

The Single Plan for Student Achievement

San Pasqual Union Elementary School

School Name

37-68353-6040331

CDS Code

Date of this revision: October 2010

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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San Pasqual Union Elementary School District

School District

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The District Governing Board approved this revision of the School Plan on January 4, 2011.

II. School Vision and Mission

Vision

The San Pasqual Union School District envisions a learning environment for all children that is effective through a sense of connections. An effective school connects people to create community. An effective school connects the curriculum to achieve coherence. An effective school connects classrooms and resources to enrich the learning climate. And an effective school connects learning to life to build character. Ultimately, the aim of the District is not just to build a better school, but through children, to build a better world.

Mission

The mission of SPUSD is not just to prepare students for careers or to only give knowledge to students. Our goal is to help channel knowledge to develop a student's capacity to live with dignity and purpose, to enable a student to judge wisely and to act responsibly in matters of life and conduct. The core of the District's mission is to nurture in each student the desire to contribute and to make meaning out of life.

III. School Profile

This one school district has faithfully served the residents of the San Pasqual Valley since 1918. Initially there were two schools - one on the east end of the valley, and one on the west. The two schools were combined in 1918 when a growing population required more than just one teacher in a one-room schoolhouse. With the combining of the schools, the San Pasqual Union School District was born.

The two-room school building was sufficient to serve the population until 1970 when the main building was built. In 1967 a Kindergarten class was added by state mandate, and the student population has been increasing ever since. Today we have over 560 students including three classrooms at the Wild Animal Park Annex. Programs such as the Laptop Learning Labs and the Basic School philosophy emphasizing excellence for all will continue to make San Pasqual an enriching educational experience.

In 2000 the District built a new \$15 million 26 acre school on Rockwood Road to replace the former site. This school was built to accommodate 1200 students. Currently we have 560. The school is located in a tranquil, residential neighborhood, but our district boundaries reach into the rural areas as well. Our new school features a full service library run by a credentialed teacher, a multi-purpose room big enough to house athletic events as well as drama and music programs, and a primary grades facility complete with separate play areas and after-school programs. In addition we have state of the art facilities for art, science, and technology. We also have 3 portable buildings which house the preschool and before and after school care.

Our staff includes two administrators, 24 regular classroom teachers, two Resource (Special Education) teachers, a Reading Specialist, a GATE/ELL Coordinator, an Office Manager, Attendance Clerk, a Health Clerk, a Finance Director, a Human Resource Assistant, Speech Therapist, an Occupational Therapist, a Psychologist on loan from the SDCOE, a half-time Music Teacher, a full time Credentialed PE Teacher, a full time Credentialed Library teacher, five instructional assistants (four bilingual), three playground supervisors, Maintenance Operations Director with a crew of three (who also serve as bus drivers), 2 night custodians and a cafeteria staff of two.

Special programs include, Reading Specialist, GATE, Resource Specialist Program, Laptop Learning labs, Speech and Language Program, Music and PE program

The two predominant ethnic groups among San Pasqual's student population are White and Hispanic/Latino. Most students live within walking distance, but we provide bus service to approximately 30%. There is a wide range of socio-economic backgrounds among our students and families.

Parent involvement and participation are an important element of our plan for student success. Many of our parents have made the commitment to volunteer in the classroom to assist teachers in addressing student academic needs. In addition, the PTA has contributed to our school program by providing educational enrichment opportunities for all students (field trips, assemblies, book fairs, etc.), allotting money to each classroom teacher for their use, providing programs for parents and students in the evening, and providing support to a number of school programs.

