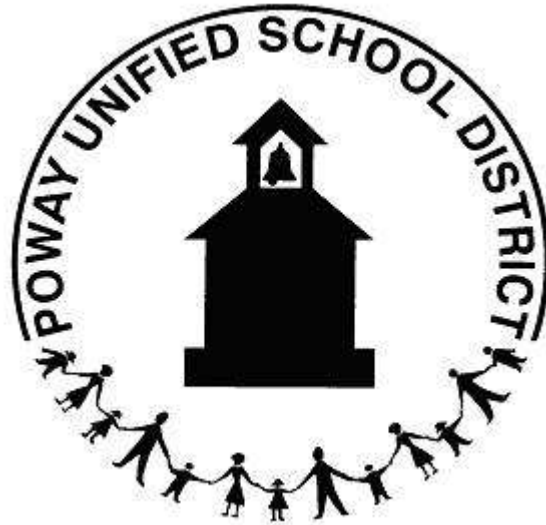


**Sunset Hills Elementary School
Single Plan for Student Achievement
2011-12**



**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

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

Individual student goal setting

- Classroom goal setting and individual goal setting for each student
- Create a culture of universal ownership and achievement by using structured collaboration within grade level and across grade levels
- Create a college readiness culture with each classroom adopting a college and having "college days" at school
- Goals of proficiency for all students in Math and ELA
- Increase parent engagement in student achievement through parent education nights, principal coffee chats, newsletters and connect-ed messages
- Provide staff and parent training and support to work with English Learners
- Build community partnerships and strong collaboration with Sunset Hills PTA, Foundation and School Site Council

Equitable Access to Rigorous and Engaging Learning Experiences

Closing the achievement gap for all subgroups:

- Careful analysis of sub group data, to raise awareness of sub group performance
- Grade Level Articulation three times a year with the focus on Kid Watch of underperforming sub groups, based on data and tracking student progress
- Use of Impact Teacher and Support Staff to allow for smaller flexible groupings based on student performance
- Use Impact Teacher to implement Avenues curriculum per grade level identified ELL needs
- Flexible vertical groupings for students in the NSH/ Special Day classes
- Implement common effective classroom strategies by staff collaboration and discussion of Teach Like A Champion strategies

Capacity Building

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

- Devote time at staff meetings for review and adjustment of the Literacy Plan and school goals and to discuss way to use assessment for learning
- Focus on building relationships by celebrating school pride and character through events like TRRFCC Thursdays and Power of One
- Develop and promote Leadership Team to provide Professional Growth Development in the agreed upon focus areas of: Universal Achievement, Collaboration, Assessment, Goal Setting and Technology
- Provide parent education, through coffee chats, parent ed nights, connect-eds and newsletters to support student achievement development
- Engage students in individual goal setting and achievement conferences to increase engagement and advance academic success
- Provide training and support to staff and parents to work with English Learners

Multiple Pathways

Personalizing learning to provide multiple pathways for student success

- Engage students in MAPs goal setting, grades 1-5, with a focus on area of strength and growth
- Implement effective classroom strategies and support and opportunities to support nonproficient and at-risk students
- Provide differentiated instruction to meet the needs of a variety of learning styles and levels including those students who are proficient or advanced
- Use of Impact Teacher to provide differentiation to small groups of students based on identified needs
- Explore increase of using technology as a tool to prepare students for their future

Organizational Support Systems

Site Initiative(s) / Organizational Direction(s) to receive overall focus in this plan:

Our main focus this year will be to make strides toward closing the achievement gap for all subgroups and building organizational capacity through continued focus on rigor, relevance, and relationships in order to provide challenging educational experiences for all students. We have established a Leadership Team to guide and facilitate professional growth development in four focus areas: Universal Achievement, Collaboration, Assessments and Goal Setting and Technology. Our work this year consists of the following:

- Use of MAPs Growth Reports to monitor progress and make mid-year adjustments for student learning
- and flexible groupings
- Staff meeting time devoted to defining common understanding of rigor and relevance
- Keeping our SMART goals alive throughout the year by monitoring at regular intervals in teams and sharing progress school wide
- Develop collaborative practices, including more detailed data analysis and instructional planning around student assessment results
- ELL Coordinator and ELL Instructional Assistant and principal focusing on quality services and instruction
- Increase differentiated instruction across grade levels-small group reading instruction (Reading groups, literature circles, flexible groupings in math)
- Continue to receive training on implementing Compass Learning as an alternate pathway to individualize learning based on MAP assessment data
- Developing differentiated instruction for all sub groups
- Identify web based resources to increase collaboration among adults and students

