting, coordinates Instructional Assistant testing and schedules, hosts parent involvement meetings and serves as a liaison to the Site Council. Ongoing communication with parents through Bilingual Parent Liaison and ELL Meetings/Parenting Classes. Our Bilingual Liaison also provides translation services and training in Spanish for our largest ELL group. Targeted students invited to Morning Math class for additional instruction and support. School Counselor available, two days per week, to provide student and family support for both academic and/or behavioral struggles for targeted families in need so students can focus on learning. Additional PIP Student Services Assistant to provide "Building Bridges" program to help students K-3 to support relationships which foster positive self-esteem, confidence in their abilities, and an enhanced sense of belonging at school. After School Homework help two days per week for targeted students with an impact teacher.</p>	<p>CST data, MAPs Assessments Fall, Winter &amp; Spring, Progress Notices, Parent/Teacher Conferences, Articulation meetings &amp; Individualized Learning Plans for those at risk, Math Expressions Assessments.</p>	<p>Highly qualified teaching staff, Bilingual Parent Liaison, ELL Instructional Assistant, staff development and training, Math Expressions Curriculum, CA Math Curriculum, Impact teachers for Math intervention and support through Morning Math classes, Part-time Elementary Counselor, Part-time Student Services Assistant, RSP teacher and Part-time Instructional Assistant supporting students with IEPs.</p>
<p><b>GATE</b></p>	<p>By spring 2012, the percent of all GATE students achieving at the proficient or advanced levels on the English Language Arts and Mathematics section of the California Standards Test will be maintained at 100% (2011) to 100% (2012).</p>	<p>Staff focus on ELA differentiated instruction utilizing HM curriculum, Math Expressions, small group instruction, as well as challenge activities in both ELA and Math for GATE students as appropriate. Our GATE Coordinator works with the cluster of GATE teachers in grades 3, 4, 5 to plan differentiated instruction and learning opportunities to meet the needs of all GATE students. GATE testing is offered both on and off site for further identification of GATE students. Our GATE Coordinator educates all staff regarding how to identify appropriate candidates for testing. GATE teachers have the opportunity this year to participate in a GATE focused TLC. Individualized student goal setting in ELA for grades 1-5 based upon MAPs assessments. Ongoing communication with parents.</p>	<p>CST data, MAPs Assessments Fall, Winter &amp; Spring, Progress Notices, Parent/Teacher Conferences, Articulation meetings &amp; Individualized Learning Plans for those at risk, HM Theme Assessments, and Math Expressions Assessments.</p>	<p>Highly qualified teaching staff, staff development and training, HM Curriculum, Read Well Curriculum, and Math Expressions Curriculum.</p>
<p><b>Students with Disabilities</b></p>	<p>By spring 2012, the percent of all Special Education students achieving at the proficient or advanced levels on the English Language Arts section of the California Standards Test will increase from 52% (2011) to 57% (2012).</p>	<p>Staff focus on ELA differentiated instruction utilizing HM curriculum, small group instruction, as well as targeted interventions for those not currently achieving proficiency. Full-time RSP teacher, part-time Instructional Assistant, and additional impact support in the RSP classroom to provide daily small group instruction targeting IEP goals in reading, writing, math, and behavior. Additional schoolwide interventions are accessible for qualifying special education students including: ELL, Title 1 Impact, Speech, APE, OT, and before/after school intervention classes. Individualized student goal setting in ELA for grades 1-5 based upon MAPs assessments. Ongoing communication with parents. Supplementing with Read Well for primary grade phonics, reading, and writing instruction. Impact teachers to provide additional small group ELA instruction. PEPP teacher to provide additional afternoon small group instruction for targeted students in ELA. School Counselor available, two days per week, to provide student and family</p>	<p>CST data, MAPs Assessments Fall, Winter &amp; Spring, Progress Notices, Parent/Teacher Conferences, Articulation meetings &amp; Individualized Learning Plans for those at risk, HM Theme Assessments, Read Well Assessments.</p>	<p>Highly qualified teaching staff, staff development and training, HM Curriculum, Read Well Curriculum, Impact teachers for ELA intervention and support, PEPP teacher, Part-time Elementary Counselor, Part-time Student Services Assistant, RSP teacher and Part-time Instructional Assistant supporting students with IEPs.</p>

