

**Rolling Hills 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

The Rolling Hills learning community will continue to collaborate as a staff, with our families and business community, and with PUSD departments in order to provide an optimal academic and affective environment for learning. We will continue to develop cultural awareness and proficiency within our diverse school community in order to collectively create a safe and orderly learning milieu that encompasses the six pillars of character (Trustworthy, Respect, Responsibility, Fairness, Caring, and Citizenship). As a staff we will be responsive to the needs of our diverse student population while maintaining a caring approach during interactions with students, families, and one other. Expanding our understanding of culturally and linguistically diverse students and focusing on instructional practices to effectively address their learning challenges will be a priority for staff development during this school year.

Equitable Access to Rigorous and Engaging Learning Experiences

The Rolling Hills staff is committed to increasing professional knowledge that will directly impact student learning and is relevant to meeting the plethora of academic needs which exist in our student population. Site-based staff development initiatives in supporting "ELL / Culturally and Linguistically Diverse Students for Academic Achievement" will be the focus of a TLC this year. In addition other school-wide instructional practices and curriculum (i.e. The Daily 5, Building Word Knowledge, Elements of Reading, Sum Dog, Spelling City) will scaffold a systemic focus on improving teaching and student achievement K - 5. Increasing rigor in teacher expectations, classroom instruction, and student goal setting will continue to support ongoing formative and summative assessments. Flexible student groupings for differentiated instruction supported by embedding critical thinking skills across the domains will set the conditions for a rigorous approach to instruction.

Capacity Building

The staff embraces professional development as a community of adult learners. We continue to research and seek current practices that will help narrow and close achievement gaps. To this end, a commitment to direct and focused instruction underpins our professional practice at RHES. We are in the process of building our knowledge of the Common Core State Standards in order to increase alignment of current and future teaching and instructional alignment. Staff meetings are focused on professional development and teacher leaders help to plan and implement school-wide TLC opportunities. Collaboration between and among staff is critical to addressing school-wide needs and closing existing gaps from kindergarten through fifth grade. In addition ongoing communications with parents regarding student progress is essential to building capacity for each child to achieve his or her full potential.

Multiple Pathways

Multiple pathways for learning include direct and focused classroom instruction, instructional differentiation, project based learning opportunities, integration of technology throughout the curriculum, and parents as partners in learning. Consistent formative assessment processes are in place to guide instructional planning and pacing of curriculum content. Individual student goal setting and self-assessment of progress on goals supports academic rigor. Holding each child accountable for knowing what he/she needs to know and be able to do is key to developing learners who are fully engaged in helping to determine the pathways for achieving goals. Staff and parents must consistently team in order to support the students in developing self-directed learning behaviors and intrinsic motivation while striving to produce high quality work and learning results.

Organizational Support Systems

Analyzing student, grade level, and school assessment data guides our discussions regarding strengths and needs in our instructional program. Identifying the current state assists in determining the organizational support systems that need to be targeted. Leveraging resources - human, budgetary, and time - to maximize student achievement gains, shrink achievement gaps, and optimize organizational support structures is key to moving forward. Organizational support systems are monitored and adjusted throughout the school year as appropriate to meeting the academic and affective needs of the students. PUSD support systems and staff are available to guide discussions and decisions that are in the best interest of student achievement and the RH learning community on an as needed basis.

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 sub scores that help teachers analyze strengths and areas of need, within the areas of reading, math, and language usage
CAHSEE	Criterion-reference	Required to receive HS diploma	Grades 10-12, until passed	Fall, Spring	Used to ensure that all high school graduates meet a minimum level of proficiency in ELA and Math
State Fitness Testing	Performance	Compare fitness levels of students	All students, Grade 5, 7, 9	Spring	Useful to identify program strengths and weaknesses

SITE-SPECIFIC (OPTIONAL) ASSESSMENTS/REPORTS

STUDENT PERFORMANCE ASSESSMENTS	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
MAPs	Computer-Adaptive	Assess individual or group achievement of standards and show growth over multiple years	All students in kindergarten through 5th grades	Fall, Winter and Spring or 3 times per year	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 (in LAG)	Individual performance assessment	Diagnostic	All students Grades K-2	Each trimester or more frequently if indicated	A tool for scoring, coding and analyzing a child's precise reading behaviors.
Individual Reading Inventory (IRI) (see LAG)	Individual performance assessment	Diagnostic	All students reading at grade level 3 or higher	Each trimester or more frequently if indicated	Used by teachers to diagnose student skills, plan subsequent instruction and placement. Monitor progress.
Quality Writing (In LAG and on PUSD intranet)	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 (in LAG)	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring Or as frequently as needed	To assess early reading skills, letter names, shapes, directionality
Phonics Skills (in LAG)	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring Or as frequently as needed	Fall, Winter, Spring or as frequently as needed
Pre-writing Assessment (in LAG)	On-demand	Diagnostic	K - 5 students	Beginning of the school year	To inform instruction in writing and to give a baseline for comparison of student growth in writing throughout the year
Phonetic Spelling Inventory (in LAG)	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
Math Assessments	Unit tests	Diagnostic	K - 5 students	Ongoing	To assess progress on skill development and concept application in math and to help differentiate instruction
Houghton Mifflin Assessments	Unit tests	Diagnostic	All grades	Ongoing	To assess progress on skill development and reading comprehension

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	Grades K-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the CST and CAT 6 given in grades 2 - 5
AYP	Composite score	Used to determine overall program effectiveness	Grades K-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the CST and CAT 6 given in grades 2- 5
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal/staff	Monthly/annually	Determine frequency of individual student incidences. Show patterns of disruptions. These records are compiled, disaggregated, analyzed annually, and used to determine program needs.
Attendance	Audit	Determine attendance patterns	Students	Monthly	Disaggregating of student attendance data is done annually and used for program evaluation.
Progress Reports	Individual performance assessment	To assess individual student performance using local standards	K-5	Trimester	Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
Annual PTA Survey	Questionnaire	Get feedback on PTA events	Parents	Annually or as needed	This survey helps us evaluate parent participation and attitudes regarding selected school events.
Staff Surveys	Questionnaire	Feedback from staff on principal leadership effectiveness and staff development focus areas	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 the primary consumers of school programs	Students	Annually or as needed	This survey given to students in grades 2 - 5 helps us to evaluate student perceptions of the learning environment and education
Parent Survey	Questionnaire	Feedback from parents on school effectiveness	Parents	Annually	This survey helps us evaluate parent perceptions of school effectiveness and climate

II.B. DATA REPORTS

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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	Rolling Hills Elementary School	District Name	Poway Unified
Principal	Kathleen Marshack	Superintendent	John P. Collins, Ed.D
Street	15255 Penasquitos Drive	Street	15250 Avenue of Science
City, State, Zip	San Diego, CA 92129-1016	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-672-3400	Phone Number	858-521-2800
FAX Number	858-672-4324	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	kmarshack@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code	37682966097208	SARC Contact	Eric Lehew

II.B. DATA REPORTS

Rolling Hills Elementary School

Demographic Summary
for 2011-12 School Year

Address: 15255 Penasquitos Drive
San Diego, CA 92129-1016

Principal: Kathleen Marshack

Year of Construction: 1978

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
55	52	78	58	60	69	

Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
368	384	372

Student Demographics:

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
9%	12%	15%	6%	51%	8%

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

Limited English	Free/Reduced Lunch
21%	23%

Staff Demographics

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
13%	0%	0%	0%	87%	0%

Percent Fully Credentialed: 100%

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2011
Rolling Hills 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	238	99	100	100	100	100	100	82	80	83	80	84	87	905	924	935	Y	
African American	12	100	100	100	100	100	100	88	58	75	69	75	83			892		
American Indian																		
Asian	20	100	100	100	100	100	100	84	93	90	90	93	90			953		
Filipino	32	100	100	100	100	100	100	74	69	81	68	72	94			942		
Hispanic	36	97	100	100	100	100	100	65	72	72	67	72	72			877		
Pacific Islander	1	100	100	100	100	100	100											
White	137	99	100	100	99	100	100	86	85	86	86	88	90	920	944	950		
English Learner	56	100	100	100	100	100	100	61	68	77	60	62	71			884		
Low Socio-Economic	62	99	100	100	100	100	100	72	75	64	65	68	69	854		853		
Special Ed	30	90	100	100	100	100	100	64	76	53	64	72	70			806		

*** Includes only students in significant subgroups



Rolling Hills 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	58	64	60	65	69	57	64	59	86	66	57	70	59	82	60	62
Total % Proficient and Advanced	84	80	77	89	57	74	67	69	81	86	82	83	86	79	88	82
% Advanced	52	47	55	74	29	33	38	31	48	58	58	59	53	46	58	68
% Proficient	33	33	22	15	28	40	30	39	34	29	25	24	34	33	30	15
% Basic	12	14	17	5	35	21	19	19	15	12	12	10	8	20	8	15
% Below Basic	2	5	3	6	4	2	9	10	3	2	2	4	5	0	3	2
% Far Below Basic	2	2	3	0	4	4	5	2	0	0	4	3	0	1	0	2

* include all students

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



Rolling Hills 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	58	64	60	65	68	57	64	59	88	66	57	70	59	82	60	62
Total % Proficient and Advanced	86	86	88	91	88	88	81	95	78	83	65	81	85	68	88	77
% Advanced	72	59	75	71	66	61	53	71	50	59	40	49	59	50	60	68
% Proficient	14	27	13	20	22	26	28	24	28	24	25	33	25	18	28	10
% Basic	5	11	7	5	9	5	13	3	16	17	28	10	10	11	8	13
% Below Basic	7	3	5	3	3	7	5	2	6	0	5	9	3	18	3	10
% Far Below Basic	2	0	0	2	0	0	2	0	0	0	2	0	2	2	0	0

* include all students

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



Rolling Hills 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	59	82	60	61
Total % Proficient and Advanced	86	77	88	82
% Advanced	46	46	55	66
% Proficient	41	30	33	16
% Basic	8	17	10	13
% Below Basic	3	6	2	5
% Far Below Basic	2	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

Rolling Hills Elementary

School Year: 2010-2011

Grade 0

MAP Term: Spring

Reading

Growth Targets

Rolling Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
41	26

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	146	22	150	141	144	149	148	148
Winter	156	183	157	154	156	156	157	157
Spring	157	177	160	154	159	157	154	156
Growth	11	155	10	13	15	8	6	8

Mathematics

Growth Targets

Rolling Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
63	29

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	150	150	151	147	154	150	150	
Winter	159	161	157	157	159	160	160	
Spring	165	167	164	165	163	163	167	
Growth	15	17	13	18	9	13	17	

Rolling Hills Elementary

School Year: 2010-2011

Grade 1

MAP Term: Spring

Reading

Growth Targets

Rolling Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
75	36

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	164	130	164	161	162	166	165	165
Winter	175	217	174	174	172	176	179	178
Spring	181	298	184	180	181	180	180	180
Growth	17	168	20	19	19	14	15	15

Mathematics

Growth Targets

Rolling Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
68	20

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	169	169	167	170	169	169	167	
Winter	181	182	181	184	179	180	182	
Spring	185	185	186	188	184	184	184	
Growth	16	16	19	18	15	15	17	

Rolling Hills Elementary

School Year: 2010-2011

Grade 2

MAP Term: Spring

Reading

Growth Targets

Rolling Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
63	35

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	184	380	183	182	186	187		
Winter	193	515	192	193	194	194		
Spring	199	610	198	200	200	201		
Growth	15	230	15	18	14	14		

Language Usage

Growth Targets

Rolling Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
86	54

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	187	185	187	185	190			
Winter	196	195	196	196	198			
Spring	204	203	203	204	205			
Growth	17	18	16	19	15			

Mathematics

Growth Targets

Rolling Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
86	52

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	185	183	187	183	187	187	186	
Winter	196	193	197	195	197	196	197	
Spring	203	201	202	203	204	205	204	
Growth	18	18	15	20	17	18	18	

Rolling Hills Elementary

School Year: 2010-2011

Grade 3

MAP Term: Spring

Reading

Growth Targets

Rolling Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
49	25

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	581	196	197	201	201		
Winter	204	676	203	204	205	204		
Spring	206	712	205	206	206	208		
Growth	7	131	9	9	5	7		

Language Usage

Growth Targets

Rolling Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
49	20

District

% Meeting Typical Growth	% Meeting Optimal Growth
64	34

Analyzing Grade Level Growth

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

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	203	202	204	203	203			
Winter	206	205	205	207	208			
Spring	210	208	209	212	212			
Growth	7	6	5	9	9			

Mathematics

Growth Targets

Rolling Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
51	17

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	200	205	202	203	202	202	
Winter	208	206	208	205	214	206	207	
Spring	212	210	214	213	214	209	210	
Growth	10	10	9	11	11	7	8	

Rolling Hills Elementary

School Year: 2010-2011

Grade 4

MAP Term: Spring

Reading

Growth Targets

Rolling Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
66	38

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	683	203	202	203	204		
Winter	210	786	209	209	210	213		
Spring	213	828	211	213	213	214		
Growth	10	145	8	11	10	10		

Language Usage

Growth Targets

Rolling Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
60	48

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	204	204	207	206			
Winter	210	211	211	209	209			
Spring	214	212	213	214	214			
Growth	9	8	9	7	8			

Mathematics

Growth Targets

Rolling Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
49	23

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	207	204	209	207	209	207	209	
Winter	212	209	214	212	215	208	212	
Spring	217	214	220	215	220	218	213	
Growth	10	10	11	8	11	11	4	

Rolling Hills Elementary

School Year: 2010-2011

Grade 5

MAP Term: Spring

Reading

Growth Targets

Rolling Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
91	79

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	212	815	213	211	210	213		
Winter	217	908	216	216	217	220		
Spring	222	988	220	221	221	224		
Growth	10	173	7	10	11	11		

Language Usage

Growth Targets

Rolling Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
82	74

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	212	212			
Winter	218	218	219	218	220			
Spring	221	220	221	221	221			
Growth	9	8	10	9	9			