II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING

II.A. SITE ASSESSMENT PLAN

DISTRICTWIDE (REQUIRED) ASSESSMENTS/REPORTS

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
CST / CMA / CAPA	Criterion-reference tests	Assess achievement of state standards	Grades2-11	Spring	Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.
CELDT	Criterion-reference test	Measure level of achievement in English	All ELL students	Fall	Measure ELD levels, plan programs and measure annual growth. Used to redesignate students
API	Composite score	Used to determine overall program effectiveness	Schools, subgroups	Reported annually, in Spring	Used by state and District as an index of overall academic performance based upon the results of the STAR. Used to compare schools and student groups.
AYP	Composite score	Used to determine overall program effectiveness	Schools, subgroups	Reported, annually, in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
MAP	Criterion-reference	Assess individual or group progress, and show growth over multiple administrations	Grades 2-8	Up to 3 times per year, as needed	Measure and report student growth. Results provide 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	Criterion-referenced Computer-Adaptive	Assess individual or group achievement of standards and show growth over multiple years	1st -5th grade	Fall, Winter and Spring	Measure and report student growth. Results provide sub scores that help the teacher analyze strengths and weaknesses within the areas of reading, math and language usage. Target learning.
Running Records	Individual performance assessment	Diagnostic	All students Grades K-2	Trimesterly and as determined by teacher.	A tool for scoring, coding and analyzing a child's precise reading behaviors.
Individual Reading Inventory (IRI)	Individual performance assessment	Diagnostic	All students reading at grade level 3 or higher	Trimesterly or more frequently if indicated	Used by teachers to diagnose student skills, plan subsequent instruction and placement. Monitor progress.
Quality Writing	On-demand, first-draft writing, individual performance	Diagnostic and/or Achievement	All students, K-5	Fall, Winter, Spring	Students write to a prompt. Teachers score using PUSD rubric. The results of this assessment may be used to evaluate student writing skills, diagnose-prescribe and measure growth over time.
Alphabet Knowledge	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring	To assess early reading skills, letter names, shapes, directionality
Phonics Skills	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring	To assess sound symbol relationships and the composition of written words
Phonetic Spelling Inventory	On-demand performance tasks	Diagnostic	All students Grades 1-5	Fall, Winter, Spring	Designed to assess the word knowledge students bring to the tasks of reading and spelling. There are 4 inventories Level I-IV
Concepts About Print	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring and as needed	To assess pre-reading skills
Fluency Timings	On-demand performance tasks	Diagnostic	Grades 2-5	Fall, Winter, Spring for identified students; more frequently as needed	To assess individual student fluency rate of growth
Basic math skills assessment	Individual performance	Diagnostic achievement	Grades 1-5	Each trimester	Monitor students' trimesterly progress on grade-level exit skills
Math problem solving	Individual performance	Diagnostic achievement	Grades 1-5	Each trimester	Monitor students' progress on grade-level exit skills
Houghton Mifflin	Summative tests	Achievement and diagnosis	Grades 1-5	At the end of each unit test	Measure and report student achievement of reading skills and provide standards-based next steps for instruction
Houghton Mifflin/Math Expressions	Unit/chapter tests	Achievement and diagnosis	Grades 1-5	At the end of each chapter	Inform the teacher and student of skills that have been mastered or not. Plan intervention as needed.

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Progress Reports	Individual report	To assess individual student performance using State standards	K-12		Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
API	Composite score	Used to determine overall program effectiveness	K-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
AYP	Composite score	Used to determine overall program effectiveness	K-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal/staff	Monthly/annually	Determine frequency of individual student incidences. Show patterns of disruptions. These records are compiled, disaggregated, analyzed annually, and used to determine program needs.
Attendance	Audit	Determine attendance patterns	Students	Monthly	Disaggregating of student attendance data is done annually and used for program evaluation.
Progress Reports	Individual performance assessment	To assess individual student performance using local standards	K-5	Trimester	Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
Annual PTA survey	Questionnaire	Obtain feedback on PTA events and school policy	Parents	Annually	This survey helps the staff and PTA evaluate parent participation and attitudes regarding selected school events and policies.
Staff Surveys	Questionnaire	Feedback from staff on principal leadership effectiveness	Teachers	Annually or as needed	This survey provides valuable information to be utilized in adjusting/modifying current level of leadership effectiveness.
Parent Surveys	Questionnaire	Obtain feedback on efficacy of school-wide goals to support student achievement	Parents and Students	Annually	These surveys provide valuable information to be utilized in evaluating the effectiveness of current progress toward meeting school-wide goals and improving student achievement. The surveys provide the basis for change.
School Site Council Survey	Questionnaire	Obtain feedback on the effectiveness of the committee to meet the responsibilities/purpose of SSC	SSC Members	Annually	This survey provides the information necessary to determine if the current format of SSC is meeting its designed purpose and focus.
Healthy Kids Survey	Questionnaire	Feedback on student feelings on nutrition, school safety and decision making	5th grade students with permission	Every three years	This survey help us evaluate the character program, school-wide discipline, food services and safety plan.

II.B. DATA REPORTS

II.B. DATA REPORTS

School and District Information

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

School Information		District Information	
School Name	Sunset Hills Elementary School	District Name	Poway Unified
Principal	Tina Ziegler	Superintendent	John P. Collins, Ed.D
Street	9291 Oviedo St.	Street	15250 Avenue of Science
City, State, Zip	San Diego, CA 92129-2136	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-484-1600	Phone Number	858-521-2800
FAX Number	858-538-9451	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	tziegler@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code	37682966093231	SARC Contact	Eric Lehew

II.B. DATA REPORTS

Sunset Hills Elementary School

Demographic Summary
for 2011-12 School Year

Address: 9291 Oviedo St.
San Diego, CA 92129-2136

Principal: Tina Ziegler

Year of Construction: 1974

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
80	48	58	51	75	72	35

Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
415	392392	419

Student Demographics:

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
12%	10%	13%	3%	56%	6%

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

Limited English	Free/Reduced Lunch
15%	18%

Staff Demographics

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
17%	0%	6%	0%	78%	0%

Percent Fully Credentialed: 100%

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2011
Sunset 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	270	100	100	99	99	99	99	78	76	80	77	75	73	883	867	872		
African American	7	100	100	100	100	100	100											
American Indian	1	100	100	100	100	100	100											
Asian	38	100	98	100	100	98	100	97	97	84	90	97	87			919		
Filipino	25	100	100	97	100	100	97	76	75	72	76	71	76			875		
Hispanic	34	100	100	100	100	100	100	64	71	74	68	74	62			823		
Pacific Islander	4	100	100	100	100	100	100											
White	161	100	100	99	99	99	99	78	76	82	76	71	73	873	861	874		
English Learner	40	100	98	100	100	98	100	62	67	72	58	76	68			834		
Low Socio-Economic	39	97	100	98	97	100	98	58	54	69	46	59	69			823		
Special Ed	66	100	100	99	99	100	99	42	45	42	38	40	39	646	667	646		

*** Includes only students in significant subgroups



Sunset 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	114	60	71	47	102	84	67	79	100	89	78	73	92	86	104	81
Total % Proficient and Advanced	76	82	75	83	61	75	70	70	74	75	83	79	71	79	72	86
% Advanced	46	48	34	57	25	44	45	30	38	53	58	59	27	47	42	52
% Proficient	30	33	41	26	36	31	25	39	36	22	26	21	43	33	30	35
% Basic	19	10	13	6	24	13	18	15	21	17	8	11	21	17	22	5
% Below Basic	3	2	7	4	8	6	4	6	5	3	5	5	4	1	1	6
% Far Below Basic	2	7	6	6	8	6	7	9	0	4	4	4	4	2	5	2