The San Pasqual Union School District Foundation supports our school through many worthwhile fundraisers to help finance Music programs, PE programs, and our Library. This volunteer group of parents look for new and innovative ways to generate extra funds to support our school programs. Last year, they partially funded the salaries of our credentialed 1/2 time Music teacher, and our full-time credentialed PE teacher. Both provide services for our Kindergarten through Eighth Grade Students.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

When looking at the data in Appendix A we see a need to improve our CST scores in our subgroups, specifically in our English Language Learners. ~ Our 2010 overall AYP dropped 7 points. This is not a significant drop as we still met our overall targets. When looking at our subgroups we see the following: White subgroup's growth went up 3 points and met all of the targets. Hispanic subgroup's growth went down 41 points and did not meet all targets. English Language Learners subgroup's growth went down 73 points and did not meet all targets. Economically Disadvantaged subgroup's growth went down 20 points and did not meet all targets. This is a significant drop from the prior year and based on the information above, one of our areas of need is assisting our subgroups in becoming proficient on the CST. ~ The CELDT data also supports this need as we did not meet AMAO III, which measures proficiency for ELL students based on CST. We did meet AMAO I and II, which we did not meet the previous year. AMAO I and II measure student growth and proficiency based on the CELDT. The combination of data shows that our students are learning English at the appropriate rate, but are struggling with grade level standards.

B. Surveys

~ Based on the Academic Survey we performed in November 2009, which looked at the LEA plan and current school practices. Our areas of greatest strength were:

Instructional Program - We provide SBE adopted core curriculum in ELA and Math.

Instructional Time - We comply with instructional time for the SBE adopted core curriculum.

Credentialed Teachers and Professional Development Opportunity - All staff is fully credentialed and highly qualified per the ESEA.

Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal - Teachers are given two minimum days a month in order to collaborate within grade levels or program levels.

~ Based on the Academic Survey we performed in November 2009, which looked at the LEA plan and current school practices. Our areas of greatest need were:

Lesson Pacing Guide - we currently do not use a pacing guide nor are common assessments required and reported to the district administration.

Ongoing Instructional Assistance and Support for Teachers - training for Math and English Language Arts programs only happen for new adoptions and are not ongoing nor targeted for teacher support.

Student Achievement Monitoring System - Lack of common assessments gives the district incomplete data to monitor. STAR and CELDT scores need to be uploaded to a teacher accessible database so more complete data can be analyzed.

C. Classroom Observations

* In July of 2010 we switched from PowerSchool to Genesis, which allows teachers to now see CST and CELDT scores for each of their students.

D. Student Work and School Documents

E. Analysis of Current Instructional Program (See Appendix B)

We administered the Academic Program Survey in November of 2009. The results, found below, were used to evaluate our Instructional Program and improvements have already begun.

1 – Instructional Program

Average = **2.6**

Comments – We need a system for qualifying students needing intensive intervention, There needs to be an intensive intervention program

2 – Instructional Time

Average = 2.4

Comments –We need an intensive intervention program, with allotted support time (Esp. in 6-8)

3 – Lesson Pacing Guide

Average = 1

Comments – We are in need of a more complete pacing guide, with common assessments (benchmarks) required and reported to district (admin)

4 – School Administrator Instructional Leadership Training

Comments – In process of hiring new admin, data not available at time of survey

5 – Credentialed Teachers and Professional Development Opportunity

Average = 2

Comments – Professional .Development. opportunities are limited by our enrollment size and budget

6 – Ongoing Instructional Assistance and Support for Teachers

Average = 1

Comments – Training for math and language arts programs happens for new adoptions, PD is on-going but needs to be targeted for teacher support

7 – Student Achievement Monitoring System

Average = 1

Comments – We need a comprehensive pacing guide with complete data to manage, STAR and CELDT scores need to be uploaded on teacher accessible database

8 – Monthly collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal

Average = 3

Comments –Time is provided, but a structural plan needs to be provided by administration.

9 – Fiscal Support

Average = 1

Comments – San Pasqual Union School District needs to address specific program budgets to include support.

V. Description of Barriers and Related School Goals

While San Pasqual is an excellent school, it does face some challenges. San Pasqual is both a school and a district. This means many of our staff have the responsibilities of multiple jobs, including our Superintendent / Principal. Below is a list of other challenges that San Pasqual faces and goals that we hope will lead to overcoming them.