Mathematics

Growth Targets

Rolling Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
91	63

District

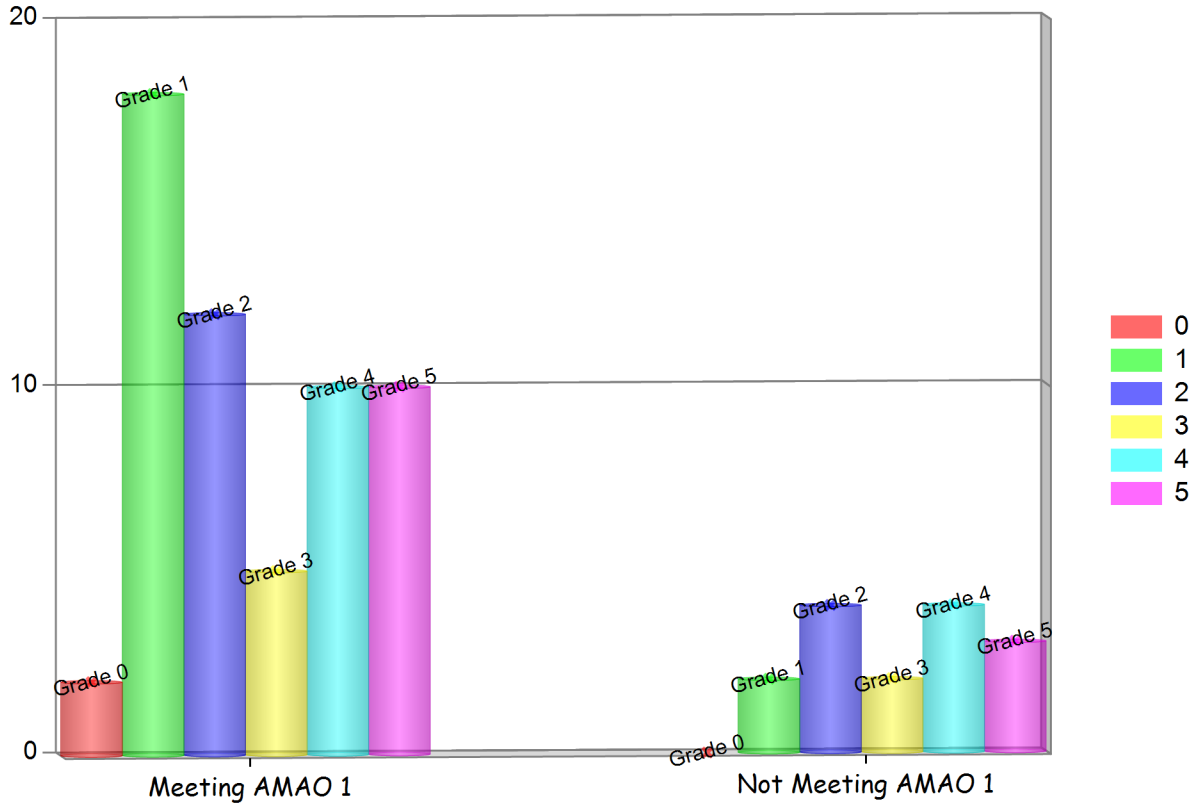
% Meeting Typical Growth	% Meeting Optimal Growth
73	50

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	217	215	220	217	219	214	215	
Winter	224	223	225	226	225	225	222	
Spring	230	231	229	232	231	230	228	
Growth	13	16	9	15	12	16	13	

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



Grade	Meeting AMAO 1	Not Meeting AMAO 1
0	2	0
1	18	2
2	12	4
3	5	2
4	10	4
5	10	3

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	47	56.1	38.1	49.4	54.3	44.7	29.1	32.3	26.1
2010	5	55.9	60.7	51.6	52.0	57.5	47.1	29.0	32.2	25.9
2011	5	49.2	60	38.7	42.7	45.0	40.5	25.2	26.2	24.3

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

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

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
Overall School-Wide SMART Goal	By the spring of 2011, the percentage of all students achieving at the Proficient or Advanced levels on the English Language Arts (ELA) section of the California Standards Test (CST) will increase from 80% to 83% and from 84% to 86% on the Math section of the CST.	[X]	[]	CST results in ELA show a gain in schoolwide percent proficient from 80% in 2010 to 83% in 2011, which met the target goal of 86%. In math the CST results show a gain in schoolwide percent proficient from 84% in 2010 to 87% in 2011. This result exceeded the 2011 target goal of 86% in math.	The Rolling Hills staff is committed to continuous improvement efforts through a schoolwide focus on formative assessment practices and differentiated instruction. Math and ELA core instruction is supplemented by computer based programs that individualize student goals while reinforcing classroom teaching. High expectations for academic achievement, student goal setting, and small group instruction help to support the instructional core. Aligning curriculum and teaching with trimester benchmarks and state standards assures a scope and sequence that guides pacing. In addition we continually strive to elevate levels of intrinsic motivation and student engagement in learning. Our staff has been committed to schoolwide professional development that focuses on curriculum and teaching strategies to help close achievement gaps and enrich the educational environment in each classroom. Categorical funds support hiring of additional staff to provide supplemental instruction for identified non-proficient students.
	ELA Goal	[X]	[]	see above	see above
	Math Goal	[X]	[]	see above	see above
English Learners (required)	By the Spring of 2011 the percent of EL Students achieving at the Proficient or Advanced levels on the CST will increase from 68% to a minimum of 70% in ELA.	[X]	[]	CST results in ELA show a gain in EL percent proficient from 68% in 2010 to 77% in 2011, which exceeded the target goal of 70%.	Targeting ELA instruction through staff development focused on building word knowledge through explicit vocabulary

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					instruction, implementing the <u>Avenues</u> program as a supplemental literacy resource at all grade levels, and continuously refining instructional practices and differentiation have been arrows focused on the target of closing the achievement gap for EL students. Closely monitoring student progress and adjusting instruction accordingly are additional strategies that have proven to work. Helping students learn how to become more self-directed and engaged in learning at more intense levels may also be a contributing factor.
	By the Spring of 2011 the percent of EL Students achieving at the Proficient or Advanced levels on the CST will increase from 62% to a minimum of 70% in Math.	[X]	[]	In math the CST results show a gain in EL percent proficient from 62% in 2010 to 71% in 2011. This result exceeded the 2011 EL target goal of 70% proficiency in math.	Refinement of instruction as the teachers become more attuned to <u>Math Expressions</u> and supplementing instruction with the Accelerated Math program are contributing factors. In addition small group supplemental instruction, a concerted focus on math vocabulary, math talk, problem solving strategies, cognitively guided instruction and critical thinking skills support math instruction and the learning process for EL students. Frequent and ongoing assessment practices, targeted learning goals, and student self-assessment practices reinforce expectations for learning and closing achievement gaps for both the individual student and for the EL subgroup.
Students with Disabilities (required)	By the Spring of 2011 the percent of Students with Disabilities achieving at the Proficient or Advanced levels on the CST will increase from 76% to 78% in ELA.	[]	[X]	CST results in ELA show a decrease in Special Education percent proficient from 76% in 2010 to 53% in 2011, which was below the target goal of 78%.	The drop in student proficiency in ELA for the Special Education subgroup raises a lot of concern; however looking at individual students on the caseload we know the following: ...several students were new to the school and had tested FBB

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>the prior year; we assessed them and they qualified for SPED ...high achieving fifth grade students in SPED from the 2010 results were not represented in the 2011 subgroup data.</p> <p>While these were contributing factors we need to examine the rigor of the curriculum and the focus on directed instruction to meet IEP goals and increase student proficiency. In addition more frequent formative assessments and a higher degree of alignment with classroom instruction needs to be explored for each child individually.</p>
	By the Spring of 2011 the percent of Students with Disabilities achieving at the Proficient or Advanced levels on the CST will increase from 72% to 74% in Math.	[]	[X]	CST results in math show a decrease in Special Education percent proficient from 72% in 2010 to 70% in 2011, which was below the target goal of 74%.	While the proficiency level in math did not drop as much as in ELA the concern remains that it should have increased. In math we need to examine the rigor of the curriculum and the focus on directed instruction to meet IEP goals and increase student proficiency. In addition more frequent formative assessments and a higher degree of alignment with classroom instruction needs to be explored for each child individually.
GATE (required)	By the Spring of 2011, 100% of GATE students will achieve at the Proficient or Advanced levels on both the ELA and Math sections of the CST.	[X]	[]	All GATE students maintained the level of 100% proficiency in ELA and Math on the 2011 CST. In addition all students were advanced in math and all but one (proficient level student) were advanced in ELA.	GATE students have maintained high levels of proficiency over time, which reflects that given a high level of rigor at the student's instructional level this results in gains in achievement.
Educationally Disadvantaged or Title I Students (required)	By Spring of 2011 the percent of Educationally Disadvantaged or Title I students achieving at the Proficient or Advanced levels on the CST will increase from 75% to 77% in ELA.	[]	[X]	CST results in ELA show a decrease in Educationally Disadvantaged/Title I percent proficient from 75% in 2010 to 64% in 2011, which was below the target goal of 77%.	We need to examine the rigor of the curriculum and the focus on directed instruction to meet individual goals and increase student proficiency. In addition more frequent formative assessments and a higher degree of alignment with