* include all students

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



Sunset 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	114	60	69	47	102	83	67	79	100	89	77	73	92	86	104	81
Total % Proficient and Advanced	76	87	83	87	68	76	84	80	75	70	74	73	70	78	64	59
% Advanced	47	58	48	53	40	53	57	61	33	46	52	56	38	45	38	38
% Proficient	29	28	35	34	27	23	27	19	42	24	22	16	32	33	26	21
% Basic	16	8	9	4	18	11	4	9	12	19	17	14	14	13	16	17
% Below Basic	4	2	3	4	8	11	7	4	10	8	8	11	10	7	13	20
% Far Below Basic	4	3	6	4	7	2	4	8	3	3	1	3	7	2	7	4

* include all students

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



Sunset 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	92	86	104	81
Total % Proficient and Advanced	59	76	69	73
% Advanced	18	27	38	42
% Proficient	40	49	32	31
% Basic	29	20	22	17
% Below Basic	7	2	4	5
% Far Below Basic	5	2	5	5

* include all students

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

Sunset Hills Elementary

School Year: 2010-2011

Grade 1

MAP Term: Spring

Reading

Growth Targets

Sunset Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
71	45

District

% Meeting Typical Growth	% Meeting Optimal Growth
78	51

Analyzing Grade Level Growth

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

Term	RIT Score	Lexile Score	Phonological Awareness	Phonics	Concepts of Print	Vocabulary & Word Structure	Comprehension	Writing
Fall	166	151	166	167	162	167	167	166
Winter	173	241	173	174	174	175	173	172
Spring	182	360	184	185	178	183	182	182
Growth	16	209	18	18	16	16	15	16

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

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	155		165	156	137	154		

Mathematics

Growth Targets

Sunset Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
66	38

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	
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Fall	167	168	167	170	168	167	166	
Winter	177	179	177	177	176	175	177	
Spring	185	183	187	187	184	185	185	
Growth	18	15	20	17	16	18	19	

Sunset Hills Elementary

School Year: 2010-2011

Grade 2

MAP Term: Spring

Reading

Growth Targets

Sunset Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
79	55

District

% Meeting Typical Growth	% Meeting Optimal Growth
65	36

Analyzing Grade Level Growth

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

Term	RIT Score	Lexile Score	Phonological Awareness	Phonics	Concepts of Print	Vocabulary & Word Structure	Comprehension	Writing
Fall	154		166	159	149	149	153	149
Winter	153		152	141	149	164	157	161
Spring	169	60	172	161	167	170	163	180
Growth	15	60	6	2	18	21	10	31

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	187	450	187	185	189	188		
Winter	197	563	195	195	198	199		
Spring	205	708	205	202	205	206		
Growth	18	258	18	17	16	18		

Language Usage

Growth Targets

Sunset Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
87	47

District

% Meeting Typical Growth	% Meeting Optimal Growth
69	39

Analyzing Grade Level Growth

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

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	188	188	188	187	190			
Winter	197	197	197	196	198			
Spring	204	204	204	204	205			
Growth	16	16	16	17	15			

Mathematics

Growth Targets

Sunset Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
90	60

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	184	181	186	182	185	189	184	
Winter	195	190	196	198	199	195	194	
Spring	204	200	205	204	208	205	203	
Growth	20	19	19	22	23	16	19	

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	161	158	157	164	164	159	163	
Winter	157	164	153	167	151	155	154	
Spring	175	173	178	169	175	171	184	
Growth	14	15	21	5	11	12	21	

Sunset Hills Elementary

School Year: 2010-2011

Grade 3

MAP Term: Spring

Reading

Growth Targets

Sunset Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
67	41

District

% Meeting Typical Growth	% Meeting Optimal Growth
60	36

Analyzing Grade Level Growth

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

Term	RIT Score	Lexile Score	Phonological Awareness	Phonics	Concepts of Print	Vocabulary & Word Structure	Comprehension	Writing
Fall	163	124	162	161	163	165	164	164
Winter	163	52	159	161	164	166	163	165
Spring	170	136	168	167	176	174	165	173
Growth	7	12	6	6	13	9	1	9

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	198	582	198	197	200	198		
Winter	204	668	204	203	204	204		
Spring	209	765	208	209	210	210		
Growth	11	183	10	12	10	12		

Language Usage

Growth Targets

Sunset Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
74	51

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	202	201	201	203	203			
Winter	208	207	208	210	209			
Spring	212	212	212	212	213			
Growth	10	11	11	9	10			

Mathematics

Growth Targets

Sunset Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
72	47

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	199	197	198	199	202	200	198	
Winter	208	205	210	206	212	208	209	
Spring	214	213	216	213	217	212	213	
Growth	15	16	18	14	15	12	15	

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	163	166	160	162	163	161	165	
Winter	161	156	156	162	164	165	162	
Spring	167	170	161	172	162	170	166	
Growth	4	4	1	10	-1	9	1	

Sunset Hills Elementary

School Year: 2010-2011

Grade 4

MAP Term: Spring

Reading

Growth Targets

Sunset Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
57	43

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	204	710	204	204	205	205		
Winter	207	770	207	206	208	209		
Spring	212	851	212	211	211	213		
Growth	8	141	8	7	6	8		

Language Usage

Growth Targets

Sunset Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
60	46

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	206	205	206	207	206			
Winter	209	208	210	211	209			
Spring	212	212	212	213	213			
Growth	6	7	6	6	7			

Mathematics

Growth Targets

Sunset Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
54	41

District

% Meeting Typical Growth	% Meeting Optimal Growth
66	41

Analyzing Grade Level Growth

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

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	208	203	210	210	213	207	207	
Winter	215	212	218	216	218	214	216	
Spring	219	218	219	222	224	216	216	
Growth	11	15	9	12	11	9	9	

Sunset Hills Elementary

School Year: 2010-2011

Grade 5

MAP Term: Spring

Reading

Growth Targets

Sunset Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
56	43

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	214	864	215	212	213	215		
Winter	217	927	216	216	215	220		
Spring	219	964	219	217	219	220		
Growth	5	100	4	5	6	5		