- ~ BARRIER - Cuts to funding
GOAL - Evaluate how we are using our resources and combine them, when appropriate, to be more cost-effective
- ~ BARRIER - Low test scores for subgroups
GOAL - Focus on how we service our subgroups.
- ~ BARRIER - Lack of District assessments to monitor student progress
GOAL - To develop common assessments to monitor progress throughout the year in ELA and Math.
- ~ BARRIER - Lack of funds to provide Professional Development
GOAL - To collaborate with other districts, NCPDF and SDCOE to combine student support resources, to provide teachers with additional ongoing support and strategies.
- ~ BARRIER - Lack of teacher access to student information and disaggregated data -
GOAL - To train and support teachers on the new Genesis system and ensure all data is current, usable, and meaningful.
- ~ BARRIER - Lack of school-wide intervention system
GOAL - Develop systems that utilize district approved assessment data to identify students, drive instruction, promote collaboration and monitor progress.

VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) Goal #1 is to Improve and enhance our Character Counts Program school-wide. This program will provide suggested teaching lessons, once a month character themes, and opportunities for our students and staff to practice the Character Traits in and out of the classroom. The PTA and the school administration will provide regularly scheduled Character Assemblies to celebrate those students who model making good choices and exemplify good citizenship in the classroom and on the playground. The teachers, classified employees, administration, and fellow students will have the opportunity to nominate students of good character to be acknowledged in our grade-level assemblies. We will also work throughout the year to plan other events and activities to celebrate our Character Counts/ PeaceBuilders Program school-wide.	
Student groups and grade levels to participate in this goal: Students from Kindergarten through Eighth Grade will participated in this goal.	Anticipated annual performance growth for each group: Each month, selected students from Kindergarten through Eighth Grade will receive Character Counts recognition at our assembly. The Principal, Vice Principal, classroom teachers, and classified employees will participate in this celebration.
Means of evaluating progress toward this goal: Teacher reflection and evaluation School Administration reflection and evaluation Student reflection and evaluation through a classroom survey	Group data to be collected to measure academic gains: Number of certificates presented at each grade level will be noted. Classroom participation is essential in the success of this program.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal	Start Date	Proposed Expenditures	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Completion Date			
Classroom weekly discussion on the Character Counts theme of the month will be recorded. Student recognition certificates presented by the teacher, principal, and vice-principal will be conducted.	June 30, 2011	\$500.00 for certificates	\$500.00 per yr	SIP funds District funds Character Grant funds

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) By May 2011, 80% of students in subgroups that did not meet their API target will improve their scores based on the California Standards Test by at least 10%.	
Student groups and grade levels to participate in this goal: 2 - 8 all students in subgroups that did not meet their API targets	Anticipated annual performance growth for each group: Hispanic, English Language Learner and Economically Disadvantaged subgroups will improve their API targets for 2011 by 10%.
Means of evaluating progress toward this goal: CST scores	Group data to be collected to measure academic gains: CST scores

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
More effectively Identify students in subgroups and communicate to classroom teachers. Assist in Identifying strategies that will assist students in reaching this goal.	Oct. 2010 - June 2011	Release time to analyze data.	\$1000	District funds
Provide direction and collaboration on how teachers can help improve instruction for subgroups.	Sept. 2010 - June 2011	Regularly scheduled collaboration time and release time.	\$1000	District funds
Principal and Assistant Principal will have regularly scheduled meetings with teachers to review data, and progress of individual students who scored below proficient on the California Standards Test.	September 2010-June 2011	0	0	0

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) To implement a school-wide intervention system by May, 2011. 100% of all low performing/at risk students will be evaluated at a minimum of 2 times before the end of the 2010-2011 school year. This will insure that all low performing/at risk students are receiving appropriate support through a school-wide intervention plan</p>	
<p>Student groups and grade levels to participate in this goal: K-8 all students</p>	<p>Anticipated annual performance growth for each group: 80% of students tested will show growth on the CST for 2011.</p>
<p>Means of evaluating progress toward this goal: CST and district approved assessment data.</p>	<p>Group data to be collected to measure academic gains: CST scores and newly developed district common assessment data.</p>

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
The teaching staff will begin meeting on a regular basis (twice a month) to develop a school-wide intervention system. Teachers will visit other schools in San Diego County that already have systems in place. We will also send teacher teams to a 7 session conference sponsored by the San Diego County Office of Education to build school-wide systems and common assessments. Teachers will be provided planning time to tailor these new assessments to our school population.	October, 2010 as the start date. May, 2011 as the completion date.	\$2,000 for conference registration, materials and planning time	\$2,000	General funds, Professional Development funds, Title 1

