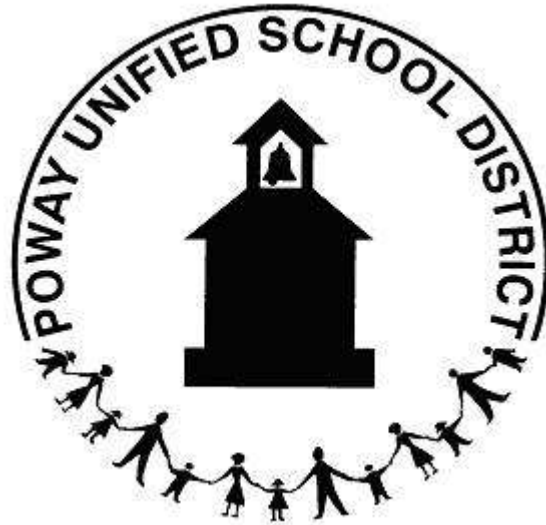


**Twin Peaks Middle School
Single Plan for Student Achievement
2011-12**



**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

New teacher orientation implemented by administrators, counselors, staff, and mentor teachers.

Administrative trainings on policies and procedures.

RAM Time visits with students by administration, counselors, and guest speakers to review expectations at Twin Peaks for academic and personal growth, appropriate behavior, how to best transition to middle school, how to get along in groups, goal setting for the future, academic interventions, and being a successful person.

Transitioning activities and direct communication with elementary and high school staff to ensure smooth transitions for our students.

Reinforcing Character Counts! with monthly PRIDE nominations and KRAM presentations. Community donations are awarded to students for academic success and positive behavior.

Rachel’s Challenge assemblies and workshops for students, staff, and parents with the focus of building a kind and compassionate environment for all members of our school community. 450 students are active members of the Chain Reaction Club and initiate Link Activities with their team of 15 students and a staff member.

The activities are student generated with staff participating in a supportive role. The Chain Reaction Club and Link activities are to consistently keep the learning from the Rachel’s Challenge assemblies visible for staff and students.

Students and staff work with community organizations to instill a sense of community and giving through community service hours and donations. This includes relief drives, food drives, holiday drives, Camp Coins, San Diego Food Bank, cards to military, visits to hospitals and care centers to name a few.

Collaboration with Student Resource Officer in support of student behavior and academics.

Principal's Honor Roll displayed in front office and on campus for students with a 3.5 GPA or higher for the quarter and it is updated each quarter.

600 Club lists displayed in the front office for any student who scores a 600 on their CST in any content area.

WEB leaders transition 6th graders before school begins and follow-up monthly throughout the year. WEB Leaders also tutor 6th graders in reading and math.

Facilitate communication with families and staff through Blackboard announcements, direct emails, and the PTSA Newsletter.

KRAM presentations regarding school news, appropriate student behavior, and general announcements about how to continue to develop a compassionate campus.

WEB Leaders assisting new students throughout the year and providing a new student luncheon at the beginning of the year.

Student support groups to assist students in a better transition to making and keeping friends, how to build academic success, and/or good decision making when given choices.

Play it Safe, Rev It Up for STAR Testing assemblies to reiterate appropriate behaviors and striving for excellence.

Collaboration time for teachers by grade levels and departments.

Academic and socialization learning groups for students.

Equitable Access to Rigorous and Engaging Learning Experiences

Standards based education taught by highly qualified teachers.
School-wide sustained silent reading for 20 minutes of RAM Time every day.
School-wide Math Facts mastery program.

Daily Homework Club for homework support and completion.
AVID strategies incorporated across grade levels and the AVID elective offered for 7th and 8th graders.

Reading Counts, Brain Pop, Accelerated Math, Promethean Boards, iPod Touches, iPads, integrated into classrooms.
MAP testing and goal setting in Math and Language Arts.
Library online and print resources meeting the needs of reading levels. Our librarian provides direct instruction to all grade levels in reading, research skills, and library protocols.

Added technology in classrooms for specialized instruction. This includes iPads, flip cameras, and the use of iPod Touches.

Parent Information Nights for 7th and 5th grade parents increase knowledge about the importance of middle school success and to provide ways to support learning at home.

Specialized parent meetings for our English Language Learner families. These include academic success, college preparedness, as well as former student and parent panels.

Implementation of Rachel's Challenge teamed with Character Counts! to maintain a safe learning environment for every student.

Use of Compass Learning, Accelerated Math, Web Quest activities, Promethean Boards, iPod activities, and iPad investigation.

College Readiness activities implemented into each grade level.

After School Homework Hour with tutor support in the ASES Program.

6th grade RAM presentations discussing success in middle school and appropriate student behavior.

7th grade RAM presentations on student Academic Review information using individual data.

7th grade Parent Night for Academic Reviews using individual student data.

7th grade RAM Time TUPE Grant presentations.

7th and 8th grade Academic Reviews held for academically at-risk students and their parents.

TPMS will host the east side District College Fair with district, community and staff presentations to our parents and parents across the district.

Capacity Building

Train in the use of technology in the classroom with programs we purchase as well as Genesis and Learning Point.

Train in iPod and iPad use as a teaching tool and in the hands of students.

Collaborate on most effective and engaging practices for standards based education.

Train teachers through District TLCs meeting professional development needs.

Develop iPad/iPod TPMS TLC.

Build student leadership opportunities through clubs and organizations that include: ASB, AVID, WEB, Builder's Club, Chain Reaction (the Rachel's Challenge Club), and CJSF.

Complete the system-wide integration of college and career awareness at every grade level and share information about student trainings with parents.

Participate in PSSA Workshop for Admin and Counselor collaboration of site goals and an opportunity to hear from other sites.

Develop a stronger collaborative model with special and general education teachers.

Support conference attendance at CUE, CLMS, ISTE, and others.

Work closely with PTSA, TPMS Foundation, and other community members to keep TPMS moving forward with technology and its most effective use in classrooms and with students.

Multiple Pathways

New Directions and online Math courses for advanced students.

ELD classes with RAM support to increase language acquisition.

Village approach for ELD instruction and support for students.

Reading and Math support by volunteers during RAM Time.

Library print materials meet the needs of all readers with Reading Counts as an added asset for teachers and students. For families with online capabilities, the Library also allows after school access to reference materials, data bases, books, and magazines.

Mandatory Homework Hour for all students in the After School Program.

Organizational Support Systems

Train in the use of data to determine student academic strengths and weaknesses. Continue working in villages to determine the most effective ways to build academic success for students.

Use Compass Learning, Accelerated Math, Web Quest activities, Promethean Boards, and iPod activities to support student learning.

Build parent support with grade level Parent Meetings for transition to 6th grade and to 9th grade. 7th grade Parent Meeting reviewing individual student testing and grade data, supporting the importance of middle school for high school success, and a look to the future regarding college readiness and career exploration.

Refer to Caring Connection Center for family referrals and continued communication to support student and family success.

Host school for Active Parenting of Teens parent classes, and referrals for this class and other classes throughout the year.

Implement Math: Making it Real, CA Career Zone, CA Career Cruising, and college student RAM time visits focusing on college and careers at each grade level.

Bring Rachel's Challenge and the Chain Reaction Program to Twin Peaks with the support funding from community members and organizations.

Offer technology access that may not be available at home.

Offer study skills elective class for struggling 7th graders.

Master basic Math Facts at all grade levels.

Implement sustained silent reading every day.

Develop reading and writing strategies in 7th grade.

Use iPads and iPods for increased language acquisition.

Support resources offered through Learning Point sites, the Library, online textbooks, Compass Learning, and other online sites found on TPMS or teacher websites.