Language Usage

Growth Targets

Sunset Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
57	43

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	216	215	216	217	216			
Winter	217	217	218	218	217			
Spring	220	219	221	220	219			
Growth	4	4	5	3	3			

Mathematics

Growth Targets

Sunset Hills Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
63	43

District

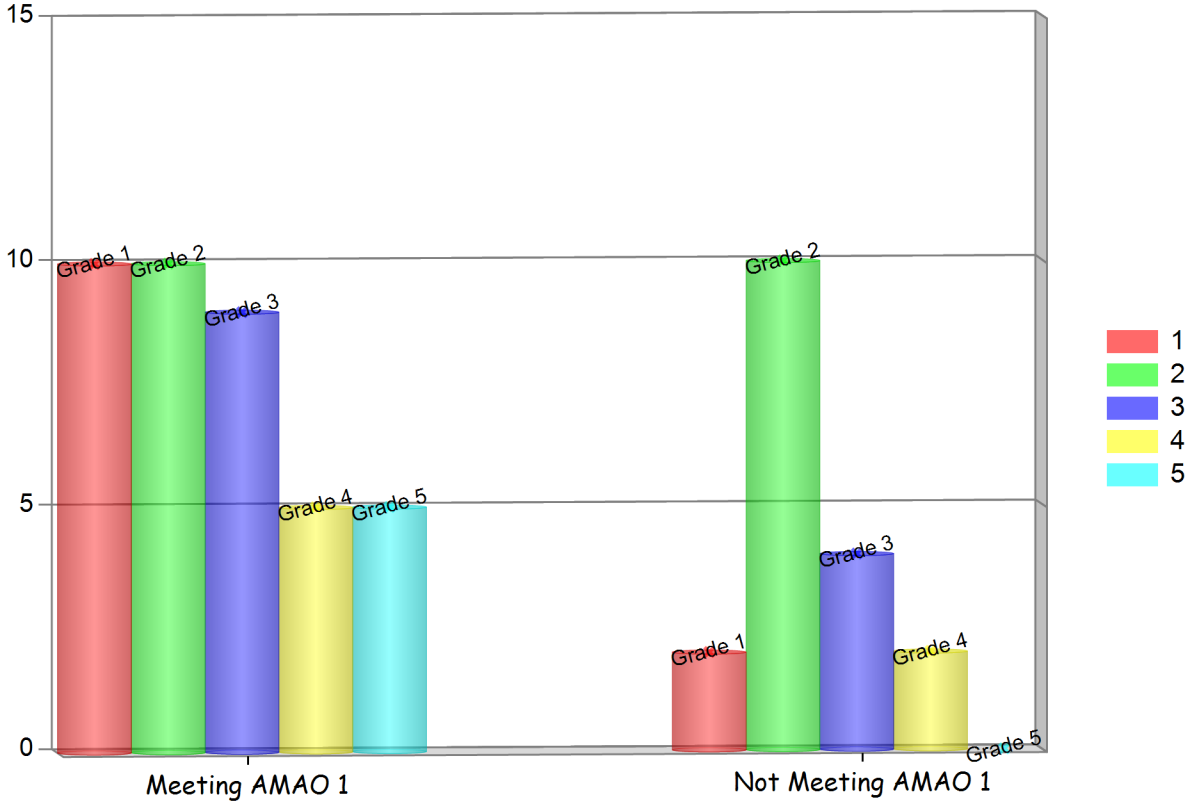
% Meeting Typical Growth	% Meeting Optimal Growth
73	50

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	220	217	223	221	223	219	218	
Winter	226	224	226	229	226	224	224	
Spring	228	230	227	231	230	227	225	
Growth	8	13	4	10	7	8	7	

**Sunset 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
1	10	2
2	10	10
3	9	4
4	5	2
5	5	0

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	44	50	40	49.4	54.3	44.7	29.1	32.3	26.1
2010	5	69.9	80.8	58.8	52.0	57.5	47.1	29.0	32.2	25.9
2011	5	67.5	71.9	64.6	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	ELA - By June 2011, 80% of Sunset Hills students will be proficient in English Language Arts using, on an individual basis, the highest score of Spring MAPs or Spring CST for grades 2-5 and Running Records for K-1 (level 4-8 or above for K and Level 18-20 or above for 1st).	[X]	[]	80% of Sunset Hills students were proficient in ELA on the CST	Collaborative grouping for small group differentiated grade level reading instruction, especially in the 5th grade. Increase in positive school culture surrounding literature (Morning Read, Read A Thon). Guided reading groups at all grade levels. The use of leveled readers for 5th grade by Impact Teacher. Volunteers trained in Read Naturally, Morning Read and Guided Reading. Use of Avenues program for our ELL students. Implementation of Compass Learning to give individualized practice for students. Lexiled Class Library to offer sufficient reading practice at students appropriate levels. Impact Teachers to assist with small group instruction. After School Homework Club with emphasis on Language Arts.
	MATH - By June 2011, 80% of Sunset Hills students will be proficient in Math using, on an individual basis, the highest score of Spring MAPs or Spring CST for grades 2-5.	[]	[X]	73% of Sunset Hills students scored proficient in Math on the CST	Need for an increase of direct instruction across grade levels and groups in academic language and algebra concepts. Focus on small group differentiated instruction. Focus on Math Impact groups.
	Kindergarten - By June 2011, a minimum of 85% of students will identify 54/54 letters, know 26/30 letter sounds, and score a level 4-8 Running Record or higher by June 2010-2011.	[X]	[]	Letter ID 100%, Letter Sounds 92%, Running Records 85%	The flexible intervention using Impact Teacher and parent volunteers was effective. Sight word program and Morning Read were key components of student success.
	First Grade - By June 2011, 75% of all first grade students will be reading at or above levels 18-20 by the end of the 2010-2011 school year.	[X]	[]	75% of students had Running Record Levels 18-20	Utilization of Impact Teacher and parent volunteers for small group instruction. Morning Read provides necessary practice at students independent reading level which increases fluency. Compass Learning implementation practice skills at instructional level. MAP assessments and goal setting.
	Second Grade - By June 2011, 77% of all second grade students will be proficient in their Spring MAPs scores (199) in reading as a marker to be proficient on CST.	[X]	[]	80% met typical growth on MAPs. 83% of students were proficient on CST.	Morning Read provides necessary practice at students independent reading level which increases fluency. Lexiled Library Read Naturally by trained volunteers implemented daily to increase reading fluency.