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) By May, 2011, grade level teachers will have the opportunity to collaborate with other districts, NCPDF and SDCOE to provide quality Professional Development that improves instruction for all students (i.e. ELL, GATE, Title I, SpEd) Specifically through the Professional Learning Community model, teachers will have the opportunity to visit other schools and classrooms and will observe each other to gain knowledge, techniques, and new teaching strategies for improving instruction and building capacity.	
Student groups and grade levels to participate in this goal: K-8 all students	Anticipated annual performance growth for each group: 80% of all students tested will show growth on CST in 2011.
Means of evaluating progress toward this goal: CST scores, teacher reflection and analysis of data.	Group data to be collected to measure academic gains: CST scores, student work samples

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Regularly scheduled Professional Development speakers at staff meetings. Opportunities to attend conferences as appropriate. Opportunities to visit other model classrooms in neighboring districts that practice the PLC model. Superintendent/Principal will share strategies and share knowledge of the PLC model for professional development.	Oct. 2010 - June 2011	~ Guest speaker~ materials and supplies needed for presentations	\$1000	PD funds District funds
Teachers will be trained on PLC model and will utilize it to share progress with other grade-level teams.	Jan. 2010 - June 2011	~ Principal as trainer~ SDCOE speaker	\$1000	PD funds District funds

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) By May, 2011, our district will train and support teachers and classified staff to better identify student needs, analyze test data, promote collaboration and monitor progress in order to improve instruction.	
Student groups and grade levels to participate in this goal: K-8 all students	Anticipated annual performance growth for each group: 80% of all students tested will show growth on CST scores in 2011.
Means of evaluating progress toward this goal: Teacher feedback and reflection, teacher year-long goals. Superintendent/Principal, Assistant Principal observation	Group data to be collected to measure academic gains: CST scores, teacher feedback, teacher reflection

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)				
Release days for teacher training on new Genesis system.	Sept. 2010 - June 2011	~ Genesis provided training~ substitute provided~ collaboration time	\$2000	PD funds District funds Genesis provided SDCOE provided
Collaboration time for teachers to work as grade-level teams to upgrade capacity on student information systems.	Sept. 2010 - June 2011	~ Genesis provided training ~ SDCOE provided training~ minimum days	N/A	Genesis provided SDCOE provided

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	454	450	447	297	303	302	8	11	2	11	16	9
Growth API	861	881	874	900	916	919						
Base API	859	857	881	898	896	916						
Target	A	A	A	A	A	A						
Growth	2	24	-7	2	20	3						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	122	106	106	79	83	70	92	90	90	27	31	22
Growth API	754	777	737			671	709	746	727			
Base API	749	750	778	713		744	714	703	747			
Target	5	5	5			5	5	5	5			
Growth	5	27	-41			-73	-5	43	-20			
Met Target	Yes	Yes	No			No	No	Yes	No			

Appendix A - School and Student Performance Data (continued)

Table 2: Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	158	139	161
Percent with Prior Year Data	95.6	98.6	97
Number in Cohort	151	137	156
Number Met	77	70	104
Percent Met	51	51.1	67
NCLB Target	50.1	51.6	56
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency			
	2007-08	2008-09	2009-10	
	All Students	All Students	Years of EL instruction	
			Less Than 5	More Than 5
Number in Cohort	77	71	143	51
Number Met	22	21	33	32
Percent Met	28.6	29.6	23.1	62.7
NCLB Target	28.9	30.6	17.4	41.3
Met Target	No	No	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2007-08	2008-09	2009-10
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No
Met Target for AMAO 3	Yes	Yes	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	324	340	325	235	248	250	--	7	--	10	14	--
Percent At or Above Proficient	71.2	75.7	72.7	78.9	82.1	82.8	--	63.6	--	90.9	87.5	--
AYP Target	35.2	46.0	56.8	35.2	46.0	56.8	35.2	46.0	56.8	35.2	46.0	56.8
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	100	100	100	100	100	97	100
Number At or Above Proficient	62	57	45	29	38	20	37	45	39	8	9	6
Percent At or Above Proficient	50.8	53.8	42.5	36.7	45.8	28.6	40.2	50.0	43.3	28.6	29.0	27.3
AYP Target	35.2	46.0	56.8	35.2	46.0	56.8	35.2	46.0	56.8	35.2	46.0	56.8
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	--	--	--