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
MAP Testing	Criterion-referenced	Assess individual or group achievement in core areas and show growth over multiple years	All students 6-8	Fall, Winter and Spring	Measures and reports student growth. Results provide sub scores that help the teacher analyze strengths and weaknesses within the areas of reading, math and language usage.
Progress Report's A/B/C Lists and GPA's	Individual performance assessment	To assess individual student performance using local standards	6-8	All reporting periods	Useful to identify students who are struggling.
Common Course Assessments Site Based	Criterion-referenced	Diagnostic/ Achievement	Students enrolled in selected courses	Typically end of course	Useful to focus department dialogue around results. Useful for placement in courses with prerequisite Could become predictor of results on state tests.
Common Course Assessments District-wide for 6th grade Math, Pre-Algebra, Algebra Readiness, Algebra 1, and Geometry	Criterion-referenced	Diagnostic/Achievement	Students enrolled in selected courses	Mid-year and end of course	Useful to focus department dialogue around results. Useful for placement in courses with prerequisite Could become predictor of results on state tests Designed by PUSD teachers.
Fine and Performing Arts festivals and competitions	Performance based	Merit Achievement and Diagnostic	Students in selected courses	Winter and Spring Events	Identifies strengths and weaknesses as well as merit recognition for performing arts. Fine Arts focused on merit recognition.

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Progress Reports	Individual report	To assess individual student performance using State standards	K-12		Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Admin Team	Quarterly and 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	Disaggregation of student attendance data is done annually and used for program evaluation
California Healthy Kids Survey	Survey	Provides a summary of risk behavior among students	Students and staff	Every two years	Identifies health and prevention needs and help guide program decision making to meet those needs
Homework Club Data	Audit	Provides information regarding number of times individual students attend lunch time Homework Club	Students	Monthly	Information for counselors and administration to give to villages. Used to monitor, and develop action plan for students
Teacher Grade Reports	Audit	Provides information regarding D/F rates of students, ABC rates, and individual teacher reports	Students	Quarterly	Information for administrators, counselors, and teachers. Used to develop action plan for students and honor high performing students
District Parent Focus Groups	Random selection by high school and its feeder schools	Gathers opinions regarding district and community school issues	Parents	Annually	Affirming direction of the district, offers forum for concerns, maintains personal communication with community
Progress on IEP Goals for Special Education	Individual Report	Assess individual student performance	6-8	Quarterly	Meet Federal guidelines
Annual PTA survey	Random sample	Get feedback on PTA events	Parents	Annually	This survey helps us evaluate parent participation and attitudes regarding selected school events
Staff Surveys	Opinionnaire	Gather opinions regarding school operation	Teachers and/or Staff	As needed	Survey data can pinpoint problems before they affect student learning.
Student Surveys	Opinionnaire	Gather opinions regarding school operation	Students	As needed	Survey data can pinpoint problems before they affect student learning.
Community Surveys	Opinionnaire	Gather opinions regarding school operation	Parents	Yearly	Survey data can pinpoint problems before they affect student learning.

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	Twin Peaks Middle School	District Name	Poway Unified
Principal	Lynell T. Antrim	Superintendent	John P. Collins, Ed.D
Street	14640 Tierra Bonita Rd.	Street	15250 Avenue of Science
City, State, Zip	Poway, CA 92064-3032	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-748-5131	Phone Number	858-521-2800
FAX Number	858-679-6823	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	lantrim@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code	37682966070866	SARC Contact	Eric Lehew

II.B. DATA REPORTS

Twin Peaks Middle School

Demographic Summary
for 2011-12 School Year

Address: 14640 Tierra Bonita Rd.
Poway, CA 92064-3032

Principal: Lynell T. Antrim

Year of Construction: 1971

Current Enrollment:

Numbers reflect enrollment totals as of October 18, 2011.

6 th	7 th	8 th	Special Day Class
383	414	415	

Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
1276	1241	1243

Student Demographics:

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
4%	3%	16%	2%	72%	4%

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

Limited English	Free/Reduced Lunch
5%	16%

Staff Demographics

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
6%	0%	2%	0%	90%	2%

Percent Fully Credentialed: 100%

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2011
Twin Peaks Middle**

	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	1207	100	100	100	99	99	100	78	79	79	71	69	69	883	888	893		
African American	11	100	100	100	100	100	100	40	79	54	40	71	54			802		
American Indian	11	100	100	100	100	100	100			82			64			853		
Asian	68	100	100	100	100	100	100	88	90	96	83	86	78			951		
Filipino	46	100	100	100	100	100	100	83	73	76	70	71	59			856		
Hispanic	163	100	100	99	99	99	99	48	55	60	46	48	47	759	772	788		
Pacific Islander	5	100	100	100	100	100	100	62			69							
White	903	100	100	100	100	99	100	83	83	82	75	72	73	901	907	912		
English Learner	101	100	100	100	99	99	99	36	44	46	38	42	36		728	713		
Low Socio-Economic	162	99	100	98	99	99	98	47	47	42	42	36	31	750	711	712		
Special Ed	145	98	100	99	98	99	99	31	42	37	26	35	31	626	667	652		

*** Includes only students in significant subgroups



Twin Peaks Middle 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 6				Grade 7				Grade 8			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	438	387	400	420	430	438	399	411	497	450	438	408
Total % Proficient and Advanced	72	78	76	78	79	80	84	77	78	74	76	82
% Advanced	40	40	42	49	48	46	48	41	44	44	51	56
% Proficient	32	38	34	29	31	34	36	36	34	30	25	25
% Basic	18	16	17	16	16	12	10	16	16	18	16	14
% Below Basic	7	5	6	4	3	6	5	6	4	5	5	2
% Far Below Basic	3	2	2	2	2	2	2	1	2	4	3	1

* include all students

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



Twin Peaks Middle 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 6				Grade 7				Grade 8
	2008	2009	2010	2011	2008	2009	2010	2011	2011
Number Tested	438	387	401	421	368	346	296	315	1
Total % Proficient and Advanced	66	65	69	73	67	68	66	65	0
% Advanced	33	33	37	37	32	28	25	27	0
% Proficient	33	33	32	36	35	40	42	38	0
% Basic	22	22	19	16	19	20	22	20	100
% Below Basic	9	11	10	8	10	8	8	13	0
% Far Below Basic	3	2	2	2	4	3	3	2	0

* include all students

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



Twin Peaks Middle School
STAR Test by Proficiency Level for General 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 8			
	2008	2009	2010	2011
Number Tested	242	149	96	78
Total % Proficient and Advanced	60	40	30	29
% Advanced	21	11	1	1
% Proficient	40	28	29	28
% Basic	23	36	40	40
% Below Basic	14	17	20	19
% Far Below Basic	3	7	10	12

* include all students

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



Twin Peaks Middle School
STAR Test by Proficiency Level for Algebra 1
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 7				Grade 8			
	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	62	86	100	95	200	245	269	247
Total % Proficient and Advanced	100	97	98	95	83	82	68	58
% Advanced	68	63	63	60	29	28	22	17
% Proficient	32	34	35	35	54	55	46	41
% Basic	0	2	0	4	13	12	25	25
% Below Basic	0	1	2	1	4	4	6	16
% Far Below Basic	0	0	0	0	1	1	0	1

* include all students

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Twin Peaks Middle School
STAR Test by Proficiency Level for Geometry
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 8			
	2008	2009	2010	2011
Number Tested	51	55	70	80
Total % Proficient and Advanced	98	98	97	96
% Advanced	71	71	66	65
% Proficient	27	27	31	31
% Basic	2	2	3	4
% Below Basic	0	0	0	0
% Far Below Basic	0	0	0	0

* include all students

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



Twin Peaks Middle School
STAR Test by Proficiency Level for Algebra II
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	Grad
	2011
Number Tested	1
Total % Proficient and Advanced	0
% Advanced	0
% Proficient	0
% Basic	0
% Below Basic	0
% Far Below Basic	100

* include all students

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



Twin Peaks Middle School
STAR Test by Proficiency Level for Grade 8 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 8			
	2008	2009	2010	2011
Number Tested	494	451	434	407
Total % Proficient and Advanced	85	86	88	90
% Advanced	67	68	74	74
% Proficient	18	18	14	15
% Basic	8	5	5	7
% Below Basic	3	5	3	2
% Far Below Basic	4	4	4	2

* include all students

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



Twin Peaks Middle School
STAR Test by Proficiency Level for History Social Science
Spring 2010-2011