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					classroom instruction needs to be explored for each child individually.
	By Spring of 2010 the percent of Educationally Disadvantaged or Title I students achieving at the Proficient or Advanced levels on the CST will increase from 68% to a minimum of 70% in Math.	[]	[X]	CST results in math show an increase in Educationally Disadvantaged/Title I percent proficient from 68% in 2010 to 69% in 2011 but this was below the target goal of 70%.	We need to examine the rigor of the curriculum and the focus on directed instruction to meet individual goals and increase student proficiency. In addition more frequent formative assessments and a higher degree of alignment with classroom instruction needs to be explored for each child individually.

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	<p>By the spring of 2012, the percent of all students achieving at the Proficient or Advanced levels on the English Language Arts (ELA) section of the California Standards Test (CST) will increase from 83% to 85% and from 87% to 88% on the Math section of the CST.</p>	<p>All students are supported with individual learning needs through a systemic focus on direct instructional practices, goal setting, formative and summative assessments, flexible groupings for differentiated instruction, and supplemental support as required. In addition the RHES staff is committed to building upon a collaborative structure for site based staff development that supports the development and implementation of systemic practices, a common language, learning goals, and instructional practices.</p>	<p>Please refer to our site assessment plan for specific school-wide assessments. We focus on formative assessments to inform ongoing instructional planning, teaching, and goal setting. In addition each student (K-5) takes the MAP assessment three times per year to determine benchmark data points and to revise learning goals throughout the year. In addition to individual goals and assessments each student and parent will receive a progress report at the end of the trimester (November, March, June).</p>	<p>MAP, Accelerated Reading and Accelerated Math programs, CST data, <i>Houghton Mifflin Reading, Math Expressions, Avenues, Elements of Reading</i> vocabulary program, the <i>Daily 5</i>, and supplemental instruction by support staff are some of the resources used and implemented at RH. In addition several computer based programs are used as supplemental resources to help students achieve mastery of skills and include: Accelerated Reader, Accelerated Math, Spelling City, and Sum Dog.</p>

In addition to your schoolwide goals; include goals for critical groups				
Educationally Disadvantaged Youth or Title I	By Spring of 2012 the percent of Educationally Disadvantaged or Title I students achieving at the Proficient or Advanced levels on the CST will increase from 64% to 72% in ELA.	In addition to classroom instruction identified Title I students receive supplemental small group instruction with a certificated impact teacher to target subject areas and skills that need reinforcement. Supplemental support may include focus on comprehension strategies, critical thinking skills, vocabulary development, phonics skills, and writing.	Running Records and IRI results are analyzed for individual students. In addition, MAP, HM chapter assessments, and daily teacher observation serve as formative approaches to assessing student progress.	Please refer to school-wide goal resources.
	By Spring of 2012 the percent of Educationally Disadvantaged or Title I students achieving at the Proficient or Advanced levels on the CST will increase from 69% to a minimum of 72% in Math.	Explicit instruction in math academic vocabulary, math talk, operations, memorizing math facts, and problem solving strategies, and test taking strategies support the learning needs of identified Title I students. In addition to classroom instruction students receive supplemental impact teaching to target identified areas of need.	Math progress is assessed in a number of ways including: timed math fact quizzes, MAP results, math chapter assessments, and individual progress in Accelerated Math and on goals. In addition daily teacher observation also serves as a formative approach to assessing student progress.	Please refer to school-wide goal resources.
English Learners	By the Spring of 2012 the percent of EL Students achieving at the Proficient or Advanced levels on the CST will increase from 77% to a minimum of 79% in ELA.	In addition to classroom instruction identified EL students receive supplemental small group instruction with EL support staff to target ELA skills that need reinforcement. Supplemental support emphasizes vocabulary development, phonics skills, and writing. Direct instruction using the <i>Avenues</i> program is also a supplemental resource. RAZ-Kids is a website that we provide for EL students to reinforce English language acquisition.	In addition to EL instructional support Running Records and IRI results are analyzed for individual students. In addition, MAP, HM chapter assessments, and daily teacher observation serve as formative approaches to assessing student progress.	Please refer to school-wide goal resources.
	By the Spring of 2012 the percent of EL Students achieving at the Proficient or Advanced levels on the CST will increase from 71% to a minimum of 73% in Math.	Explicit instruction in math academic vocabulary, math talk, operations, memorizing math facts, problem solving strategies, and test taking strategies support the learning needs of identified EL students. In addition to classroom instruction students may receive supplemental impact teaching to target identified areas of need in math.	Math progress is assessed in a number of ways including: timed math fact quizzes, MAP results, math chapter assessments, and individual progress in Accelerated Math and on goals. In addition daily teacher observation also serves as a formative approach to assessing student progress.	Please refer to school-wide goal resources.