**In addition to your schoolwide goals; include goals for critical groups**

		<p>support for both academic and/or behavioral struggles for targeted families in need so students can focus on learning. Additional PIP Student Services Assistant to provide "Building Bridges" program to help students K-3 to support relationships which foster positive self-esteem, confidence in their abilities, and an enhanced sense of belonging at school. After School Homework help two days per week for targeted students with an impact teacher.</p>		
	<p>By spring 2012, the percent of all Special Education students achieving at the proficient or advanced levels on the Mathematics section of the California Standards Test will increase from 61% (2011) to 66% (2012).</p>	<p>Staff focus on Math differentiated instruction utilizing Math Expressions curriculum and CA Math, as well as targeted interventions for those not currently achieving proficiency. Full-time RSP teachers, part-time Instructional Assistant, and additional impact support in the RSP classroom to provide daily small group instruction targeting IEP goals in reading, writing, math, and behavior. Additional schoolwide interventions are accessible for qualifying special education students including: ELL, Title 1 Impact, Speech, APE, OT, and before/after school intervention classes. Individualized student goal setting in math for grades 1-5 based upon MAPs assessments. Ongoing communication with parents. Targeted students invited to Morning Math class for additional instruction and support. School Counselor available, two days per week, to provide student and family support for both academic and/or behavioral struggles for targeted families in need so students can focus on learning. Additional PIP Student Services Assistant to provide "Building Bridges" program to help students K-3 to support relationships which foster positive self-esteem, confidence in their abilities, and an enhanced sense of belonging at school. After School Homework help two days per week for targeted students with an impact teacher.</p>	<p>CST data, MAPs Assessments Fall, Winter &amp; Spring, Progress Notices, Parent/Teacher Conferences, Articulation meetings &amp; Individualized Learning Plans for those at risk, Math Expressions Assessments.</p>	<p>Highly qualified teaching staff, staff development and training, Math Expressions Curriculum, Impact teachers for Math intervention and support through Morning Math classes, Part-time Elementary Counselor, Part-time Student Services Assistant, RSP teacher and Part-time Instructional Assistant supporting students with IEPs.</p>

**CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP**

<b>Professional Learning and Collaboration to build staff capacity</b>	<b>Parent Engagement to support student learning</b>	<b>Student Engagement for partnership in learning</b>
Grade level collaboration time every Wednesday with time banking to build staff capacity to make learning more meaningful to students and plan for effective implementation of HM English Language Arts and Math Expressions curriculum.	Articles and information on effective parenting strategies in monthly PTA newsletter, weekly Stuff You Should Know flyers, and posted on our school website.	Utilizing Title 1 funded credentialed impact teachers to support RtI programs including Reading and Mathematics small group instruction, before and after school intervention classes/ELL/homework support, and push in/pull out services.
Teacher collaboration to focus on providing excellent differentiated classroom core instruction and universal support of all students.	School counselor available (M, Th) for parenting support and education programs/trainings. Topics this school year to include: "Love and Logic Discipline" and "Cyber Bullying Prevention." School counselor also provides monthly articles for parents in the PTA newsletter.	Staff participation in TurnAround Schools, "Building Bridges to College" conference. Breakout sessions focusing on student motivation, student engagement, and parent involvement. Participating teachers to share strategies with all staff.
Grade level and vertical grade level collaboration time to focus on making learning more meaningful to students through differentiation, assessment, curriculum, and effective strategies for teaching Title 1, Hispanic, and English Learner students on designated Wednesday time banking days and at regularly scheduled staff meetings.	Parent Outreach education provided in English and Spanish. Meeting topics include: understanding assessments (CST, CELDT, MAP), how to work with your student to support learning, making the parent-teacher conference most effective for you and your child, college message, and opportunities to volunteer and participate in school.	Schoolwide focus on building a culture of universal achievement. College message for all students K-5 throughout the school year through lessons, College Days, and school chant at monthly Wildcat Wednesday assemblies.
Additional staff participation in TurnAround Schools, "Building Bridges to College" conference for those who have not previously attended.	Schoolwide activities for families include PTA sponsored events including educational programs/assemblies, Art Night, Book Fairs, Father Daughter and Mother Son Nights, Student Talent Show, and Reflections. Teachers host Back to School Night each fall. All students participate in Junior Achievement Day and our fifth graders attend BizTown.	