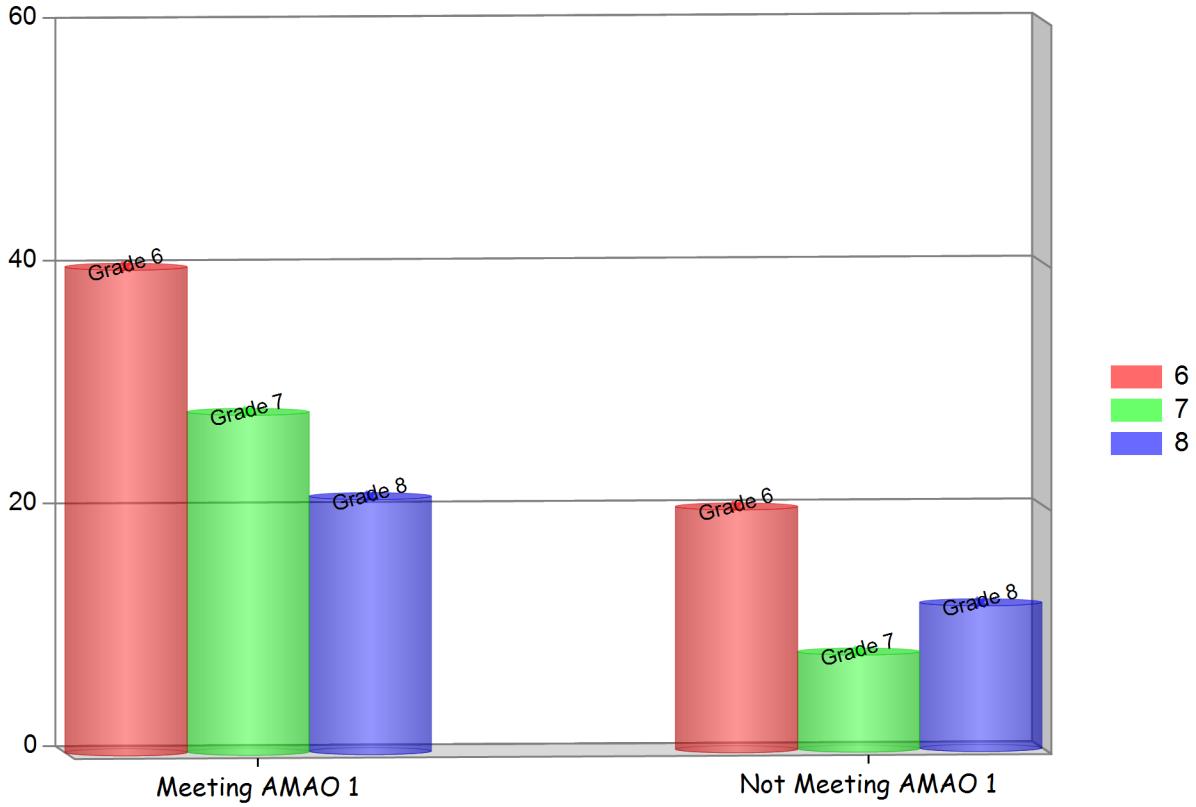
Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 8			
	2008	2009	2010	2011
Number Tested	497	452	438	408
Total % Proficient and Advanced	68	72	74	72
% Advanced	34	43	51	49
% Proficient	34	29	24	23
% Basic	21	19	17	21
% Below Basic	8	5	5	4
% Far Below Basic	2	4	4	3

* include all students

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

**Twin Peaks Middle 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
6	40	20
7	28	8
8	21	12

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	7	62	65.2	59	61.4	65.6	57.3	34.1	36.8	31.5
2010	7	61.8	67.8	55.6	63.1	70.1	56.8	35.0	37.9	32.1
2011	7	51.3	50	52.3	54.0	56.7	51.5	32.0	32.2	31.9

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	In 2011, all students entering Poway High School will be prepared to enroll in UC, a-g required courses with no remediation courses needed in Math and Language Arts.	[]	[X]	Data from Poway High School's ninth grade enrollments	Decrease in number of support class offerings.
	82% of 6th grade students will score proficient on the English Language Arts portion of the California Standards Test by 2011.	[]	[X]	2011 California Standards Testing 79% scored proficient.	Too much focus on grammar. Not enough practice with writing appreciation.
	82% of 7th grade students will score proficient on the English Language Arts portion of the California Standards Test by 2011.	[]	[X]	2011 California Standards Testing 78% scored proficient	Lack of remediation classes for students scoring Below Basic and Far Below Basic. More training with use of block schedule needed. Complete turnover in the department.
	82% of 8th grade students will score proficient on the English Language Arts portion of the California Standards Test by 2011.	[X]	[]	2011 California Standards Testing 84% scored proficient	Review of test-taking strategies taught. Long-term planning with team. More differentiation of content. Positive focus on grammar.
	75% of 6th grade students will score proficient or advanced on the Mathematics portion of the California Standards Test by 2011.	[X]	[]	2011 California Standards Testing MAP Testing 78% scored proficient	Larger class size. Fewer remediation classes for 6th grade students. Reduced use of Accelerated Math. Some strands may not have been covered before testing.
	72% of 7th grade students will score proficient or advanced on the Mathematics portion of the California Standards Test by 2011.	[]	[X]	2011 California Standards Testing MAP Testing 67% scored proficient	Not all students complete homework consistently. Students do not take advantage of tutorials. Develop stronger support at home for use of online resources, work completion, and studying.
	100% of 7th graders in Algebra 1-2 and 8th graders in Geometry will score proficient or advanced on the Mathematics portion of the California Standards Test by 2011.	[]	[X]	2011 California Standards Testing 95% scored proficient - Alg 1-2 96% scored proficient - Geometry	Set attainable goals. Correct student placements. More consistent homework completion. Develop stronger support at

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					home for use of online resources, work completion, and studying.
	70% of 8th grade students in Algebra 1-2 will score proficient or advanced on the Mathematics portion of the California Standards Test by 2011.	[]	[X]	2011 California Standards Testing 58% scored proficient	Appropriate placement of students. Consistency in completing homework. Develop stronger support at home for use of online resources, work completion, and studying.
	90% of 8th grades students will score proficient or advanced on the Science portion of the California Standards Test by 2011.	[X]	[]	2011 California Standards Testing 90% scored proficient	Implemented Interactive Reader. AVID Strategies.
	78% of 8th grade students will score proficient or advanced on the Social Science portion of the California Standards Test by 2011.	[]	[X]	2011 California Standards Testing 72% scored proficient	Need to implement AVID Strategies.
	100% of 7th graders will test in the Healthy Fitness Zone, on the California Fitness test.	[]	[X]	California Fitness Test	
English Learners (required)	The percentage of 6th grade ELL students demonstrating proficiency in Language Arts will increase by 6% by 2011.	[X]	[]	2011 California Standards Testing 28% Increase	RAM Time support with Compass Learning and online resources. Use of literary terms and Latin/Greek roots vocabulary program.
	The percentage of 6th grade ELL students demonstrating proficiency in Math will increase by 6% by 2011.	[X]	[]	2011 California Standards Testing 15% Increase	Placement with RAM Time support class.
	The percentage of 7th grade ELL students demonstrating proficiency in Language Arts and Math will increase by 6% by 2011.	[]	[X]	2011 California Standards Testing LA - 14% Decrease MA - 2% Decrease	Students entering at lower CELDT levels. Differentiate and scaffold assignments for students who are Below Basic and Far Below Basic. Schedule study skills class for students.
	The percentage of 8th grade ELL students demonstrating proficiency in Language Arts, Math, Science and Social Science will increase by 6% by 2011.	[]	[X]	2011 California Standards Testing LA - 6% Decrease MA - 5% Decrease SC - no change SS - 4% Increase	More students in lower CELDT Levels. Inconsistency in completing homework. Insufficient planning and collaboration with ELL teacher and sharing of curriculum.
Students with Disabilities (required)	The percentage of 6th grade students with learning disabilities demonstrating proficiency	[]	[X]	2011 California Standards Testing	Difficult to address needs with large classes.