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	306	325	317	227	241	243	--	6	--	9	13	--
Percent At or Above Proficient	67.3	72.2	71.2	76.2	79.5	81.0	--	54.5	--	81.8	81.3	--
AYP Target	37.0	47.5	58.0	37.0	47.5	58.0	37.0	47.5	58.0	37.0	47.5	58.0
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	100	100	100	100	100	97	100
Number At or Above Proficient	52	52	42	28	40	21	32	41	35	6	8	5
Percent At or Above Proficient	42.6	49.1	39.6	35.4	48.2	30.0	34.8	45.6	38.9	21.4	25.8	25.0
AYP Target	37.0	47.5	58.0	37.0	47.5	58.0	37.0	47.5	58.0	37.0	47.5	58.0
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	--	--	--

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2009-10											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K						*						
1	3	38	3	38	1	13	1	13				8
2	1	11	2	22	4	44			2	22		9
3					7	70	3	30				10
4	2	25	3	38	2	25	1	13				8
5	2	22	4	44	2	22	1	11				9
6	1	14	4	57	1	14	1	14				7
7			6	86	1	14						7
8	1	11	3	33	5	56						9
Total	10	15	25	37	24	35	7	10	2	3		68

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

- Use State assessments (STAR, CELDT) to modify instruction. Math placement by STAR tests/ Title I qualifications (STAR) / ELL program placement (STAR and CELDT)
- Local assessments are used individually by teachers. No common assessments are district mandated.

Goal: Develop local assessments to monitor student progress and to drive instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The district currently has MMARS as an electronic data management system which we use to report and analyze assessment results. We currently have STAR and CELDT data stored in MMARS. Using the Academic Program Survey (APS), administered in October 2009, we scored ourselves at less than 50%. Our main concerns were that no common assessment was used school wide and results were not easily accessible for teachers. Since then, we have worked with MMARS to ensure our data is current. We are in the process of moving from PowerSchool to Genesis, which will allow teachers better access to student assessment data. Our C&I committee is developing a district-wide assessment calendar to be implemented in English Language Arts (ELA) and Mathematics.

Goals:

- Develop district-wide assessment calendar
- Train teachers on data analysis.

*San Pasqual teachers utilize many types of assessment to monitor student progress towards meeting state standards. Assessments may vary, depending upon grade level. They include: California Standards Test, California English Language Development Test, Developmental Reading Assessment, STAR Reading, Star Early Literacy.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

According to our APS, 100% of our teachers are fully credentialed, highly qualified teachers. (See the District Administrative Assistant for name of Title II report)

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The San Pasqual Superintendent/ Principal attended numerous trainings over the last year including the following:

- The Superintendent's Conference on Closing the Achievement Gap.
- Professional Learning Communities Training
- Math Adoption Planning at SDCOE
- Superintendent's seminar for Special Education
- Genesis Training for student information systems
- Cloud Training for our new website housed at the San Diego County Office of Education
- Time Management Training
- Week long ACSA Human Resources Training
- Three day New Superintendent's Conference (ACSA)
- Sexual Harassment Training

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
 - Publishers trainers provided 2 training days for teachers on Math adopted materials
 - Representatives from C&I, Health Ed, GATE, ELL, Special Ed, the Library and administration attend regularly scheduled meetings through county office. Representatives disseminates information to rest of staff.
 - Representatives from each grade level formed math committee and previewed adopted curriculum.
 - One AB day per year is allotted for staff development such as AR, technology, online gradebook, RTI, CPR, First Aid, etc.
 - Release days to support teacher understanding of technology and new programs
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
 - Review STAR data during AB days at beginning of year. Use to recommend and place students in Title I/ GATE / SpEd / ELL.
 - AB days are used for staff development such as, AR, technology, RTI, GATE, Differentiation etc.
 - Training on newly adopted materials and programs

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

PE Specialist
 Music Specialist
 Special Education Specialists
 GATE/ELL/Title I Coordinator
 Reading Intervention Specialist (primary)

8. Teacher collaboration by grade level (EPC)

San Pasqual teachers are provided four early release days per month in which all teachers including strategic, intensive intervention, special education, and ELD teachers participate. Two of the release days are used for training, professional development and school staff planning meetings. The other two are individual planning days, where teachers and specialists participate in collaborating on instructional programs, lesson design, delivery and data analysis.