### **III.B. LEVEL TRANSITIONS (Includes PreKindergarten-Kindergarten; 5th Grade-6th Grade; 8th Grade-9th Grade12<sup>th</sup> 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.

The week before classes begin entering Kindergarten students and their parents are invited to attend "I'm So Smart Day." Each child is pre-assessed in a variety of academic areas such as alphabet knowledge, phonics skills, counting, writing/fine motor, etc. Parents complete an extensive background questionnaire to inform the teachers about the "whole child" including preschool experiences and family life. All of this information is used to help us form balanced kindergarten classes for optimal learning.

Parents are invited to the school throughout the year to learn about how they can support classroom instruction. A "Back to School Night" for parents only is held the third week of class to share details about the instructional program, standards and curriculum, home support, and volunteer involvement opportunities. Full day kindergarten begins after one month of half day transition and provides increased instructional time for the benefit of all kindergarten students.

Many children entering Kindergarten at a younger age benefit from being given additional time to develop the self-confidence and readiness skills necessary for academic success. Pomerado Elementary offers the Poway Extended Primary Program (PEPP - transitional Kindergarten program), a developmental program designed primarily for our younger kindergarten students, born between June 1st and December 2nd, and students with individual needs who would benefit from two years in a Kindergarten class.

PEPP has been in Poway schools for several years and is modeled after successful programs in other school districts. The program offers a developmental curriculum with instruction geared toward individual needs. PEPP is not intended as a remedial or special services program, but rather a developmentally appropriate first year of kindergarten, preparing students for a smooth transition to a traditional kindergarten classroom the following year.

Transition from 5th grade (elementary school) to 6th grade (middle school) includes a spring visit from a middle school representative counselor to explain the enrollment process, academic program, elective choices, schedule, and school policies and procedures. An evening spring parent orientation meeting is held at the middle school with more detailed information specifically for parents and a question/answer session is included. Students are offered student led school tours during summer registration to familiarize themselves with the campus. The majority of Pomerado students feed into Meadowbrook Middle School, one block north of our location. For students transitioning to other PUSD middle schools similar orientation meetings and programs are offered.

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

Pomerado Elementary School has a school-wide discipline program that includes both positive rewards and consequences designed to inform and educate students. Our Top Ten Rules posters are displayed in all classrooms. At the beginning of each school year the principal meets with every class to explain the school wide rules and discipline plan. School wide rules and consequences are reinforced daily in classrooms by the teacher and through individual classroom management programs. This year the staff is learning about the "Love and Logic" discipline strategies at our biweekly staff meetings.

Pomerado employs a school counselor (two days per week) who provides classroom lessons on appropriate behavior and social interaction. Bullying is not tolerated on our campus. Students in grade 3, 4, and 5 began the school year with Bullying Awareness assemblies focusing on strategies for identifying behaviors, appropriate responses, and stressing support and reporting. The counselor also meets with individual students and small groups for peer mediation, counseling, and mentoring. We also employ two PIP (Primary Interaction Program) aides who work closely with students on appropriate behavior development. All yard duty supervisors participate in training each fall to promote respect and positive peer interactions on campus.

Pomerado implements a school-wide Character Education Program involving all grade levels and staff. All classes teach the Six Pillars of Character as a basis for decision making (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship). The PTA sponsors and hosts Red Ribbon Week and Character Education Week in the fall. Teachers are provided with character development lesson ideas and support materials. Pomerado, along with all of Poway Unified School District, is focusing on bi-monthly character traits. The PTA monthly newsletter, as well as our weekly bulletin, feature articles promoting the Six Pillars of Character and the Counselor's Corner with parenting recommendations to promote character and appropriate behaviors at home & school. Power point presentations were developed and are shared in each classroom focusing on appropriate Playground and Cafeteria Behavior. Classroom teachers instruct students K-5 in the "Too Good For Drugs" curriculum each year.