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	in English Language Arts will increase by 12% by 2011.			19% Decrease	Establish differentiation and scaffolding assignments for those students who are Basic, Below Basic, and Far Below Basic on California Standards Testing in coordination with the Special Education teacher. Inconsistent communication for students with processing deficits in coordination with the Special Education teacher.
	The percentage of 6th grade students with learning disabilities demonstrating proficiency in Math will increase by 6% by 2011.	[]	[X]	2011 California Standards Testing 21% Decrease	Inconsistencies with homework support and completion. Establish differentiation and scaffolding assignments for those students who are Basic, Below Basic, and Far Below Basic on California Standards Testing in coordination with the Special Education teacher. Inconsistent communication for students with processing deficits in coordination with the Special Education teacher.
	The percentage of 7th grade students with disabilities demonstrating proficiency in Language Arts and Math will increase by 6% by 2011.	[X]	[]	2011 California Standards Testing LA - 7% Decrease MA - 7% Decrease	Emphasis on spiraling warm-ups. Test taking strategies. Tutoring sessions. Completing study guide. Continue differentiation and scaffolding assignments for those students who are Basic, Below Basic, and Far Below Basic on California Standards Testing in coordination with the Special Education teacher. Consistent communication for students with processing deficits in coordination with the Special Education teacher.
	The percentage of 8th grade students with learning disabilities demonstrating proficiency in Language Arts, Math, Science, and Social Science, will increase by 6% by 2011.	[]	[X]	2011 California Standards Testing LA - 5% Decrease MA - 1% Decrease SC - 4% Decrease SS - 19% Decrease	8th Grade curriculum is rigorous and needs teacher collaboration to scaffold student learning. Support for student work completion needs to improve. Continue differentiation and scaffolding assignments for those

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					students who are Basic, Below Basic, and Far Below Basic on California Standards Testing in coordination with the Special Education teacher. Consistent communication with Special Education teacher for students with processing deficits.
GATE (required)	100% of 6th grade students, identified as GATE, will score proficient or advanced on the English Language Arts portion of the California Standards Test by 2011.	[]	[X]	2011 California Standards Testing 98% Proficient	Continue rigorous curriculum and spiral review.
	100% of 7th grade students, identified as GATE, will score proficient or advanced on the English Language Arts portion of the California Standards Test by 2011.	[X]	[]	2011 California Standards Testing	Properly identified. Challenging work.
	100% of 8th grade students, identified as GATE, will score proficient or advanced on the English Language Arts portion of the California Standards Test by 2011.	[X]	[]	2011 California Standards Testing	Reviewing test taking strategies.
	100% of 6th grade students, identified as GATE, will score proficient or advanced on the Mathematics portion of the California Standards Test by 2011.	[]	[X]	2011 California Standards Testing 98% Proficient	Minimum effort on one student's part. We did not motivate one student to do her/his best.
	100% of 7th grade students, identified as GATE, will score proficient or advanced on the Mathematics and Algebra 1-2 portion of the California Standards Test by 2011.	[X]	[]	2011 California Standards Testing	Emphasis on spiraling warm-ups. Test taking strategies. Tutoring sessions. Completing study guide.
	100% of 8th grade Algebra 1-2 and Geometry students, identified as GATE, will score proficient or advanced on the Mathematics portion of the California Standards Test by 2011.	[]	[X]	2011 California Standards Testing Alg 1 - 91% Proficient Geom - 97% Proficient	Set attainable goals. Correct placements of students. Develop stronger support at home for use of online resources, work completion, and studying. More consistent homework completion.
	100% of 8th grade students, identified as GATE, will score proficient or advanced on the Science portion of the California Standards Test by 2011.	[X]	[]	2011 California Standards Testing	Closer planning and pacing amongst teachers. Test taking strategies review. Use of closed caption.
	100% of 8th grade students, designated as GATE, will score proficient or advanced on the Social Science portion of the California Standards Test by 2011.	[X]	[]	2011 California Standards Testing	Close Planning and Pacing amongst teachers. Test taking strategies review. Use of closed caption.
	100% of GATE students will earn an 'A' in elective classes.	[]	[X]	Teacher Grading Report	

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
Educationally Disadvantaged or Title I Students (required)	The percentage of educationally disadvantaged students demonstrating proficiency in 6th grade Language Arts and Math will increase by 6% by 2011.	[X]	[]	2011 California Standards Testing LA - 24% Increase MA - 8% Increase	Difficult to address needs with large classes. Fewer remediation classes. Some strands in Math may not have been covered before testing. Reduced use of Accelerated Math.
	The percentage of educationally disadvantaged students demonstrating proficiency in 7th grade Language Arts and Math will increase by 6% by 2011.	[]	[X]	2011 California Standards Testing LA - 24% Decrease MA - 6% Decrease	Difficult to address needs with large classes. Fewer remediation classes. Some strands in Math may not have been covered before testing.
	The percentage of educationally disadvantaged students demonstrating proficiency in 8th grade Language Arts, Math, Science, and Social Science will increase by 6% by 2011.	[X]	[]	2011 California Standards Testing LA - 15% Increase MA - 4% Increase SC - 24% Increase SS - 13% Increase	Focus on content vocabulary.

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	In 2012, all students entering Poway High School will be prepared to enroll in UC, a-g required courses with no remediation courses needed in Math and Language Arts.	Monitor student progress. Use Homework Club. Develop support classes. Use technology and online resources in the classroom. Motivate students to attain As, Bs, and Cs.	Course placements at Poway High School	
	82% of 6th grade students will score proficient or advanced on the English Language Arts portion of the California Standards Test by 2012.	Implement AVID strategies. Use and practice academic vocabulary. Create more practice pertaining to writing application. Increase the use of the non-fiction genre. Implement daily written language to be used each class period.	California Standards Testing MAP testing with focus in our low area	Develop lessons
	85% of 7th grade students will score proficient or advanced on the English Language Arts portion of the California Standards Test by 2012.	Revisit curriculum and standards in the following areas: Literature Response and Analysis Written Conventions Writing Strategies Use: Writing strategies workbooks Compass Learning Reading strategies Brain Pop Support activities Web based support activities and tutorials MAP data and Learning Ladders	California Standards Testing Grades MAP scores Homework completion Compass Learning	Use of technology and online resources Writing strategies workbooks Computer applications Brain Pop
	84% of 8th grade students will score proficient or advanced on the English Language Arts portion of the California Standards Test by 2012.	Use technology and online resources to reinforce class work.	California Standards Testing Grades	Investigate technology options

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
			MAP scores Work completion	
	72% of 6th grade students will score proficient or advanced on the Mathematics portion of the California Standards Test by 2012.	Establish remediation class. Use Accelerated Math with some classes. Teach all strands of curriculum before testing. Use technology for Interactive Math and Promethean lessons. Develop formative assessments. Assign Homework Success Club, tutorials, and Power Hour. Use Compass Learning for support and acceleration.	California Standards Testing MAP testing with focus in our low area Common course assessments	Compass Learning Accelerated Math Adopted text resources
	72% of 7th grade students will score proficient or advanced on the Mathematics portion of the California Standards Test by 2012.	Assign Homework Club. Develop mandatory tutorials. Develop stronger support at home for use of online resources, work completion, and studying.	California Standards Testing MAP Testing Common course assessments	Investigate technology use in the classroom and as support at home
	98% of 7th graders in Algebra 1-2 and 8th graders in Geometry will score proficient or advanced on the Mathematics portion of the California Standards Test by 2012.	Set reasonable goals. Ensure appropriate placement. Utilize Homework Club. Encourage tutorial attendance. Investigate use of technology and online resources during teaching.	California Standards Testing MAP Testing Common course assessments	Investigate technology use in the classroom and as support at home.
	70% of 8th grade students in Algebra 1-2 will score proficient or advanced on the Mathematics portion of the California Standards Test by 2012.	Ensure appropriate placement.	California Standards Testing MAP Testing Common course assessments	Investigate technology use in the classroom and as support at home.
	90% of 8th grade students will score proficient or advanced on the Science portion of the California Standards Test by 2012.	Use Interactive Reader. Integrate AVID strategies.	California Standards Testing Curriculum Mapping	Continue Interactive Reader. Investigate technology use in the classroom. Purchase manipulatives for science labs.