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>Compass Learning implementation practice skills at instructional level. MAP assessments and goal setting. Each Student was aware of individual goals. MAPs is used as a formative assessment. Avenues for our ELL students was implemented with fidelity. Emphasis on word study and phonics. Focus on literal comprehension in small groups. Utilization of trained parent volunteers for small group instruction. Differentiated instruction Focus on academic vocabulary. Utilization of Impact Teacher and parent volunteers for small group instruction.</p>
	<p>Third Grade - By June 2011, 80% of all third grade students will be proficient on their Spring reading MAPs scores (208) which will correspond to a 75% chance of being proficient on the CST.</p>	[]	[X]	<p>70% of 3rd grade students were proficient in ELA CST. 67% of 3rd grade students made typical growth on MAPs.</p>	<p>Students made good progress on making typical growth on MAPs assessments. This did not transfer to the CST assessment. Students need to be exposed to answering test questions similar to CST format. Guided Reading Groups were done on a daily basis. Students who were exposed to Read Naturally in small groups made great gains on MAPs assessments. Continue to focus on literal comprehension and vocabulary. Monitor direct service levels for RSP students.</p>
	<p>Fourth Grade - By June 2011, 80% of the fourth grade students will be proficient in language arts as measured by the CST (proficiency will be measured by a score of 350 or higher on the ELA portion of the CST with a score of 211 or higher on the reading portion of the MAPs test, and a score of 213 or higher on the language portion of the MAPs test).</p>	[]	[X]	<p>79% of 4th grade students were proficient in Language Arts. Median for Spring MAPs in Reading was 211.</p>	<p>Our RSP and ELL students did not make appropriate gains on the CST. Target academic vocabulary and explicit directed, small group instruction for these particular subgroups. Continue to use trained volunteers in Read Naturally to increase Reading Fluency. Continue to use small group instruction using guided reading groups based on flexible ability groups. Continue to use MAP assessments as a tool for individual goal setting.</p>
	<p>Fifth Grade - By June 2011, 80% of fifth grade students will score in the proficient range in math using, on an individual basis, the highest score of CST or MAPs.</p>	[]	[X]	<p>59% of 5th grade students scored proficient on the Math CST.</p>	<p>Use Impact teacher or small group instruction for Language Arts and saw great gains, need to use Impact instruction and small group instruction for Math. Use Supplemental pages in Math Expressions on a consistent basis.</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
English Learners (required)	By June 2011, all ELL students will continue to close the achievement gap for ELA and Math sections of 2011 CST. 90% of ELL students will meet their target growth on Spring MAPs assessments and 77% will meet proficiency on ELA section of 2011 CST.	[]	[X]	72% proficient in ELA, and 68% proficient on CST in Math. 69% of ELL students made target growth in MAPs.	Made progress in the ELL CST scores. Emphasize training and use of Avenues with fidelity across grade levels to support our ELL students. Increase explicit directed instruction in academic vocabulary across grade levels.
Students with Disabilities (required)	By June 2011, 80% of students with disabilities will increase a band level or maintain proficiency on the CST/CMA. K-2 students will increase one grade level on all standard based report cards.	[]	[X]	45% of students with disabilities increased a band level or maintained proficiency in ELA. 44% of students with disabilities increased a band level or maintained proficiency in Math on the CST/CMA. K-2 goal was difficult to analyze.	Some of our students demonstrate the need to take the CMA test, since they continue to score far below basic on the CST. Inconsistent delivery of research-based specialized academic instruction for our RSP students. Need for continued training for paraprofessionals for delivering instruction. Revise goal for the K-2 students.
GATE (required)	100% of GATE Students will be advanced in both ELA and Math as measured on the CST and MAPs.	[X]	[]	100% of our GATE students scored advanced on the Spring CST in Math and Language Arts.	Continue to offer differentiated instruction by use of guided reading groups. Use trained volunteers to offer advanced curriculum and challenging activities for our GATE students.
Additional goal(s) (optional)	By June 2011, 80% of students identified as low SES will increase proficiency on the CST to 60% in ELA and 69% in Math and/or 90% of low SES students will meet their MAP target growth by the Spring Assessments.	[X]	[]	69% of low SES students proficient in ELA and 69% proficient in Math.	Increased from 54% to 69%. Continue to offer before and after school programs for students who do not have the materials and computer access at home. Increase support to students during the school day by ensuring the direct teaching of study skills, and ensure students have the needed supplies and materials to be a successful student. Continue to offer free snacks to students who do not have snacks at recess time.

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	ELA - By June 2012, 80% of Sunset Hills students will be proficient in English Language Arts on Spring CST for grades 2-5 and Running Records for K-1 (level 4-8 or above for K and Level 18-20 or above for 1st).	Differentiated, small group instruction in reading across grade levels. Use trained volunteers in Read Naturally to increase reading fluency and comprehension in 1:1 or small group. Use Impact teacher to provide flexible groupings and small group instruction to target comprehension and phonics. Throughout the year give students practice on test taking strategies and skills. Use MAPs for grades 1-5 as a tool for formative assessment, goal setting and to provide input for small group instruction on areas of need and provide information to make adjustments for student learning and flexible groupings. Access Student Report Center to use data to inform instruction. Progress monitoring. Communicate student achievement clearly to parents. Trimester Articulation Days for each grade level, to discuss progress on grade level goals and identify students for Kid Watch. Offer Before and After School clubs to focus on Compass Learning and study skills. Increase collaboration of grade level teams and vertical articulation. Give students opportunities to engage in technology to increase written language and reading skills. Increase Computer access to all students with additional Netbooks on site. Staff will work collaboratively throughout the year to analyze data in order to inform their differentiated instructional practices. Use of Leadership Team to guide and facilitate the staff on defining clear focus areas in the areas of collaboration, universal achievement, technology, and goal setting. Keeping the SMART school wide goals and grade levels alive by monitoring throughout the year at regular intervals in teams and	MAP assessments Unit Houghton Mifflin tests Teacher made tests Read Naturally placements tests Running Records	Read Naturally materials and grade level stories CDs for Read Naturally Netbooks Compass Learning Student Report Center Impact teachers Trained volunteers