#### **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.

<b>Program</b>	<b>Grade Level(s)</b>	<b>Minutes</b>
Too Good for Drugs	K-9th	300 minutes
Primary Interaction Program	K-3	150 minutes
PIP Playground Support	K-3	120 minutes
Character Counts	K-12th	
Second Step	Pre-K-8th	120 minutes
Steps to Respect	3rd-6th	360 minutes
Character Counts Week Activities	K-5	120 minutes
Character Education in Classrooms	K-5	100+ minutes

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

<b>STATE/FEDERAL PROGRAMS</b>	<b>SITE ALLOCATION (IF APPLICABLE)</b>
Title I	289,542
Title I Parent Involvement	7,885
ELAP: English Language Acquisition Program (Grades 4-8 only)	0
EIA-EL: Economic Impact Aid - English Learners	23,095
EIA-SCE: Economic Impact Aid - State Compensatory Education	6,400

**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

<b>Program</b>	<b>Budgeted Amount</b>	<b>Percentage of Total District Allocation</b>	<b>Centralized Services (Description Below)</b>
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	Kathy Kakacek	Original signature page on file at the district office.	
Special Education	Jennifer Brigham		
Title I (if applicable)	Becky Sangalang		
Library	Alison Thompson		

### SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[]	[]	[]	[]	N/A	Lisa Danzer		
[]	[X]	[]	[]	[]	6-1-12	Kathy Wechsler	Original signature page on file at the district office.	
[]	[X]	[]	[]	[]	6-1-13	Ceil Rossicone		
[]	[X]	[]	[]	[]	6-1-13	Radiance Bentley		
[]	[]	[X]	[]	[]	6-1-12	Alison Thompson		
[]	[]	[]	[X]	[]	6-1-13	Lori Croston		
[]	[]	[]	[X]	[]	6-1-13	Becky Kriegsman		
[]	[]	[]	[X]	[]	6-1-13	Leslie Bell		
[]	[]	[]	[X]	[]	6-1-12	Julia Ruiz		
[]	[]	[]	[X]	[]	6-1-12	Louie Martinez		
<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)</b>			

**This SPSA was approved and adopted by the School Site Council on December 6, 2011.**

*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: Pomerado Elementary School  
 PROGRAM: Title I  
 RESOURCE NUMBER: 3010-040  
 2011 ENTITLEMENT: 232750  
 PLUS CARRYOVER: 56792  
 TOTAL SITE BUDGET: 289,542

**Budget Summary for  
Pomerado 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
<b>1000 CERTIFICATED SALARIES</b>						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB	5,000					5,000
1100-014: TEACHER HOURLY	120,000					120,000
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
1200-020: Counselor			48,000			48,000
	<b>125,000</b>	<b>0</b>	<b>48,000</b>	<b>0</b>	<b>0</b>	<b>173,000</b>
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR	10,000					10,000
2100-012: INSTRUCTIONAL AIDE SUB	1,000					1,000
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
2900-060: Student Services Assistant	12,500					12,500
	<b>23,500</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23,500</b>
<b>3000 EMPLOYEE BENEFITS</b>						

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3111-000: STRS – CERTIFICATED	1,000					1,000
3212-000: PERS – CLASSIFIED	200					200
3222-000: PERS Pickup – CLASSIFIED	100					100
3312-000: FICA – CLASSIFIED	100					100
3321-000: MEDICARE – CERTIFICATED	400					400
3322-000: MEDICARE - CLASSIFIED	100					100
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	500					500
3502-000: UNEMPLOYMENT INS – CLASSIFIED	200					200
3601-000: WORKERS COMP INS – CERTIFICATED	1,000					1,000
3602-000: WORKERS COMP INS - CLASSIFIED	200					200
3802-000: PERS Recapture - CLASSIFIED						0
	<b>3,800</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,800</b>
<b>4000 BOOKS AND SUPPLIES</b>						
4100-010: TEXTBOOKS	14,244					14,244
4200-010: OTHER BOOKS	25,000					25,000
4300-010: SUPPLIES	38,000					38,000
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE	1,931					1,931
4300-099: RESERVE						0
	<b>79,175</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>79,175</b>
<b>5000 CONTRACTED SERVICES</b>						
5200-010: CONFERENCE EXPENSE	7,567					7,567
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS	2,500					2,500