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
				Collaboration time for Science content area teams.
	78% of 8th grade students will score proficient or advanced on the Social Science portion of the California Standards Test by 2012.	Develop the use of technology and online resources in the classroom. Develop Learning Point so students can access course units, notes, and questions. Develop after school workshops for at-risk students to reinforce class work.	California Standards Testing MAP scores Results on teacher created exams Responses in class discussions	
	100% of 7th graders will test in the Healthy Fitness Zone, on the California Fitness test.		California Fitness Test	Continue to focus on fitness standards.

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

Educationally Disadvantaged Youth or Title I	The percentage of educationally disadvantaged students demonstrating proficiency in 6th grade Language Arts and Math will increase by 6% by 2012.	Focus on: Reading comprehension Power words Compass Learning (Reading comprehension activities). Initiate interactive learning with iPod and iPad technology and use of technology with Promethean Boards. Develop one-on-one support for reading and other language areas. Implement Compass Learning during pull-out classes. Establish remediation class. Use: Compass Learning Accelerated Math Common course assessments and pacing guides as a team. Three-fifths of the team utilizing Promethean Boards and technology in class.	California Standards Testing. MAP testing with focus in our low area.	Use of Compass Learning. Use of Accelerated Math. Adopted text and online resources.
	The percentage of educationally disadvantaged students demonstrating proficiency in 7th grade Language Arts and Math will increase by 6% by 2012.	Monitor students and increase interventions to support learning. Analyze scores on tests and use the data to drive instruction, warm-ups, and review sheets. Develop stronger support at home for use of online resources, work completion, and studying.	California Standards Testing MAP testing with focus in our low area	Use of Compass Learning. Use of Accelerated Math. Adopted text and online resources.
	The percentage of educationally disadvantaged students demonstrating proficiency in 8th grade Language	Analyze MAP scores to guide differentiated instruction. Reinforce good test-taking strategies. Extend curriculum to connect with real-world applications.	California Standards Testing MAP scores	Technology available for student use in

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	Arts, Math, Science, and Social Science will increase by 6% by 2012.	<p>Improve monitoring of students and increase interventions to support learning.</p> <p>Develop supplementary curriculum.</p> <p>Develop and implement different strategies to use Interactive Reader. Focus on power words and developing reading comprehension and decoding strategies.</p> <p>Focus on content vocabulary in non-fiction using word strategies (word sorts, personal dictionaries, multi-modal word charts).</p> <p>Provide instruction in organizational and self-advocacy strategies.</p> <p>Improve monitoring of students and increase interventions to support learning.</p> <p>Initiate more home contact for struggling students.</p> <p>Develop and implement different strategies to use Interactive Readers in all content areas and grade levels.</p> <p>Increase technology use by students to reinforce class work.</p>	<p>Homework completion</p> <p>Results on teacher created exams</p> <p>Responses in class discussions</p> <p>Counselor will meet with parents to recommend after school tutoring</p>	<p>the library and check out for student use at home.</p> <p>Course units and pertinent unit questions placed on Learning Point/blackboard for students to access at will using personal iPods/iPads.</p> <p>After school workshops for at-risk students to reinforce class work.</p>
English Learners	The percentage of 6th grade ELL students demonstrating proficiency in Language Arts will increase by 6% by 2012.	<p>Continue powerful vocabulary development.</p> <p>Increase focus on comprehension.</p> <p>Use non-fiction for practice with literal and inferential composition.</p> <p>Implement one-on-one support for reading and other language areas.</p>	California Standards Testing MAP Testing	California Standards Testing MAP Testing
	The percentage of 6th grade ELL students demonstrating proficiency in Math will increase by 6% by 2012.	<p>Use Compass Learning.</p> <p>Follow 6th grade pacing guide and use of common course assessments with spiral review problems.</p> <p>Use of Accelerated Math, Promethean Boards and/or other technology.</p> <p>Maintain monitoring of students.</p> <p>Collaborate with ELL resource teachers.</p> <p>Establish support classes.</p>	California Standards Testing MAP Testing	Use of Compass Learning. Use of Accelerated Math. Adopted text resources.
	The percentage of 7th grade ELL students demonstrating proficiency in Language Arts and Math will increase by 6% by 2012.	<p>Focus on fundamentals through warm-ups and review sheets.</p> <p>Focus on vocabulary and reading comprehension.</p> <p>Develop peer tutoring.</p> <p>Schedule WEB students to help with reading skills.</p> <p>Add homework time in Study Skills class.</p> <p>Use Compass Learning as a support.</p> <p>Integrate the use of Brain Pop.</p> <p>Develop iPod lessons.</p> <p>Schedule ELL push in support.</p> <p>Assign mandatory after school tutorials.</p>	California Standards Testing MAP Testing Compass Learning Homework completion Grades	iPod training iPad applications Release time for curriculum development
	The percentage of 8th grade ELL students demonstrating proficiency in Language Arts, Math, Science and Social Science will increase by 6% by 2012.	<p>Provide small group or direct instruction at RAM.</p> <p>Focus on vocabulary and reading comprehension.</p> <p>Implement RAM Reading Program.</p> <p>Develop and implement different strategies to use Interactive Readers at all grade levels.</p>	California Standards Testing MAP scores Results on teacher	Technology available for student use in the library and check out for

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		Focus on vocabulary and comprehension. Collaborate with 7th and 8th grade ELL teachers. Develop common Assessments with all 8th grade Social Science teachers. Articulate with 6th, 7th, and 8th grade teachers. Develop after school tutorials.	created exams Responses in class discussions	student use at home. Technology and online resources used in the classroom. Course units and pertinent unit questions placed on Learning Point for students to access at will. After school workshops for at-risk students to reinforce class work.
GATE	100% of 6th grade students, identified as GATE, will score proficient or advanced on the English Language Arts portion of the California Standards Test by 2012.	Differentiate curriculum. Reinforce test-taking strategies. Focus on content vocabulary in non-fiction. Increase use of non-fiction genre and teach skills enhancing understanding.	California Standards Testing MAP Testing	Use of technology and online resources. GATE Training
	100% of 7th grade students, identified as GATE, will score proficient or advanced on the English Language Arts portion of the California Standards Test by 2012.	Use of online supports. Set high goals for homework completion and test scores. Provide challenging work to meet the needs of students.	California Standards Testing MAP Testing	GATE training
	100% of 8th grade students, identified as GATE, will score proficient or advanced on the English Language Arts portion of the California Standards Test by 2012.	Offer rigorous curriculum to GATE students. Teach successful learning strategies.	California Standards Testing MAP Testing	Use of technology and online resources. GATE Training
	100% of 6th grade students, identified as GATE, will score proficient or advanced on the Mathematics portion of the California Standards Test by 2012.	Use Compass Learning as a support. Place students appropriately in Pre-Algebra and 6th Grade Math. Follow common course assessment and pacing guide with spiral review. Use of technology and online resources including Promethean Boards, iPods and iPads. Motivate students to do their best.	California Standards Testing MAP Testing	Use of technology and online resources. GATE Training
	100% of 7th grade students, identified as GATE, will score proficient or advanced on the Mathematics and Algebra 1-2 portion of the California Standards Test by 2012.	Use spiraling warm-ups. Assign mandatory tutorials. Assign Homework Club.	California Standards Testing MAP Testing	Use of technology and online resources. GATE Training
	100% of 8th grade Algebra 1-2 and Geometry students, identified as GATE, will score	Reinforce good test-taking strategies. Integrate advanced learning opportunities into daily lessons.	California Standards Testing	Use of technology and