Goals:

- Develop a protocol for collaboration utilizing Professional Learning Communities
- Training and practice on analyzing data and improving data-informed instruction

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

For our Elementary program:

Our last ELA adoption was Houghton-Mifflin in 2006-2007.
 Our last Math adoption was MacMillan-McGraw-Hill 2009-2010
 Our last Science adoption was Pearson/Scott Foresman 2008-2009
 Our last Social Studies adoption was Scott Foresman 2007-2008
 ELD program, Avenues (K-5) and High Point (6-8) was adopted in 2007/2008.

For our Middle School program:

Our last ELA adoption was Prentice Hall in 2006-2007.
 Our last Math adoption was Pearson Prentice Hall 2009-2010
 Our last Science adoption was Pearson Prentice Hall 2008-2009
 Our last Social Studies adoption was Glencoe 2007-2008
 ELD program, Avenues (K-5) and High Point (6-8) was adopted in 2007/2008.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

All San Pasqual students participate in appropriate amounts of instructional time in all content areas. All curriculum time periods are at or above the State Guidelines.

11. Lesson pacing schedule (EPC)

Grade level teams meet regularly and discuss grade level pacing schedules.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

On line access to textbooks
Leveled workbooks
Textbooks in Spanish

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

San Pasqual provides the current SBE adopted basic core instructional materials in English Language Arts and Mathematics to all students.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Response to Intervention teacher on special assignment (half time)
Parent Volunteers
Everyone a Reader
Title I aides
Cross-age tutors
Lunch time programs
Tutorials during lunch, before and after school

15. Research-based educational practices to raise student achievement at this school (NCLB)

RTI
ELL
SpEd
SDAIE instruction
Using Dibble and DRA assessments to drive instruction in primary and Accelerated Reader to drive instruction in upper grades.
STEP - program for Kindergarten enrichment and development

16. Opportunities for increased learning time (Title I SWP and PI requirement)

17. Transition from preschool to kindergarten (Title I SWP)

San Pasqual Union School District makes available a 5 day-a-week preschool readiness program. Scholarships are available on request.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

- PTA
- Foundation
- Volunteers and tutors
- Building and maintaining classroom libraries
- Online gradebook
- Computer labs
- Online access to textbooks
- Teacher websites updated regularly
- Family Handbook
- Teacher directed after school tutorials
- Representative from SP Academy assists low achieving students with homework strategies, tutorials, and in-classroom support
- 5 days a week Preschool with scholarships available

19. Strategies to increase parental involvement (Title I SWP)

- PTA
- Foundation
- SSC
- ELAC
- Wednesday folder
- District website
- Online gradebook
- Volunteer corps available to assist students

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Con App is reviewed and evaluated by our School Board and school administrative personnel.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Site Coordinator -

Instructional support - Instructional Aides in classroom

Staff Development and Parent Involvement - one staff meeting and release day every trimester focusing on differentiation in the classroom / ELAC Committee and liaison for SSC

Fiscal Services - administration and support personnel work to balance and monitor budgets

Program Evaluation - establish records, processing and scoring test materials, test data collection and analysis

22. Fiscal support (EPC)

San Pasqual's general and categorical funds are aligned to support implementation of the nine Essential Program Components and demonstrate on-going commitment to continue support for school reform.