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
	<b>10,067</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10,067</b>
<b>6000 CAPITAL OUTLAY</b>						
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
<b>TOTAL SITE BUDGET:</b>	<b>241,542</b>	<b>0</b>	<b>48,000</b>	<b>0</b>	<b>0</b>	<b>289,542</b>

**V.D. BUDGET DEVELOPMENT FORM**

SITE: Pomerado Elementary School  
 PROGRAM: Title I Parent Involvement  
 RESOURCE NUMBER: 3010-045  
 2011 ENTITLEMENT: 2816  
 PLUS CARRYOVER: 5069  
 TOTAL SITE BUDGET: 7,885

**Budget Summary for  
Pomerado 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
<b>1000 CERTIFICATED SALARIES</b>						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	1,500					1,500
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	<b>1,500</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,500</b>
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	1,500					1,500
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	<b>1,500</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,500</b>
<b>3000 EMPLOYEE BENEFITS</b>						
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						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
<b>4000 BOOKS AND SUPPLIES</b>						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES	2,325					2,325
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	<b>2,325</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,325</b>
<b>5000 CONTRACTED SERVICES</b>						
5200-010: CONFERENCE EXPENSE	2,560					2,560
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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5800-086: OTHER SERVICES						0
	2,560	0	0	0	0	2,560
<b>6000 CAPITAL OUTLAY</b>						
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
<b>TOTAL SITE BUDGET:</b>	<b>7,885</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7,885</b>

**V.D. BUDGET DEVELOPMENT FORM**

SITE: Pomerado Elementary School

PROGRAM: Economic Impact Aid - English Learners

RESOURCE NUMBER: 7091

2011 ENTITLEMENT: \$23,095

PLUS CARRYOVER: \$0

TOTAL SITE BUDGET: 23,095

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

**Budget Summary for  
Pomerado Elementary School**

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
<b>1000 CERTIFICATED SALARIES</b>						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB	3,800					3,800
1100-014: TEACHER HOURLY	15,000					15,000
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	<b>18,800</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18,800</b>
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	1,000					1,000
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	<b>1,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,000</b>
<b>3000 EMPLOYEE BENEFITS</b>						
3111-000: STRS – CERTIFICATED	500					500
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	500					500
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED	100					100
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED	200					200
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED	200					200
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED	500					500
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
	<b>2,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,000</b>
<b>4000 BOOKS AND SUPPLIES</b>						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES	695					695
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE	600					600
4300-099: RESERVE						0
	<b>1,295</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,295</b>
<b>5000 CONTRACTED SERVICES</b>						
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

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
<b>6000 CAPITAL OUTLAY</b>						
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
<b>TOTAL SITE BUDGET:</b>	<b>23,095</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23,095</b>

**V.D. BUDGET DEVELOPMENT FORM**

SITE: Pomerado Elementary School

PROGRAM: Economic Impact Aid - State Compensatory Education

RESOURCE NUMBER: 7090

**Budget Summary for  
Pomerado Elementary School**

2011 ENTITLEMENT: \$6,400

\$PER STUDENT: \_\_\_\_\_

PLUS CARRYOVER: \$0

# OF STUDENTS: \_\_\_\_\_

TOTAL SITE BUDGET: 6,400

TOTAL ENTITLEMENT: 0

**BUDGETED  
EXPENDITURES**

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
<b>1000 CERTIFICATED SALARIES</b>						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	6,000					6,000
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	<b>6,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6,000</b>
<b>2000 CLASSIFIED SALARIES</b>						
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
<b>3000 EMPLOYEE BENEFITS</b>						
3111-000: STRS – CERTIFICATED	75					75
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	75					75
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED	75					75
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED	75					75
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED	50					50
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED	50					50
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
<b>4000 BOOKS AND SUPPLIES</b>						
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
<b>5000 CONTRACTED SERVICES</b>						
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
<b>6000 CAPITAL OUTLAY</b>						

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
<b>TOTAL SITE BUDGET:</b>	<b>6,400</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6,400</b>

**VI. ADDENDUM (Optional)**