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	proficient or advanced on the Mathematics portion of the California Standards Test by 2012.	Extend the curriculum into real-world applications.	MAP Testing	online resources. GATE Training
	100% of 8th grade students, identified as GATE, will score proficient or advanced on the Science portion of the California Standards Test by 2012.	Reinforce good test-taking strategies. Integrate advanced learning opportunities into daily lessons. Extend the curriculum into real-world applications.	California Standards Testing MAP Testing	Use of technology and online resources. GATE Training
	100% of 8th grade students, identified as GATE, will score proficient or advanced on the Social Science portion of the California Standards Test by 2012.	Reinforce good test-taking strategies. Differentiate curriculum whenever possible. Integrate advanced learning opportunities into daily lessons. Focus on content vocabulary in non-fiction using word strategies (word sorts, personal dictionaries, multi-modal words charts). Develop supplementary curriculum more depth and higher order thinking, encourage creativity. Initiate home contact early. Improve monitoring of students and increase interventions to support student learning. Develop opportunities for class presentations to develop public speaking skills. Review related 6th and 7th grade curriculum throughout the year. Continue what is working!	California Standards Testing MAP scores Results on teacher created exams Responses in class discussions.	Technology available for student use in the library and check out for student use at home. Technology and online resources used in the classroom. Course units and pertinent unit questions placed on Learning Point for students to access at will.
Students with Disabilities	The percentage of 6th grade students with disabilities demonstrating proficiency in English Language Arts will increase by 6% by 2012.	Focus on reading comprehension and power words. Use Compass Learning, specifically reading comprehension activities and during pull out classes. Develop one-on-one support for reading and other language areas. Develop lesson scaffolding that is supported and taught by Special Education teachers for general education setting. Train general education teachers and instructional aides so there is a better utilization of the instructional aide to support the Special Education students in the general education setting. Collaborate between departments to develop interventions and accommodations for student success. Develop a plan that matches student ability to accommodations as early as possible. Collaborate with other Special Education Departments to investigate most effective strategies. Implement consistent IAT Team practices. Implement Language! Use MAP scores to guide instruction. Focus on test taking strategies for students taking California Standards Testing.	California Standards Testing MAP scores Results on teacher created exams Responses in class discussions Staff will meet with parents to recommend after school tutoring Use Vport with Language! data	Compass Learning Accelerated Math Adopted text resources Technology available for student use in the library and check out for student use at home. Increase technology and online resources used in the classroom. Course units and pertinent

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
				unit questions placed on Learning Point/blackboard for students to access at will. After school workshops for at-risk students to reinforce class work.
	The percentage of 6th grade students with disabilities demonstrating proficiency in Math will increase by 6% by 2012.	<p>Assign a consistent resource teacher. Use Compass Learning as a support. Assign after school tutorial. Use technology such as Promethean boards, iPods, and online resources. Develop and follow common course assessments and pacing guides with spiral review. Develop and assign peer tutors. Use of MAPS sub-scores to guide instruction. Implement Keys to Math in resource Math. Use Accelerated Math. Assign Homework Club. Use Compass Learning. Follow Pacing Guide. Develop lesson scaffolding that is supported and taught by Special Education teachers for general education setting. Train general education teachers and instructional aides so there is a better utilization of the instructional aide to support the Special Education students in the general education setting. Collaborate between departments to develop interventions and accommodations for student success. Collaborate with other Special Education Departments to investigate most effective strategies. Implement consistent IAT Team practices.</p>	California Standards Testing MAP scores Results on teacher created exams Responses in class discussions Staff will meet with parents to recommend after school tutoring.	Compass Learning Accelerated Math Adopted text resources Technology available for student use in the library and check out for student use at home. Increase technology and online resources used in the classroom. Course units and pertinent unit questions placed on Learning Point/blackboard for students to access at will. After school workshops for at-risk students to reinforce class work.
	The percentage of 7th grade students with disabilities demonstrating proficiency in Language Arts and Math will increase by 6% by 2012.	<p>Improve parent knowledge and support. Focus on organizational skills. Improve homework completion and study skills. Use spiraling warm-ups.</p>	California Standards Testing MAP scores Results on teacher	Technology available for student use in the library and

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>Assign mandatory tutorials. Assign Homework Club. Lesson scaffolding supported and taught by Special Education teachers for general education setting. Train general education teachers and instructional aides so there is a better utilization of the instructional aide to support the Special Education students in the general education setting. Language Arts and Math departments will collaborate with Special Education teachers to develop interventions and accommodations for student success. Increase collaboration with Special Education teachers. Collaborate with other Special Education Departments to investigate most effective strategies. Implement consistent IAT Team practices. Use Vport with Language! data.</p>	<p>created exams Responses in class discussions Staff will meet with parents to recommend after school tutoring.</p>	<p>check out for student use at home. Increase technology and online resources used in the classroom. Course units and pertinent unit questions placed on Learning Point/blackboard for students to access at will. After school workshops for at-risk students to reinforce class work.</p>
	<p>The percentage of 8th grade students with disabilities demonstrating proficiency in Language Arts, Math, Science, and Social Science, will increase by 6% by 2012.</p>	<p>Provide small group or direct instruction during RAM. Promote consistent parent support. Focus on organizational skills. Focus on consistent homework completion and study skills. Train general education teachers in lesson scaffolding. Train general education teachers and instructional aides so there is a better utilization of the instructional aide to support the Special Education students in the general education setting. Language Arts and Math departments will collaborate with Special Education teachers to develop interventions and accommodations for student success. Increase collaboration with Special Education teachers. Monitor students more closely. Continue vertical articulation with 6th, 7th, and 8th grade teachers. Collaborate with other Special Education Departments to investigate most effective strategies. Implement consistent IAT Team practices. Use Vport for Language! data.</p>	<p>California Standards Testing MAP scores Results on teacher created exams Responses in class discussions Counselor will meet with parents to recommend after school tutoring.</p>	<p>Technology available for student use in the library and check out for student use at home. Increase technology and online resources used in the classroom. Course units and pertinent unit questions placed on Learning Point/blackboard for students to access at will. After school workshops for at-risk students to reinforce class work.</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
<ul style="list-style-type: none"> • Monthly department meetings will be used for trainings, staff development, village meetings with their students in need of additional support. • Raise awareness and understanding for developing cultural proficiency. • Teachers will have time to share most effective practices, develop strategies to work with students, investigate and learn strategies to build student success. • Training in reading strategies for struggling readers. • Training in building vocabulary at all grade levels. • Training in the use of technology in the classroom and with students. • Training in specific programs like ELL, SpEd, computer programs, reliable test generation, writing process, and differentiating instruction. Training to facilitate peer groups was also requested. • Further development in the use of Learning Point and its new features. • Investigate and train staff on a 'Team' approach to working with special education students and teachers for most effective learning. 	<ul style="list-style-type: none"> • Many parents need to be taught how to support student learning. The transition to middle school is difficult for some students. This is a time where parents need to continue to work with the school and offer academic support and guidance to their student. • Parent nights support parent involvement. At these nights, Spanish language interpreters are essential. They include how to use online resources for the success of the student, an understanding of the parent role, as well as essential information for transition to high school. • Training for parents on Learning Point keeps them involved in the ongoing work of each classroom and how their student performs. Instructing parents on support strategies and online resources during Back to School Night, and on an individual basis, assists the parents with helpful tools for their child's success. • Parenting workshops are important. The district offers many options as does Twin Peaks Middle School. • Parent involvement on campus with volunteer opportunities include PTSA, School Site Council, Science Olympiad, Library, and the Twin Peaks Foundation are needed to support a school culture of high academic and personal performance. • Village conferences with parents, teachers and students strengthens home to school communication and supports student success. • AB 1802 conferences with counselor, parents, and student help parents understand the importance of middle school. After these 7th grade conferences, many students, who were not successful before, become more focused and parents become more supportive. The 7th grade Parent Night gives this information to all families since currently, with the decrease of counselors, the individual conferences are only for at-risk students. 	<ul style="list-style-type: none"> • Student learning is the focus of our work. If a student is not engaged in the learning, the task is much more difficult. The use of MAP goal setting throughout the school year encourages students to strive for academic success. Academic growth determined by one's own improvement is a great motivator. We use this in many ways, but one is to show students they have the capacity to learn and do well, they just have not done the school work to provide the good grades. MAP score evaluation and goal setting by individuals and classes three times a year has a positive impact on engaging students. • Reading and Math support classes during RAM and after school provide opportunities for students to participate in small group technology based support activities. • Use of technology in the classroom to more quickly engage students in learning. Use of iPod Touches, iPads, and Promethean Boards.