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>sharing progress school wide. Collaborate in grade level teams at least three times a year to assess written language as compared to the district rubrics. Site TLC on <u>Teach Like A Champion</u>, to improve implementation of effective teaching strategies to engage all students in learning.</p>		
	<p>MATH - By June 2012, 80% of Sunset Hills students will be proficient in Math using, the Spring CST for grades 2-5.</p>	<p>Provide Professional Development Opportunities in Math (Math Talks) Use Impact Teacher to provide interventions and small group instruction. Implement individual goal setting school wide. Increase explicit direct instruction in academic vocabulary specific to math. Provide small group, differentiated instruction across grade levels in Math. Use Compass Learning as a tool to provide extra practice in target goal areas from MAPs data. Throughout the year give students practice on test taking strategies and skills. Use MAPs for grades 1-5 as a tool for formative assessment and goal setting to provide input for small group instruction on areas of need and provide information to make adjustments for student learning and flexible groupings. Access Student Report Center to use data to inform instruction and progress monitoring. Communicate student achievement clearly to parents. Trimester Articulation Days for each grade level, to discuss progress on grade level goals and identify students for Kid Watch. Offer Before and After School clubs to focus on Compass Learning and study skills. Increase collaboration of grade level teams and vertical articulation. Provide Technology Tips at every staff meeting. Site TLC on <u>Teach Like A Champion</u>, to improve implementation of effective teaching strategies to engage all students in learning. Use of Leadership Team to guide and facilitate the staff on defining clear focus areas in the areas of collaboration, universal achievement, technology, and goal setting. Keeping the SMART school wide goals and grade level goals alive by monitoring throughout the year at regular intervals in teams and sharing progress school wide.</p>	<p>Unit Math tests in Math Expressions MAP assessments Teacher made tests Student Report Center Basic facts Math timed tests</p>	<p>Use Supplemental Math Pages in Math Expressions Compass Learning Impact teachers Student Report Center</p>
	<p>Kindergarten - By June 2012, a minimum of 85% of students will identify 54/54 letters, know 26/30 letter sounds, and score a level 4-8 Running Record or higher by June 2011-12.</p>	<p>Continue with flexible guided reading groups. Impact Groups Morning Read Program to give additional repeated reading for individual students at appropriate reading levels. Sight Word Program. Sight words are broken up in manageable groups. Students are assessed in both written and reading of words.</p>	<p>Individual (1:1) assessments including: Letter ID Phonics Running Records Sight Words</p>	<p>Impact teachers Assessment binder Parent volunteers</p>

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	First Grade - By June 2012, 80% of all first grade students will be proficient in math by using Spring MAP scores. (182)	Use Impact Teacher to provide interventions and small group instruction. Implement individual goal setting school wide. Increase explicit direct instruction in academic vocabulary specific to math. Provide small group, differentiated instruction. Use Compass Learning as a tool to provide extra practice in target goal areas from MAPs database. Impact teacher to provide flexible groupings and small group instruction.	Unit Tests in Math MAP assessments	Compass Learning Supplemental materials like California Math for struggling students
	Second Grade - By June 2012, 77% of all second grade students will be proficient in their Spring MAPs scores (199) in reading as a marker to be proficient on CST.	Individual goal setting. Morning Read provides 1:1 practice for students at appropriate reading levels. Lexiled Library so students are constantly reading books at appropriate levels. Emphasis on Word study and phonics Small guided reading groups with emphasis on literal comprehension. Trained volunteers to use Read Naturally.	Individual Reading Inventories Running Records MAP assessments Lexiles Summative Test from Houghton Mifflin Fluency tests	Compass Learning Impact teachers Trained volunteers Book room Lexiled books
	Third Grade - By June 2012, 80% of all third grade students will be proficient on their Spring reading MAPs scores (208) which will correspond to a 75% chance of being proficient on the CST.	Small group differentiated instruction. Trained volunteers for Read Naturally. Focus on Academic Vocabulary. Individual Goal Setting Use Impact Teachers for additional small group instruction.	Individual Reading Inventories Running Records Lexile Level Benchmarks Houghton Mifflin Summative tests Fluency tests	Lexiled books Impact teachers Trained volunteers Book room After School Club Compass Learning
	Fourth Grade - By June 2012, 80% of the fourth grade students will be proficient in English language arts as measured by the Spring CST.	Individual Goal Setting Progress Monitoring using MAPs and Target and Optimal Benchmarks Small Group differentiated instruction Guided Reading Groups Using RIT Data and specific strategies for small group instruction.	Houghton Mifflin Summative tests Read Naturally Placement tests MAP assessments	Compass Learning Impact teachers Trained volunteers Leveled Readers Focus Wall Vocabulary Power Points