GATE	By the Spring of 2012, 100% of GATE students will achieve at the Proficient or Advanced levels on both the ELA and Math sections of the CST.	Differentiated and accelerated instruction is a key factor in pushing students to achieve at high levels across the curriculum. Explicit teaching of critical thinking skills, vocabulary enrichment, and application of skills to a variety of learning opportunities is essential. In addition there will be an emphasis on providing classroom and enrichment opportunities for students to apply critical thinking, do independent research, and participate in cognitively guided instruction.	Please refer to school-wide goal for data to monitor and evaluate.	Please refer to school-wide goal resources.
Students with Disabilities	By the Spring of 2012 the percent of Students with Disabilities achieving at the Proficient or Advanced levels on the CST will increase from 53% to 68% in ELA.	RSP and Speech services will support students with IEP goals in addition to classroom based instruction. A variety of research based curriculum materials will enhance instruction. In addition supplemental support through Rtl initiatives will be available to students as needed. Frequent communication between classroom teachers, support staff, and parents is key to ensuring that individualized instruction is tailored to the specific needs of the child as stated in IEP goals for ELA.	In addition to all school-wide practices for monitoring and evaluating, Students with Disabilities are also monitored through the IEP. Individual IEP goals are reviewed annually with the IEP team. Classroom teachers and special education staff also complete a progress report at the end of each trimester.	Specialized curriculum resources (including <i>Read Well and Language!</i>) support implementation of individual student IEP goals.
	By the Spring of 2012 the percent of Students with Disabilities achieving at the Proficient or Advanced levels on the CST will increase from 70% to 72% in Math.	RSP and Speech services will support students with IEP goals in addition to classroom based instruction. A variety of research based curriculum materials will enhance instruction. In addition supplemental support through Rtl initiatives will be available to students. Frequent communication between classroom teachers, support staff, and parents is key to ensuring that individualized instruction is tailored to the specific needs of the child as stated in IEP goals for Math.	In addition to all school-wide practices for monitoring and evaluating, Students with Disabilities are also monitored through the IEP. Individual IEP goals are reviewed annually with the IEP team. Classroom teachers and special education staff also complete a progress report at the end of each trimester.	Specialized curriculum resources support implementation of individual student 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
Student Support Team (SST) in place to address student intervention plans with parents included.	Parents attend SST and IEP meetings as needed and required.	Students and teachers establish individualized learning and learning behavior goals.
Staff will continue professional development focus in ELA on vocabulary instruction through the expansion and application of knowledge in implementing the <i>Elements of Reading</i> vocabulary program. School-wide TLC written by teachers and principal and submitted for approval.	Title I Family Literacy meetings and events held each trimester to encourage parent participation in learning.	Students are taught and practice self-assessment skills and use a variety of tools and formats to support learning goals.
All grade levels implementing the <i>Avenues</i> reading program for EL students.	EL parent meetings and events held each trimester to encourage parent participation in learning.	MAP assessments reviewed with students.
Spelling City and Sum Dog computer based programs are being used as a supplemental support in grades 1-5 to reinforce spelling and math skills.	Parents volunteer in classrooms during instructional time on a daily basis assisting teachers and students with assigned tasks and needs.	Students attend parent/teacher conferences as active participants.
Staff meeting time is dedicated to cross grade level articulation focusing on the needs of all students and closing achievement gaps.	Family activities are organized and scheduled throughout the year by the Rolling Hills Foundation and PTA to encourage family involvement and fund raising in support of school supply needs and enrichment programs.	Students actively participate in using Spelling City and Sum Dog computer programs to reinforce skills at home.
Student engagement in learning and developing intrinsic motivation are recursive topics for discussion. Sharing what is working in the classroom to promote self-directed learning behaviors will continue to be embedded in professional discussions.	Parents serve on the RH Site Council and District Advisory Committee. In addition the RHES PTA and Foundation Board members are actively involved in decision-making in support of educational and extracurricular programs.	AR (accelerated reader) and AM (accelerated math) programs support independent skills reinforcement in reading and math.
Fall 2011 principal attended "Trainer of Trainers" workshop on the Common Core State Standards (CCSS) through SDCOE. Staff will continue to expand their familiarity with the CCSS in preparation for full implementation.	Literacy Garden project continues to expand and now involves community partnerships. Parents and grandparents oversee the project.	Awards and recognition given to consistently high achieving students in the areas of academics, character/citizenship, and effort.
Teachers from other elementary school sites visit Rolling Hills classrooms to observe <i>The Daily 5</i> program being implemented with students during ELA instructional time.	Parents will continue to write school based grants for funding for the Literacy Garden and technology needs.	Older students will write books for younger students to promote vocabulary development and writing skills. Last year fourth grade students wrote a collection of alphabet books which are now in our library.
Principal holds student articulation meetings with each teacher in October and January/February to discuss individual student needs and how to best address needs through RtI.	Back to School Night held September 2011.	Grade level assemblies or classroom meetings held (by teachers and or principal) on character/expectations, bullying, and learning behaviors for school success.
Staff discussions and professional development center on continuous improvement efforts, cultural literacy, Common Core, curriculum and instruction, student engagement, and working smarter not harder.	Parent-teacher conferences held November 2011 and will continue on an "as needed" basis throughout the year.	Pep rallies held to promote college readiness, motivation, and character development. Fourth and fifth grade students plan and lead the rallies with guidance from the principal.
Teachers and principal establish professional goals based on continuous school improvement initiatives.	Connect-Ed phone calls and emails sent to families by principal as an ongoing communication source.	Teachers and support staff regularly conference with students regarding effort and academic progress.
Teachers and principal participate in TLC opportunities and PUSD workshops/trainings.	Parent Education classes offered and hosted at Rolling Hills to parents and the community in partnership with Caring Connections.	RAZ-Kids website supports EL students in language acquisition and comprehension.

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
September 2011 Kindergarten teachers held a parent literacy training/workshop. Parents learned strategies to support emerging literacy skills, reading, and writing at home.	Puma Tracks newsletter is published twice a month and posted on the website.	College is in My Future Program implemented with fifth grade students.
August/September 2011 intervention programs established and impact staff hired to supplement classroom instruction for at risk learners.	Site ELAC and DLAC representative selected in fall 2011. Meetings held throughout the year.	Title I and EL students participate with family members in family literacy activities each trimester.
Teachers team to plan, structure, and implement flexible groupings for differentiated instruction.	Parents continue involvement in supporting RH initiatives in character education and Turn Around Schools.	Ongoing assessments for learning are discussed with the students so they can revise goals and learn how to self-assess progress.

III.B. LEVEL TRANSITIONS (Includes PreKindergarten-Kindergarten; 5th Grade-6th Grade; 8th Grade-9th Grade-12th to post-secondary)

We recognize the importance of highly effective, standards based Pre-Kindergarten preparation for all students. Rolling Hills has a Head Start Program called the Early Childhood Center (ECC), which is currently under the direction of PUSD, and we have a three and four year old PUSD preschool program on our campus. In addition the PUSD Early Learning (PEARL) Center, which offers daycare to employees for their children from 6 weeks to three years of age, is located in three classrooms on our main campus.

In order to facilitate a positive transition to Kindergarten, we hold an orientation meeting for parents of incoming kindergarten students in the spring prior to their August start date. Parents are provided with information regarding how they can support this transition and ensure academic success for their child. At the beginning of school we assess all incoming kindergarten students in basic listening, reading, writing, and math skills. This helps in making instructional decisions and placing students in classes that are heterogeneous and balanced. On the first day of school, we invite all new Kindergartners and their parents to share the first hour together with teachers so that we can establish routines and provide a springboard for home discussion. Parents are invited to the school regularly to learn about how they can support classroom instruction. In addition the teachers invite parents to volunteer in the classrooms to support the learning environment. We are in our second year of offering a full day kindergarten program, which has already proven to be a success in extending the learning time for our young students. The parents, students, and teachers have embraced the full day schedule, and we are expecting solid learning results for each child this school year.

In addition our fourth and fifth grade teachers team teach so the students become accustomed to changing classes and adjusting to different teaching styles, which helps to prepare the students for middle school routines and expectations. Teachers use AVID strategies with the students to promote the development of organizational skills. All fourth and fifth grade teachers use Learning Point to post assignments and to support home-school communication. Math talk and cognitively guided instruction help students develop readiness for Algebra. In fifth grade the students participate in the "College is in My Future" program, which includes a field trip to a San Diego based college or university. Transition meetings with middle school staff take place each spring for all special education students to ensure a smooth transition and support of IEP goals. Each year Black Mountain Middle School counselors and staff visit with the fifth grade students to answer questions, discuss program and course options, building a schedule, and transitioning to sixth grade. At our fifth grade promotion ceremony, a middle school administrator attends to welcome the fifth grade students into the next step of transition through the grades.

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

Through student assemblies and classroom meetings at the beginning of the school year and reviewed consistently throughout the year, the principal and teachers address the student population regarding the need for a safe school with fair and compassionate treatment of all the students. The rules regarding behavior are presented at these meetings, and a written copy of the school rules is sent home at the beginning of each year (requiring student and parent signature). The Student/Parent Handbook can be accessed on our website year round and a hard copy if furnished to each family. Teachers reinforce rules and expectations through classroom discussions and class meetings. In addition the staff teaches the **Too Good for Drugs** program lessons during the year, which reinforces making healthy, responsible choices. The philosophy of the rules is summarized in the Code of Conduct. The foundation of the discipline plan rests in the Character Counts Program, which recognizes six pillars of character development. Children are instructed in trustworthiness, respect, responsibility, fairness, caring, and citizenship. In addition the topics of conflict management, harassment, and bullying are discussed in assemblies, class discussions, and lessons. All District policies and procedures are followed and enforced. The school utilizes a system of documentation that tells the student what character trait he/she has ignored (this "character violation" requires a parent's signature). The school offers a parent library for information regarding areas of parent education and topics of interest. A grant funded Primary Intervention Program (PIP) for students in kindergarten through third grade supports children in building self-esteem and developing problem solving skills. Our Student Services Specialist and PIP Instructional Assistant provide classroom based lessons focusing on self-esteem, which the teachers can then build upon with the students. In addition some K-3 students are teacher nominated to participate in small group meetings to work on increasing self-esteem and relationship building skills. Staff provides immediate guidance for students throughout the school day. More serious and on-going issues are referred to the principal for follow up intervention. The principal provides social skills and conflict resolution training to students as needed. In addition the principal holds "Success Club" meetings for students who need to increase their motivation, develop self-directed learning behaviors, and to increase levels of accountability for their learning and organizational skills.