	<ul style="list-style-type: none"> • There are also many opportunities for students and parents to stay involved in the school. These include, but are not limited to, Science Olympiad, Robotics, Math Day competitors, Geography Bee Competitors, Band, Orchestra, and Choir. Parents involved in School Site Council, PTSA, and Foundation oversee many aspects of the school, develop goals, fund raise, and volunteer. The combined efforts of students, staff, and parent volunteers build a sense of community. 	<ul style="list-style-type: none"> • Teachers are collaborating to build lessons that employ collaborative and cooperative learning. Students at this grade level work well in groups when given clear expectations and learn well in that setting. More teachers are developing and sharing cooperative labs and activities to further motivate student learning.
	<ul style="list-style-type: none"> • AVID Parent nights and ELAC parent nights inform parents about our programs, teach parents skills so they can assist their child at home, and form a positive bond with school and home. 	<ul style="list-style-type: none"> • Online resources for academic support • Compass Learning for Language Arts and Math • Textbooks are available online featuring tutorials to give students extra assistance at home.
		<ul style="list-style-type: none"> • We also offer an energetic after school tutorial program with mandatory Homework Hour, Power Hour, and teacher tutorials. These are very helpful for students to gain insight into curriculum, work with other students in a positive environment, and have access to teachers who can assist them with their work. The students who attend the After School Program are required to work on homework during the first hour.

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

5th– 6th Grade:

The transition to middle school for incoming students to Twin Peaks begins with a 5th grade Parent Night in March of their 5th grade year. The evening includes specialized parent meetings for GATE, Special Education, and ELL families, campus tours, and information tables introducing school activities, our after school program as well as clubs and organizations. These events are followed by the general parent information meeting.

Meeting presenters are members of the 6th grade team including Physical Education, and Band, counselors and administrators providing parents with information regarding programs, opportunities, policies, and strategies to help students be successful at Twin Peaks Middle School. Part of the presentation includes the changing roles of students and parents from the elementary to the middle school setting.

In May, counselors with four to six TPMS students visit each of the six feeder elementary schools to share information about our programs and strategies for success directly to classrooms of students and their teachers. Incoming 6th grade students and their teachers have the opportunity to listen to the presentation and then ask questions of the students or counselor. We have found that this helps to build a positive relationship early on and greatly reduces fears of middle school. By the end of the presentation students are clearly excited about coming to middle school.

Two weeks prior to the start of the school year, incoming 6th grade students are invited to participate in an orientation facilitated by WEB (Where Everyone Belongs), an 8th grade student leadership group working with teacher advisors. The half day orientation provides students with the opportunity to become familiar with the campus, meet 6th grade students from other feeder schools, participate in activities that are team builders, discuss appropriate behavior in RAM Country, connect with 8th grade students who will provide strategies for success and a familiar face throughout the year, and meet the office staff and the administrators. This is a fun day filled with great information taught by staff and students to our 6th graders.

At the start of the school year, administration and counselors at separate times visit every 6th grade classroom. The administrative presentation includes school and district rules and desired behavior expectations with an emphasis on the Six Pillars of Character and our Rachel's Challenge Chain Reaction concept. Counselors discuss the academic, personal, and social support that is available to students at Twin Peaks Middle School.

Back to School Night occurs within the first month of the school year. The evening begins with specialized parent meetings for ELL, GATE, Special Education, and Band; campus tours, and information tables for campus activities, clubs and organizations, and the before and after school program. A general information presentation is done via KRAM, our student produced news broadcast. Representatives from ASB, PTSA, Twin Peaks Foundation, Counseling, Physical Education, and Administration provide information to parents about upcoming events, programs, and policies at TPMS. The evening concludes with classroom visitations and teacher presentations. Parents have the opportunity to meet their students' teachers, obtain information about classroom expectations and procedures, and ask questions. Teachers emphasize strategies parents can use to help their students successfully transition to the middle school.

Elementary and Twin Peaks Counselors discuss individual students with placement needs due to academics or behavior concerns to provide for a smooth transition to our middle school.

8th – 9th Grade:

In January, an 8th grade Parent Night is held at Twin Peaks to begin to introduce parents to Poway High School. A counselor and an administrator from Poway High School attend to share the academic, athletic, and extra-curricular programs available to students at Poway High School. Presentations are also made by the AVID and other elective teachers and some of their students.

In March, PHS Counselors and an administrator visit TPMS and make a presentation in each 8th grade RAM class to help students understand the course selection process. Students and teachers have an opportunity to ask questions and seek guidance about academic programs and elective choices. Students take home the packets of information to share with their parents and finalize the selections. Before the course request forms are returned in March, Poway High School holds an 8th grade Parent Night at Poway High School. This evening gives parents a chance to better understand the opportunities open for their child at PHS. A few days after that evening meeting, request forms are returned to TPMS with parent signatures.

In the spring, AVID students from Poway High School come to TPMS to speak to our 8th grade students about the benefits of AVID and what strategies they utilize to be successful students in high school. At this time, our students also have the opportunity to ask questions about the transition to high school, what they should look forward to, and how to prepare to be successful from the first day. Our students have the opportunity to apply for the AVID program at Poway High School. They complete an application, make a presentation, and are interviewed at Twin Peaks by a Poway High School counselor and the AVID teachers.

Twin Peaks and Poway High School counselors and administrators discuss individual students with academic or behavioral needs to assist with a smooth transition.

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

The discipline policy at Twin Peaks is centered on the belief that optimum learning can only occur when each student operates in an environment that is safe and drug free. Key to this belief is the idea that each student must be responsible for his/her actions, a reliable contributor to the school community, and respectful of others. Several strategies are used to ensure our safe campus. The student handbook is given to every student each fall in which the policies for student conduct, discipline, and consequences are clearly stated. Students review these school policies at home with their parents and they are required to return with a parent signature verifying they read and discussed these rules. Additionally, at the start of the school year, teachers review policies with students in their classes. This is followed by a visit from an administrator to each RAM class to deliver a presentation on discipline policies. This presentation explains and highlights the areas of attendance, discipline, prohibited acts of the Poway Unified School District, academic honesty, dress code, hate harassment, bullying, Six Pillars of Character Counts, the Rachel's Challenge project, and sexual harassment. Clearly defined expectations for achievement and good citizenship are shared with the students at Twin Peaks. The staff models professional behavior and students are expected to act responsibly; the school community is viewed as a cooperative setting where everyone shares these expectations. The discipline policy at Twin Peaks Middle School follows board policy and the California education code. The discipline policy is enforced firmly, fairly, and consistently. Students are afforded their due process during any disciplinary incident. Successful discipline is based on respecting the dignity of each individual and re-directing the students in a positive way. Twin Peaks uses multiple pathways to deal with behavior infractions:

- Students are asked to reflect on their behaviors and behavior choices, sometimes verbally and other times via completion of a behavior modification packet.
- Before reporting student behavior to the discipline office, village teams may review a student file and design an individualized behavioral program with close monitoring.
- If behavioral issues persist, parents may be notified, a parent/student conference may occur, and a behavior contract with administration could be established.
- For more serious offenses behavioral consequences may include counseling, after-school detention, in-school suspension or home suspension.
- Placement in a support group may also be considered as an intervention to support appropriate behavior.
- Counseling services include:
 - Guidance Councils: including village teachers, parents, student, and a counselor who meet as a team to formulate academic and/or behavior action plans.
 - 3 way conference: counselor facilitates a conference with a student and teacher to resolve problems.
 - Goal setting conference: counselor meets several times with a student to assist him/her in developing strategies to meet the academic goals he/she set.
 - Conflict resolution: counselor conducts mediation conference to resolve peer conflicts.

Our character education program is facilitated by the Character Counts! project, and consists of a teacher and a student component. Teachers incorporate the teaching of these traits into their existing curriculum, including reading and written assignments. Good character, as outlined by the Six Pillars of Character, is recognized and shared with other students. Students may receive a Character Counts! certificate (along with a coupon for a free item at the student store) if they are identified by a staff member as someone who shows good character on campus. These certificates are presented during RAM time so that the recipient's good deed(s) can be shared with their peers. Rachel's Challenge assemblies and trainings for students and staff are used to compliment the Character Counts! project and continue to build a kind and compassionate environment on our campus. The emphasis is on the power our words and actions have on our peers. Chain Reaction Club and Link activities throughout the year maintain the teaching of Rachel's Challenge.