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$33,713
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input checked="" type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$3,586
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$32,516
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$7,962
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): GATE \$16,718 Art Music Block Grant \$7,591 Professional Development Block Grant \$25,802 CBET \$2,253 Instructional Materials \$32,832	\$85,196
Total amount of state categorical funds allocated to this school	\$162,973

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$43,424
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	
<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$11,758
<input checked="" type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$75
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$6,874
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	
<input checked="" type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$1,080
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/> Other Federal Funds (list and describe*)	
Total amount of federal categorical funds allocated to this school	\$102057

Total amount of state and federal categorical funds allocated to this school	\$198406
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* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2010-11 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation	\$32,516	\$43,424	\$6,874	
Carryover	\$1,784	\$11,453	\$259	
Indirect Costs		\$2,179		
Direct Costs	\$34,300	\$52,698	\$7,133	
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2010-11 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits	\$3,626	\$6,636	\$1,534	
4000	Supplies: Programming curriculum materials, office supplies, computer software		\$18,633		
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS	\$3,626	\$25,269	\$1,534	

Appendix E - Recommendations and Assurances (San Pasqual Union Elementary School)

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on 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.
6. This school plan was adopted by the school site council on: 11/2/2010

Attested:

<u>Gary Wilson</u>	_____	_____
Typed name of school principal	Signature of school principal	Date

<u>Joanne Wang</u>	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Family and School Involvement Compact

A critical dimension of effective schooling is parent involvement. Using our Basic School principles, San Pasqual Union School District encourages parent involvement at home in their children's education, and parents that are involved and appreciated at school.

The District believes the following important facts:

1. Families provide the primary educational environment.
2. Parent involvement in their children's education improves student achievement.
3. Involvement is most effective when it is comprehensive, supportive, long—lasting and well planned.
4. The benefits of parent involvement are not limited to early childhood or the elementary level; there are continuing positive effects through high school.
5. Involving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the schools.
6. Children from low—income and culturally and racially diverse families have the most to gain when schools involve parents. The extent of parent involvement in a child's education is more important to student success than family income or education.
7. We cannot look at the school and the home in isolation from one another; families and schools need to collaborate to help children adjust to the world of school. This is particularly critical for children from families with different cultural and language backgrounds.

To support the mission of California schools to educate all students effectively, schools and parents must work together as knowledgeable partners. The San Pasqual Union School District recognizes that a child's education is a responsibility shared by school and family during the entire period the child spends in school. Our school district and schools, in collaboration with parents, teachers, students and administrators, encourage parent involvement at all of the grade levels. Our schools will take the initiative to encourage, guide and genuinely welcome parents into the partnership so that the home-school collaboration is ensured. Professional development for teachers and administrators on how to build such a partnership is essential.

The school district is working to develop strong comprehensive parent involvement. Comprehensive means that parents are involved at all grade levels in a variety of roles. The district supports shared decision-making at the school site that includes all stakeholders, including teachers, administrators, students, parents and other community members.

The efforts of the District and Family are designed to:

1. Help parents develop parenting skills to meet the basic obligations of family life and foster conditions at home that emphasize the importance of education and learning.
2. Promote two-way home/school communication about school programs and students' progress.
3. Involve parents, with appropriate training, in instructional and support roles at the school and in other locations that help the school and students reach stated goals, objectives and standards.
4. Provide parents with strategies and techniques for assisting their children with learning activities at home that support and extend the school's instructional program.

5. Prepare parents to actively participate in school decision-making and develop their leadership skills in governance and advocacy.
6. Provide parents with skills to access community and support services that strengthen school programs, family practices, and student learning and development.

The issue of involvement in the education of their children is much larger than improving student achievement. It is central to our democracy that parents and citizens participate in the governing of public institutions. Parent involvement is fundamental to a healthy system of public education.

Family Commitment

As an integral partner in the education effort, I/We will provide support for homework completion, participate in parent workshops and seminars provided by the school, attend parent-teacher conferences. I agree to accept home visits from teachers and staff, if necessary, to ensure my child's success in school.

School Commitment

The school staff will provide comprehensive and complete education programs. The school will provide ongoing assessments, communicate the child's progress, provide classroom and school wide interventions for students not making satisfactory progress, work closely at each grade level to ensure academic equality, and provide parent and student support of education.

Gary Wilson
Superintendent/Principal

Appendix G - School Site Council Membership: San Pasqual Union Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
June Childress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Joanne Wang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Jackson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wendy Brooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kathy Konzen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jolene Mallory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sandra Vega-Abela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Amanda Gose	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Gangel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salina Nemish	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gary Wilson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	4	1	6	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.