Students are expected to play a key role in supporting a safe and orderly school environment. ASB officers and classroom representatives are elected by their peers each fall and represent all students in community service initiatives and leadership development. Fifth grade students may serve on the Safety Patrol and act as student runners during emergency drills. In addition a student Peace Patrol comprised of fourth and fifth grade students provides conflict resolution and problem solving support for kindergarten and first grade students during the primary recess. The older students serve as positive role models for the younger children.

Weekly "Character Kids" recognition (modeled after the *Character Counts!* program traits) is a school-wide initiative that provides positive incentives and reinforces character development for all students. A school-wide focus on a motivational slogans, Project Wisdom announcements, and a character pillar each month is reinforced throughout the school day. The student planner is based on character education. In addition the Student of the Week, VIP, Student of the Month, Star Student, and "Above and Beyonders" are examples of classroom based recognition and positive reinforcement initiatives. We also recognize "Perfect Attendance" for classrooms or individuals who achieve this distinction. Golden Quill awards are given to students who demonstrate exemplary progress in meeting or exceeding grade level writing standards.

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

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

Program	Grade Level(s)	Minutes
Too Good for Drugs	K-9th	300 minutes
Primary Interaction Program	K-3rd	150 minutes
PIP Playground Support	K-3rd	120 minutes
Peaceful Playgrounds	Grades 4/5 selected students	Thirty minutes per week
Character Counts	K-12th	Daily expectation
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	123,632
Title I Parent Involvement	2,097
ELAP: English Language Acquisition Program (Grades 4-8 only)	0
EIA-EL: Economic Impact Aid - English Learners	16,731
EIA-SCE: Economic Impact Aid - State Compensatory Education	8,240

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	Jan Gray	Original signature page on file at the district office.	
Special Education	Kristina Cabrera		
Title I (if applicable)	Kathleen Marshack		
Library	Gayle Case		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[]	[]	[]	[]	NA	Kathleen Marshack		
[]	[]	[X]	[]	[]	June 2012	Kathy Webb (classified)	Original signature page on file at the district office.	
[]	[X]	[]	[]	[]	June 2013	Brita Posedel (second grade)		
[]	[X]	[]	[]	[]	June 2012	Eileen Tebbetts (kindergarten)		
[]	[X]	[]	[]	[]	June 2013	Kelly Coate (third grade)		
[]	[]	[]	[X]	[]	June 2012	Michelle Williams - Parent (Title I)		
[]	[]	[]	[X]	[]	June 2012	Alice Chang - Parent		
[]	[]	[]	[X]	[]	June 2013	Pat Wada - Parent (EL)		
[]	[]	[]	[X]	[]	June 2012	Brandi Powell-Espiritu - Parent		
[]	[]	[]	[X]	[]	June 2012	Laurie Snyder - Parent		
1	3	1	5		TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)			

This SPSA was approved and adopted by the School Site Council on January 11, 2012.

The signature of the Principal verifies that:

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

The signature of each members of the SSC verifies that:

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

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

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

V.D. BUDGET DEVELOPMENT FORM

SITE: Rolling Hills Elementary School
 PROGRAM: Title I
 RESOURCE NUMBER: 3010-040
 2011 ENTITLEMENT: 96460
 PLUS CARRYOVER: 27172
 TOTAL SITE BUDGET: 123,632

**Budget Summary for
Rolling Hills 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	2000					2,000
1100-014: TEACHER HOURLY	100,000					100,000
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	102,000	0	0	0	0	102,000
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	6825					6,825
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	6,825	0	0	0	0	6,825
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3222-000: PERS Pickup – CLASSIFIED						0
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						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	1000					1,000
4300-010: SUPPLIES	4000					4,000
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE	1307					1,307
4300-099: RESERVE						0
	6,307	0	0	0	0	6,307
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE	2500					2,500
5200-011: TRAINING EXPENSE	2000					2,000
5200-020: MILEAGE EXPENSE	500					500
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
	5,000	0	0	0	0	5,000
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER	3500					3,500
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
	3,500	0	0	0	0	3,500
TOTAL SITE BUDGET:	123,632	0	0	0	0	123,632

V.D. BUDGET DEVELOPMENT FORM

SITE: Rolling Hills Elementary School
 PROGRAM: Title I Parent Involvement
 RESOURCE NUMBER: 3010-045
 2011 ENTITLEMENT: 1193
 PLUS CARRYOVER: 904
 TOTAL SITE BUDGET: 2,097

**Budget Summary for
Rolling Hills 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						0
1900-014: OTHER CERTIFICATED HOURLY						0
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0
3312-000: FICA – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	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	397					397
4300-010: SUPPLIES	500					500
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE	700					700
5200-011: TRAINING EXPENSE	500					500
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
	1,200	0	0	0	0	1,200
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:	2,097	0	0	0	0	2,097

V.D. BUDGET DEVELOPMENT FORM

SITE: Rolling Hills Elementary School
 PROGRAM: English Language Acquisition Program (Grades 4-8 only)
 RESOURCE NUMBER: 6286
 2011 ENTITLEMENT: _____
 PLUS CARRYOVER: _____
 TOTAL SITE BUDGET: 0

**Budget Summary for
Rolling Hills 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						0
1900-014: OTHER CERTIFICATED HOURLY						0
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0
3312-000: FICA – CLASSIFIED						0

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

V.D. BUDGET DEVELOPMENT FORM

SITE: Rolling Hills Elementary School

PROGRAM: Economic Impact Aid - English Learners

RESOURCE NUMBER: 7091

2011 ENTITLEMENT: \$15,810

PLUS CARRYOVER: \$921

TOTAL SITE BUDGET: 16,731

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

**Budget Summary for
Rolling Hills Elementary School**

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	11800					11,800
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	11,800	0	0	0	0	11,800
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	1000					1,000
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	1,000	0	0	0	0	1,000
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3222-000: PERS Pickup – CLASSIFIED						0
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						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	1321					1,321
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE	500					500
4300-099: RESERVE						0
	1,821	0	0	0	0	1,821
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE	700					700
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
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500	1410					1,410
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
	1,410	0	0	0	0	1,410
TOTAL SITE BUDGET:	16,731	0	0	0	0	16,731

V.D. BUDGET DEVELOPMENT FORM

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

**Budget Summary for
Rolling Hills Elementary School**

2011 ENTITLEMENT:	<u>\$4,560</u>	\$PER STUDENT: _____
PLUS CARRYOVER:	<u>\$3,680</u>	# OF STUDENTS: _____
TOTAL SITE BUDGET:	<u>8,240</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	3680					3,680
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	3,680	0	0	0	0	3,680
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	0					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	560					560
4300-010: SUPPLIES	4000					4,000
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	4,560	0	0	0	0	4,560
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
TOTAL SITE BUDGET:	8,240	0	0	0	0	8,240

VI. ADDENDUM (Optional)

Rolling Hills Elementary School

Mission Statement

Rolling Hills Elementary is dedicated to reaching each student by building positive relationships, providing a rigorous and relevant education, and instilling the positive values and attitudes that are necessary for college readiness and lifelong success in a diverse and global society.