The ASES (After School Education & Safety) program provides students with a safe and supportive place to go before and after school on a daily basis. The Before School Program opens its doors to students at 6:30 a.m. and provides breakfast daily. Students have a warm, welcoming, supervised environment to complete school work, play, and socialize with friends prior to the start of the school day. The After School Program provides students with a safe place to go after school. All students are part of Academic Hour during the first half of the afternoon. Academic Hour provides students with a quiet environment to complete homework and study before going home for the day. Following Academic Hour, students receive snack and have many options to choose from to fill the rest of the day. There are athletics, clubs, specialty groups and a game room for students to participate in during the second half of the After School Program.

During lunch, the RAM Clubhouse is open to provide students another area to play and socialize. Students go to the clubhouse to play board and card games in small groups, ping pong, pool, foosball and the latest Wii and XBox video games. Others simply come to relax and socialize on the couches in a supervised, safe setting.

Twin Peaks Middle School has a well-designed Emergency Management Plan to ensure all students and staff are safe and secure in the event of an emergency. All staff members are provided with a copy of the plan at the beginning of the school year with specific roles and responsibilities included. Classrooms and office buildings have posted evacuation maps to alert students and staff where to go during an emergency. Fire drills are held each month, while Lockdown drills, Duck and Cover drills, and Full Evacuation drills are held once a semester to practice with students and look for ways to improve our Emergency Management Plan. Full Evacuation drills involve teams for attendance, medical, sanitation, search and rescue, and student reunion and release. The drill teaches students what to expect and the procedures to follow during an emergency. Evaluation of and feedback from emergency drills facilitates the continued refinement of our Emergency Management Plan.

Throughout the school year, presentations on healthy life styles are presented to students at TPMS. The Physical Education department presents on the benefits of exercise and healthy eating. Red Ribbon Week challenges students to pledge to be drug, alcohol and tobacco free while educating them on the dangers inherent in the use of these substances. All 7th grade students participate in the Smoking Prevention Program during RAM class provided by the TUPE grant. In Life Science class, 7th grade students receive curriculum on Sexually Transmitted Diseases. The Too Good For Drugs programs teaches students about goal setting and good decision making. All 8th grade students attend a presentation on the dangers of drug use presented by a retired DEA agent and a local resident severely affected by drug use.

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
Minnesota Smoking Prevention Program	7th Grade	270 minutes
Primary Interaction Program	K-3rd	
PIP Playground Support	K-3rd	
Tobacco Use Prevention Education	6th-12th	
Character Counts	K-12th	800 minutes
Before and After School (ASES)	6th-8th	430 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)	109
EIA-EL: Economic Impact Aid - English Learners	30,111
EIA-SCE: Economic Impact Aid - State Compensatory Education	20,489

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	Cheryl Southwick	Original signature page on file at the district office.	
Special Education	Janet Van Horne		
Title I (if applicable)			
Library	Linda Bjork		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[]	[]	[]	[]		Lynell T. Antrim		
[]	[]	[X]	[]	[]	2013	Linda Bjork	Original signature page on file at the district office.	
[]	[X]	[]	[]	[]	2013	Susan Busch		
[]	[]	[]	[X]	[]	2013	Sabrina Butler		
[]	[X]	[]	[]	[]		Jo Ann Cooper		
[]	[]	[]	[X]	[]	2013	Jon Canavan		
[]	[X]	[]	[]	[]	2013	JJ Barlow		
[]	[]	[]	[]	[X]		Sadie Pratt		
[]	[]	[]	[X]	[]	2013	Brock Ortega		
[]	[X]	[]	[]	[]	2013	Larry Richards		
[]	[]	[]	[]	[X]		Chase Canaroli		
[]	[]	[]	[]	[X]		Allie Saeger		
1	4	1	3	3	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: Twin Peaks Middle School
 PROGRAM: English Language Acquisition Program (Grades 4-8 only)
 RESOURCE NUMBER: 6286
 2011 ENTITLEMENT: _____
 PLUS CARRYOVER: \$109
 TOTAL SITE BUDGET: 109

**Budget Summary for
Twin Peaks Middle 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		109				109
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
5900-014 POSTAGE						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:	109	0	0	0	0	109

V.D. BUDGET DEVELOPMENT FORM

SITE: Twin Peaks Middle School

PROGRAM: Economic Impact Aid - English Learners

RESOURCE NUMBER: 7091

**Budget Summary for
Twin Peaks Middle School**

2011 ENTITLEMENT: \$10,695

\$PER STUDENT: _____

PLUS CARRYOVER: \$19,416

OF STUDENTS: _____

TOTAL SITE BUDGET: 30,111

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	1480					1,480
1100-014: TEACHER HOURLY	1875					1,875
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	3,355	0	0	0	0	3,355
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	1710					1,710
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	1,710	0	0	0	0	1,710
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED	355					355
3212-000: PERS – CLASSIFIED	173					173

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3222-000: PERS Pickup – CLASSIFIED	15					15
3312-000: FICA – CLASSIFIED	13					13
3321-000: MEDICARE – CERTIFICATED	150					150
3322-000: MEDICARE - CLASSIFIED	219					219
3331-000: PARS - CERTIFICATED	10					10
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED	50					50
3402-000: HEALTH-CLASSIFIED	60					60
3501-000: UNEMPLOYMENT INS - CERTIFICATED	22					22
3502-000: UNEMPLOYMENT INS – CLASSIFIED	48					48
3601-000: WORKERS COMP INS – CERTIFICATED	67					67
3602-000: WORKERS COMP INS - CLASSIFIED	45					45
3802-000: PERS Recapture - CLASSIFIED	5					5
	1,232	0	0	0	0	1,232
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS	2600					2,600
4200-010: OTHER BOOKS	1600					1,600
4300-010: SUPPLIES	7399					7,399
4300-011: SUBSCRIPTIONS	1409					1,409
4300-018: SOFTWARE	2180					2,180
4300-099: RESERVE						0
4300-017 APPS	500					500
	15,688	0	0	0	0	15,688
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE	1886					1,886
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS	500					500

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5710-130: STUDY TRIPS	300					300
5800-015: PROFESSIONAL SERVICES	200					200
5800-086: OTHER SERVICES	1000					1,000
5900-014 POSTAGE	240					240
	4,126	0	0	0	0	4,126
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500	1500					1,500
6400-031: COMP HARDWARE \$500 AND OVER	1000					1,000
6400-090: EQUIPMENT UNDER \$500	500					500
6400-091: EQUIPMENT \$500 AND OVER	1000					1,000
	4,000	0	0	0	0	4,000
TOTAL SITE BUDGET:	30,111	0	0	0	0	30,111

V.D. BUDGET DEVELOPMENT FORM

SITE: Twin Peaks Middle School
 PROGRAM: Economic Impact Aid - State Compensatory Education
 RESOURCE NUMBER: 7090

**Budget Summary for
Twin Peaks Middle School**

2011 ENTITLEMENT:	<u>\$15,300</u>	\$PER STUDENT: <u> </u>
PLUS CARRYOVER:	<u>\$5,189</u>	# OF STUDENTS: <u> </u>
TOTAL SITE BUDGET:	<u>20,489</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	5000					5,000
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	5,000	0	0	0	0	5,000
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	265					265
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	90					90
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED	20					20
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED	90					90
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED	20					20
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED	120					120
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS	2000					2,000
4200-010: OTHER BOOKS	2000					2,000
4300-010: SUPPLIES	1509					1,509
4300-011: SUBSCRIPTIONS	2095					2,095
4300-018: SOFTWARE	1680					1,680
4300-099: RESERVE						0
	9,284	0	0	0	0	9,284
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE	5000					5,000
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS	100					100
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
	5,100	0	0	0	0	5,100
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500	500					500
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
TOTAL SITE BUDGET:	20,489	0	0	0	0	20,489

VI. ADDENDUM (Optional)