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	Fifth Grade - By June 2012, 80% of fifth grade students will score in the proficient range in math on the CST.	Individual goal setting Class goal setting Small group Impact	Chapter tests Daily work assignments Quizzes Informal assessments MAPS	Compass Learning Supplemental Pages from Houghton Mifflin Impact teachers
In addition to your schoolwide goals; include goals for critical groups				
Educationally Disadvantaged Youth or Title I	By June 2012, students identified as low SES will increase proficiency on the CST from 69% in 2011, to 75% in both ELA and Math.	Continue to offer before and after school programs for students who do not have the materials and computer access at home. Increase support to students during the school day by ensuring the direct teaching of study skills, and ensure students have the needed supplies and materials to be a successful student. Continue to offer free snacks to students who do not have snacks at recess time. Continue to build relationships with parents and students and increase awareness of college readiness.	Kid Watch Action Plans MAP Assessments CST Data	Parent Volunteers Cross-Age Tutoring provided by middle school students High School Tutoring for after school clubs Nutritional snacks
English Learners	By Fall 2012, 80% of our ELL students who scored at the Beginning or Early Intermediate level in Fall 2011 will increase one level on the CELDT; 80% of ELL students who scored at the Intermediate level in both Fall 2010 and 2011 will score at the Early Advanced or Advanced level; all students who scored at the EA or A levels in Fall 2011 will remain at that level.	Training by Shirley Day, ELL District Coordinator. Implementing Avenues curriculum across grade levels for designated students. Monitoring of pull-out services for our ELL students. Explicit direct instruction on Academic Vocabulary. Parent engagement and training during ELAC Meetings. Professional Development and researched based resources provided by ELL Coordinator to staff. ELL Coordinator attends CAFE Conference to learn best practices and share with staff. Provide After School explicit reading instruction based on assessed needs who are below proficient on CST. Provide two parent education nights to increase support on Compass Learning and increasing language. Use of Impact Teacher for direct support for Identified ELL students using Avenues for beginning and intermediate (as appropriate).	CELDT Data Vocabulary assessments MAP assessments Houghton Mifflin Summative tests Running Records and IRIs	Compass Learning Avenues Vocabulary Power Points After School Club Impact teacher Materials and Resources regarding vocabulary
GATE	By June 2012, 100% of GATE Students will be advanced in both ELA and Math as measured on the CST.	Offer an After School Club for Gate Students. (Book Clubs, Science Fair projects) Teachers focus on differentiated instruction and guided reading groups. Train parent volunteers to extend and enrich guided reading groups. Encourage students to participate in Math Field Day.	MAP Assessments CST Assessments Summative Unit Tests	Enrichment Materials (for example, Shakespeare readers for 5th grade)

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
Students with Disabilities	<p>By June 2012, 80% of students with disabilities grades 2-5 will increase a band level or maintain proficiency on the CST/CMA or CAPA.</p> <p>By June 2012, a minimum of 75% Kindergarten students with disabilities will identify 75% of the alphabet letters and their sounds as measured by assessments provided from the Special Education adopted "K" Read Well Program.</p> <p>By June 2012, a minimum of 75% of Sunset Hills first graders will score at least 75% proficient on the skills taught in lesson 1-10 of Read Well (small group program as measured by end of unit assessments from the Special Education adopted Read Well Program).</p>	<p>Vertical articulation between grade levels to ensure smooth transitions and collaboration</p> <p>Instructional Assistant training for curriculum and behavior strategies</p> <p>Curriculum training by research based programs (Read Well, Language)</p> <p>Flexible ability grouping across grade levels using math curriculum standards based assessments</p> <p>Re-evaluate with IEP teams which state test is appropriate for each student</p> <p>Teachers will research and create common assessments</p> <p>Use data to drive instruction</p> <p>Continue to use Compass Learning</p> <p>Continue to use MAPS and discuss with students individual goal setting</p> <p>Use of Standards based Math curriculum across grade levels</p>	<p>Unit assessments in Reading</p> <p>California Math Unit Tests</p> <p>MAP assessments</p> <p>Data and work samples to show progress towards IEP goals.</p>	<p>Research based curriculum</p>

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
<p>Grade level teams will meet to develop and monitor grade-level goal and Literacy Plan, address needs of individual students, and to support each other in the exchange of effective teaching strategies</p> <p>Teachers/staff will work interdependent toward ensuring that all students receive a relevant, rigorous education in all curriculum areas.</p> <p>Principal and staff will recruit and train parent volunteers to support targeted Non-Proficient students under the direction of the classroom teacher.</p> <p>Parent-Teacher conferences will be scheduled to review Progress for Non-Proficient and Fragilely Proficient students.</p> <p>Site and District TLC opportunities</p> <p>Ongoing training for Compass Learning and Technology. MAPs on-site trainings as necessary.</p> <p>Leadership team to assist staff with professional development on agreed upon focus areas: Universal Achievement, Collaboration, Assessments and Goal Setting and Technology.</p> <p>Leadership Team attendance at <i>Turn Around Schools</i> Conference and to share with staff information to increase awareness of the 6 exceptional systems to be a highly effective school.</p> <p>Use of assessments for learning.</p> <p>Meaningful feedback to teachers from Principal observations focusing on differentiated instructional practices.</p> <p>Classroom and school wide interventions in place to provide time and maximized learning experiences for students at risk.</p> <p>Celebration of successes throughout school year.</p> <p>Scheduled collaboration time for staff.</p>	<p>Classroom volunteers trained and used in academic areas.</p> <p>PTA, Foundation, School Site Council, Dad's Club Meetings</p> <p>Parent Ed Nights</p> <p>ConnectEd Messages (weekly)</p> <p>Monthly Newsletters</p> <p>Parent - Teacher Conferences</p> <p>Warm, welcoming Office support</p> <p>Individual parent meetings with Principal to support student success.</p> <p>Principal coffee chats three times a year to inform stake holders of goals.</p> <p>Parents to review MAP scores and student goals.</p> <p>Links on website for specific RIT activities.</p> <p>Parents and families invited to attend Science Fair and Back to School Night, TRRFCC Thursday Community Gatherings and other assemblies to showcase student work and achievement.</p> <p>PTA and staff sponsored parent nights to train parents on how to help their children be more successful at school.</p>	<p>Participating in development of individual goal setting</p> <p>Peer Tutors</p> <p>Buddy Classes</p> <p>Adult Mentors</p> <p>Student Council</p> <p>After school teacher</p> <p>Supported homework clubs and tutorials</p> <p>Character Counts! Program</p> <p>Student involvement in developing individual MAP goals.</p> <p>Student participation in assemblies, cultural events, field trips, and TRRFCC Thursday.</p>

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

Level Transitions:

Sunset Hills offers several events for parents and students to facilitate the transition into kindergarten. In the spring, the Principal and Kindergarten team offer a parent information night that includes information about expectations at Sunset Hills. In addition, parent guided tours allow incoming parents to view a kindergarten class in action. Prior to the start of the school year kindergarten teachers schedule a "meet and greet" for children and parents to visit classrooms and teachers prior to the start of the school year. This event increases student comfort in the classroom and ensures a more successful transition on the first day of school. Kindergarten teachers additionally solicit information from parents and preschools about the special needs and skills of their children.