Rolling Hills Elementary Vision

Rolling Hills is a place where...

- ~ The learning community embraces a collaborative learning environment in which staff, students, families, and the community are actively included and involved.
- ~ The learning community creates and sustains a school built upon safety, sharing, mutual support, and respect.
- ~ The staff customizes learning to meet the individual needs of every student. Students are confident in their ability to achieve, actively engage in authentic learning, and exhibit positive enthusiasm for school.
- ~ Effective resources including funding, personnel, and the flexible use of time are sought and applied to maximize learning for all.

Commitments

At Rolling Hills, each member of our learning community will...

- ~ Model the six pillars of character (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship).
- ~ Make a personal commitment to the mission and vision.
- ~ Be open to pursuing and applying innovative and effective approaches to meet the needs of the individual child.
- ~ Hold themselves accountable for the success of every child.
- ~ Know the why of what we are doing.
- ~ Be adaptable and flexible.

Rolling Hills School

ELA SMART Goals 2011-2012

Grade: Kindergarten

School Wide Goal: By the spring of 2012, the number of all students achieving at the Proficient or Advanced levels on the English Language Arts section of the California Standards Test (CST) will increase from 83% (2011) to 85%.

Grade Level Smart Goal Indicators: By the spring of 2012, the number of all students achieving at Proficient or Advanced levels on grade level assessments in ELA will be at or above 85% as measured by assessments listed below.

Assessments for Learning	Benchmark Dates	Teaching Strategies	Activities	Evidence
Running Records	Fall 2011 (baseline)	Making Meaning and Guided Reading Groups	Journal	Running Records
Letter ID	Winter 2012	Shared Reading	Reading Groups	On demand writing
Sentence Dictation	Spring 2012	Shared Writing	Chants, songs, rhymes	Portfolio
Writing Samples		Guided Writing	Independent Reading	Spelling in writing sample
MAPS		Writers' Workshop	Handwriting	ILP Growth on Goals
		Write Source	Spelling	MAPS
		Student ILPs	Verbalize & Share	
		Academic Vocabulary		

Rolling Hills School

Math SMART Goal 2011-2012

Grade: Kindergarten

School Wide Goal: By the spring of 2012, the number of all students achieving at the Proficient or Advanced levels on the Math section of the California Standards Test (CST) will increase from 87% to 88%.

Grade Level Smart Goal Indicators: By the spring of 2012, 87% of all students will be achieving at Proficient or Advanced levels on grade level assessments as measured by HM Math Expressions standards based assessments.

Assessments for Learning	Benchmark Dates	Teaching Strategies	Activities	Evidence
Number sense	Fall 2011	Math Expressions Lessons	Calendar	Pre & Post Assessments
Patterns	Winter 2012	Group Counting	Math Expressions Lessons	Growth on ILP Goals
Probability	Spring 2012	Home work	Extension Lessons	MAPS
Math Reasoning		Graphing	Daily functional use of numbers, shapes, problems, & patterns	
Geometry		Patterns		
Measurement		Estimation		
Math Communication		ILPs		
MAPS		Math Vocabulary		

Rolling Hills School

ELA SMART Goals 2011-2012

First Grade

School Wide Goal: By the spring of 2012, the number of all students achieving at the Proficient or Advanced levels on the English Language Arts section of the California Standards Test (CST) will increase from 83% (2011) to 85%.

Grade Level Smart Goal Indicators: By the spring of 2012, 85% of all students will maintain Proficient (level 18-20) or at the Advanced level in reading.

Assessments for Learning	Benchmark Dates	Teaching Strategies	Activities	Evidence
Running Records	Fall 2011	Making Meaning	Reading Groups	Running Records
Writing	Winter 2012	Guided Reading Groups	Shared reading	Teacher Observation
Spelling Inventory	Spring 2012	Shared Reading	Reading Strategies	Journal Writing
No Excuse Words		Houghton Mifflin Lessons	Journal Writing	Writing Rubrics
Trimester Benchmarks		ILP's -At Risk	Reading impact	Growth on ILP Goals
MAPS		Student Goal setting and self assessment	Word sorts	MAPS
		Academic Vocabulary	Daily 5	

Rolling Hills School

Math SMART Goals 2011-2012

First Grade

School Wide Goal: By the spring of 2012 the number of all students achieving at the Proficient or Advanced levels on the Math section of the California Standards Test (CST) will increase from 87% to 88%.

Grade Level Smart Goal Indicators: By the spring of 2012, 84% of all first grade students will be Proficient or Advanced level in math as measured by PUSD CSR.

Assessments for Learning	Benchmark Dates	Teaching Strategies	Activities	Evidence
Math Expressions	Fall 2011	Math Expressions Lessons	Small Groups	Math Expressions (Student Activity Book)
Basic Facts	Winter 2012	Math Vocabulary	Mini Lessons	Quick Quizzes
Trimester Tests	Spring 2012		Unit reviews	Unit Reviews
MAPS			Quick Quizzes	Trimester Tests
			Math Expressions (Student Activity Book)	MAPS
			White Board Activities	

Rolling Hills School

ELA SMART Goals 2011-2012

Grade 2

School Wide Goal: By the spring of 2012, the number of all students achieving at the Proficient or Advanced levels on the English Language Arts section of the California Standards Test (CST) will increase from 83% (2011) to 85%.

Grade Level Smart Goal Indicators: By the spring of 2012, 85% of the students will score at the proficient level on the CST in reading. By the spring of 2012, 75 % of all ELL students will score at the proficient level on the CST in reading.

Assessments for Learning	Benchmark Dates	Teaching Strategies	Activities	Evidence
MAPS(fall, winter, spring)	-Fall 2010(baseline) winter and spring	Direct instruction	HM Guided Reading Groups	Running Records
Star Testing	-Monthly	Read Aloud	Discussions	Teacher observations
IRI/RR	-Ongoing as needed	Academic Vocabulary	Comprehension Sheets	TOPS reports
HM Summative Tests	-Trimester	Differentiated Comprehension Sheets	AR Quizzes	Scores in each strand from summative tests
AR Quizzes	-Ongoing	Learning Centers	Daily 5	MAPS progress
		Expand Vocabulary	CAFE Timed Fluency Readings	Book Talks
			Ind. Read/ Reading Olympics	

Rolling Hills School

Math SMART Goal 2011-2012

Grade 2

School Wide Goal: By the spring of 2012, the number of all students achieving at the Proficient or Advanced levels on the Math section of the California Standards Test (CST) will increase from 87% to 88%.

Grade Level Smart Goal Indicators: By the spring of 2012, 86% of the second grade students will be at the Proficient or Advanced levels as measured by the CST Math.

Assessments for Learning	Benchmark Dates	Teaching Strategies	Activities	Evidence
Math Expression Unit Tests	Fall 2010 baseline	Math Expressions Lessons	Math Exp. WkBk	Math Workbooks
Math Exp. Quizzes	Winter 2011 Jan./Feb.	Student Goal Setting/Self Assessment	Supplemental Skills Sheet	Math Exp. HmWk and Remembering
MAPS	Spring 2011 May	Academic Math Vocabulary	Manipulatives	Quizzes
Weekly Math Quizzes			Mastery Learning on Quizzes	Unit Tests
Dist. Trimester Benchmarks Assessments			Games	MAPS
			Whiteboards	

Rolling Hills School

ELA SMART Goals 2011-2012

Grade 3

School Wide Goal: By the spring of 2012, the number of all students achieving at the Proficient or Advanced levels on the English Language Arts section of the California Standards Test (CST) will increase from 83% (2011) to 85%.

Grade Level Smart Goal Indicators: By the spring of 2012, the number of third grade students achieving Proficient or Advanced levels on Written Conventions section of the English Language Arts section of the California Standards Test (CST) will increase from 69% (2011) to 73%.

Assessments for Learning	Benchmark Dates	Teaching Strategies	Activities	Evidence
MAPS Language	Fall, Winter, Spring	Direct Instruction	Mountain Language and/or Daily Language Review	Scores increasing with each MAPS Test
Houghton Mifflin Assessments	Ongoing	Houghton Mifflin Reading Program	Framing Your Thoughts	Scores on CST
Mountain Language and/or Daily Language Review	Ongoing	Houghton Mifflin Spelling	Revising/Editing writing	Student Work
Spelling Inventory	Fall, as needed	Houghton Mifflin Practice Book	Other supplemental test format practice	
		ELL Instruction	Computer websites for independent practice	
		Write Source		
		Test Release Questions		
		Differentiated Grouping		

Rolling Hills School

Math SMART Goal 2011-2012

Grade 3

School Wide Goal: By the spring of 2012, the number of all students achieving at the Proficient or Advanced levels on the Math section of the California Standards Test (CST) will increase from 87% to 88%.

Grade Level Smart Goal Indicators: By the spring of 2012, the number of third grade students achieving Proficient or Advanced levels on the Algebra and Functions section of the Math section of the California Standards Test (CST) will increase from 86% to minimum of 87%.

Assessments for Learning	Benchmark Dates	Teaching Strategies	Activities	Evidence
MAPS Math	Fall, Winter, Spring	Math Expressions Lessons	Warm up exercises	Scores increasing with each MAPS Test
Accelerated Math	Ongoing	Supplemental Algebra Lessons	Mountain Math	Scores on CST - Math
Math Expressions Unit Tests	Ongoing		Discuss/Solve	Student Work
			Independent Work	
		Homework		
			Accelerated Math packets	
			Supplemental Activities	

Rolling Hills School

ELA SMART Goals 2011-2012

Grade 4

School Wide Goal: By the spring of 2012, the number of all students achieving at the Proficient or Advanced levels on the English Language Arts section of the California Standards Test (CST) will increase from 83% (2011) to 85%.

Grade Level Smart Goal Indicators: By the spring of 2012, 70% of all students will be proficient or above in literary response analysis and written conventions.

Assessments for Learning	Benchmark Dates	Teaching Strategies	Activities	Evidence
IRI's for below Proficient	Fall MAPS	Comprehension Strategies and Skills	Classroom Goal Setting	Daily Work/Assignments
MAPS	Winter MAPS	Direct/Explicit Instruction	Individual Goal Setting	MAPS
STAR Testing	Spring MAPS	Guided Instruction	Word Building Activities	ZPD Growth
HM Quizzes	HM Theme Skill Assessments	Shared Instruction	Tally Frequency of using new vocabulary	Observation/Discussions
Daily Observation		Differentiated Groups	Literature Circles	Tests/Quizzes
		Academic Vocabulary		Monthly AR Points
		Elements of Reading Literary Terms		HM Tests
		Scaffold Instruction		Student's progress on goals
		Impact Groups		

Rolling Hills School

Math SMART Goal 2011-2012

Grade 4

School Wide Goal: By the spring of 2012, the number of all students achieving at the Proficient or Advanced levels on the Math section of the California Standards Test (CST) will increase from 87% to 88%.

Grade Level Smart Goal Indicators: By the spring of 2012, 75% of all students will be proficient or above in the area of statistics, data analysis, and probability.

Assessments for Learning	Benchmark Dates	Teaching Strategies	Activities	Evidence
MAPS	Fall MAPS	Differentiated Groups	Math Expressions Lessons and Games	Daily Work & Assignments
Math Expressions Unit Tests/Quizzes	Winter MAPS	Direct Instruction	On-going instruction	MAPS Scores
Daily Observations	Spring MAPS	Small Group Instruction	Review & Re-teaching	Unit Tests/Quizzes
STAR Math	Unit Tests	Math Academic Vocabulary	Use of manipulative	Progress on Goals
Daily Work		Test/Problem Solving Strategies	Accelerated Math Impact Group	Star Math Results

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ELA SMART Goals 2011-2012

Grade 5

School Wide Goal: By the spring of 2012, the number of all students achieving at the Proficient or Advanced levels on the English Language Arts section of the California Standards Test (CST) will increase from 83% (2011) to 85%.

Grade Level Smart Goal Indicators: By the spring of 2012, 76% of all students will be proficient in Writing Strategies, and 82% of all students will be proficient in Reading Comprehension on the STAR.

Assessments for Learning	Benchmark Dates	Teaching Strategies	Activities	Evidence
Process papers for each trimester writing assessment using the District's rubric	Each trimester (November 2011, February 2012, May 2012)	Robust vocabulary instruction	Mountain Language	Progress charts and graphs for timed reading and fluency timings
On-Demand writing (District rubric)	Same as above	Guided Reading Groups and literature circles	Steck-Vaughn vocabulary	Writing Samples
Write Source Assessments	At the end of each trimester	Write Source and Houghton Mifflin	Reading Groups, timed reading, fluency timings	Answers (oral and written) to comprehension questions
Houghton-Mifflin Assessments	Monthly	Skills Book	RtI	Pre-test -> Progress Tests -> Post-test
Standards-based Assessments	Weekly	Modeled Writing	Daily Language	Writing Rubrics
IRI	Weekly	Going over exemplars	Going through the steps of the writing process	Progress on goals
Guided Reading Groups and literature circles	Weekly	Six-Traits	Writing Conferences with students (guided writing)	MAPs scores and growth
NWEA Reports		Student awareness of rubrics and standards	Train students to become peer revisers and editors	
		Student Self Assessment and Goal Setting	Vertical teaming for ELL using Avenues	
			Targeted reading, writing, and vocabulary instruction across the curriculum	

Rolling Hills School

Math SMART Goal 2011-2012

Grade 5

School Wide Goal: By the spring of 2012, the number of all students achieving at the Proficient or Advanced levels on the Math section of the California Standards Test (CST) will increase from 87% to 88%.

Grade Level Smart Goal Indicators: By the spring of 2012, 76% of all students will be proficient or advanced in the CST Math subtest Decimals, Fractions, and Negative Numbers, and 74% of all students will be proficient or advanced in Measurement and Geometry.

Assessments for Learning	Benchmark Dates	Teaching Strategies	Activities	Evidence
MAPs ----->	Fall 2011 (baseline) September MAPs Winter MAPs (Feb. 2012) Spring MAPs (May 2012)	Differentiated groups	Mountain Math	Daily work and assignments
Standards Based teacher made tests and Unit Tests ----->	Assessments for every unit as needed	Articulation of Math Standards	Weekly word problems	Progress Reports
On-going daily work (based on standards) -->	Daily /Weekly	Math Journals	Hands-on Learning (e.g. measuring the basketball court)	MAPs Scores
District Math Assessments ----->	At the end of each trimester	Math Vocabulary	Practical application and connections to higher concepts, including algebra and patterns	Teacher observations
Accelerated Math----->	Weekly	Math Expressions and California Math	Spiraled Curriculum	Test Scores
		"Math Talk" and Student Leaders focusing on algebraic reasoning	Re-teaching as needed	Mastery of Accelerated Math objectives
		Accelerated Math for target groups (below level and highly advanced)	Reciprocal Teaching	Trimester benchmark progress sheets on Math Central
			Accelerated Math (RtI groups, spiral review, and accelerated groups)	
			Stretching learning opportunities by teaching algebraic concepts	