5th grade teachers, to facilitate the transition to middle school, schedule an information event for the 6th graders. Current middle school students, counselors and principal give an overview of middle school and expectations. In addition, the 5th graders have the opportunity to learn more in small student led groups. The 5th graders are comfortable with the small group student led activities and are able to ask questions. This orientation provides children the opportunity to "walk in the shoes" of a middle schooler prior to their start of 6th grade in the fall. Additionally, 5th grade teachers share information with the middle school regarding special needs and circumstances of children.

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

Sunset Hills has high expectations for appropriate behavior through the Character Counts program as well as school-wide and classroom behavior expectations. We communicate student behavior standards frequently through progress reports, individual student recognitions, principal messages including the PTA Newsletter, Project Wisdom, Back-to-School Night in the Fall, and through one-on-one contact with parents.

This year all students attended a Power of One Assembly an Anti-Bullying message. Each student signed a Power of One oath. 4th and 5th grade classes received a six week anti-bullying lesson provided by our school counselor. These lessons provide follow up to the Power of One Assembly. In addition, a parent presentation on preventing bullying was offered in September.

Our staff agreed to use a school wide Positive Behavior Plan. This plan is based on the principles of Love and Logic by Jim Fay. "Children learn best when they feel safe, valued and successful. Teachers teach best when they feel safe, valued, and successful."

In August and January, the principal assembles all of the students to discuss and review the school rules and behavior expectations. The Student Handbook and District Discipline Policies and Procedures are available for review on the Sunset Hills website. This year each student received a hard copy of the revised Student Handbook on the first day of school. Parents and students signed that they read and understood the school rules. Classroom behavior aligns with the school-wide behavior expectations and are explained to students in the first weeks of school, posted in each classroom and reviewed at Back to School Night for parents. Positive and negative consequences are utilized to help students acquire positive and acceptable behaviors for school.

School-wide rewards for exceptional behavior and hard work include Super Seagull Awards, which are given to children when they are caught doing something special. Students who have modeled one of the Character Counts Pillars are recognized through a weekly drawing for making good choices and being a person of good character. Students who receive a Super Seagull Award are eligible to have their name put into a drawing to be recognized by our Principal on Monday mornings and at TRRFCC Thursdays. Each week, one student from each grade level is announced as a Super Seagull. These students are invited to sign the Character Counts poster in the principal's office, along with a positive phone call home. Individual classes are also given a "Caught Being Good" award for making good choices as a collective class. When they have collected ten of these awards, they are rewarded by a variety of incentives such as an additional recess, game time, or an alternative teacher approved activity.

Immediate and logical consequences are given by the classroom teacher and noon supervisors. For more serious behaviors, Behavior Report Forms are used which outlines the observable actions and consequences of the behavior. When a student is referred to the office, the student completes a Character Think Sheet to help them problem solve, assist them in taking responsibility for their choices and to reflect on how to change behavior. Parents and students sign the "Character Think Sheets".

The Student Success Team (SST), consisting of a team of teachers, principal, and support staff, has been established to meet the needs of students experiencing academic and/or social difficulties.

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

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

Program	Grade Level(s)	Minutes
Too Good for Drugs	K-9th	300 minutes
Character Counts	K-12	315 minutes
Second Step	Pre-K-8th	
Steps to Respect	3rd-6th	

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

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
Title I	0
Title I Parent Involvement	0
ELAP: English Language Acquisition Program (Grades 4-8 only)	217
EIA-EL: Economic Impact Aid - English Learners	15,126
EIA-SCE: Economic Impact Aid - State Compensatory Education	5,577

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	Mr. Khatuya	Original signature page on file at the district office.	
Special Education	Crystal Ochoa		
Title I (if applicable)			
Library	Brandie Clement		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[]	[]	[]	[]	n/a	Tina Ziegler		
[]	[X]	[]	[]	[]	2013	Phuong Huong	Original signature page on file at the district office.	
[]	[X]	[]	[]	[]	2012	Lisa Melahn		
[]	[]	[X]	[]	[]	2013	Betty Morse		
[]	[X]	[]	[]	[]	2013	Debie Collins		
[]	[]	[]	[X]	[]	2013	Walter Gwathney		
[]	[]	[]	[X]	[]	2013	Colleen Lynn		
[]	[]	[]	[X]	[]	2012	Jane Serling		
[]	[]	[]	[X]	[]	2012	Shelley Porter (DAC Rep)		
[]	[]	[]	[X]	[]	2013	Mary Parker		
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 01-12-11.

The signature of the Principal verifies that:

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

The signature of each members of the SSC verifies that:

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

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

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

V.D. BUDGET DEVELOPMENT FORM

SITE: Sunset Hills Elementary School
 PROGRAM: English Language Acquisition Program (Grades 4-8 only)
 RESOURCE NUMBER: 6286
 2011 ENTITLEMENT: _____
 PLUS CARRYOVER: \$217
 TOTAL SITE BUDGET: 217

**Budget Summary for
Sunset 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	145					145
1100-014: TEACHER HOURLY	72.					72
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:	217	0	0	0	0	217

V.D. BUDGET DEVELOPMENT FORM

SITE: Sunset Hills Elementary School
 PROGRAM: Economic Impact Aid - English Learners
 RESOURCE NUMBER: 7091
 2011 ENTITLEMENT: \$8,370
 PLUS CARRYOVER: \$6,756
 TOTAL SITE BUDGET: 15,126

**Budget Summary for
 Sunset 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	10508.					10,508
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	10,508	0	0	0	0	10,508
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES	4048.					4,048
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	4,048	0	0	0	0	4,048
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE	570.00					570
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:	15,126	0	0	0	0	15,126

V.D. BUDGET DEVELOPMENT FORM

SITE: Sunset Hills Elementary School
 PROGRAM: Economic Impact Aid - State Compensatory Education
 RESOURCE NUMBER: 7090
 2011 ENTITLEMENT: \$4,920
 PLUS CARRYOVER: \$657
 TOTAL SITE BUDGET: 5,577

**Budget Summary for
 Sunset 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	5577.					5,577
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	5,577	0	0	0	0	5,577
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0

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

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
TOTAL SITE BUDGET:	5,577	0	0	0	0	5,577

VI. ADDENDUM (Optional)