

2010-11
SINGLE PLAN FOR STUDENT ACHIEVEMENT



Kern Avenue Elementary School
McFarland Unified District



The District Governing Board
approved this revision of the School
Plan on: **2/9/2010**

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Kern Avenue Elementary 2010-11
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
Science			
Increase Student Proficiency in Science			
Standards Focus and Alignment	8/15/2009	6/11/2010	\$11,000
English Language Development			
Each EL Student will progress one performance band on the CELDT assessment			
Weekly grade level planning meetings	8/15/2009	6/11/2010	\$0
Staff Professional Development	8/13/2009	6/4/2010	\$35,000
Mathematics			
Attain Safe Harbor AYP Goal Requirements for Math			
Professional Development	8/17/2009	6/11/2010	\$62,000
Use of adopted curriculum that is aligned with content standards	8/15/2009	6/11/2010	\$0
Pacing Guides	8/17/2009	6/11/2010	\$6,000
English-Language Arts			
Attain Safe Harbor AYP Goal Requirements for ELA			
Use of adopted curriculum that is aligned with content standards	8/13/2009	10/12/2009	\$0
Response to Intervention and Instruction	8/31/2009	6/4/2010	\$16,000
Professional Development	8/27/2009	6/27/2010	\$30,500
Supplemental Materials	2/1/2010	2/1/2010	\$40,000
Total Annual Expenditures for Current Site Plan: \$200,500.00			

Goals

Form A: 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:

Goal Area : Science

Goal Title : Increase Student Proficiency in Science

Increase the number of 5th grade students who score proficient or advanced in the area of Science on the CST assessment.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All fifth grade students.

What is the expected growth?

5% increase in the number of 5th grade students who score proficient or advanced in the area of Science on the 2010 CST assessment.

What data will be collected to measure student achievement?

Data will be collected on all 5th grade students who take the CST
Student data disaggregated by:

- * Grade Level
- * Ethnic Designation
- * Special Education
- * Economically Disadvantaged
- * Primary Language

What process will you use to monitor and evaluate the data?

Scores of all 5th grade students who take the 2010 CST

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Standards Focus and Alignment

Means of Achievement: Alignment of instruction with content standards

Tasks :

- All teachers will learn how to look at student science assessment data to guide instruction.
- * Provide professional development regarding how to use data to guide instruction during in-service programs. The course will include guidance on how grade level teams should look at students' science work together.
- * Teachers will review results of 5th grade 2008-09 CST Science test data by objective to determine where students are succeeding and where instruction needs to be improved.
- * Grade level team will meet with the principal and consultant to discuss how to adjust their lesson plans based student assessment data.
- * The principal will observe teachers presenting their revised lesson plans and provide additional feedback.
- * 60 5th grade students will attend Kern Environmental Education Program in Cambria, CA.

Measures :

- * Teachers and site administrators will meet to review CST assessment results
- * Within one month teachers, coach and site administrators will meet to review the teachers' adjusted lesson plans.
- * Camp KEEP attendance roster
- * Administrator will attend one day at Camp KEEP to observe

People Assigned :

All fifth grade teachers, students, coaches and site administrators.

Start Date : 8/15/2009

Completion Date : 6/11/2010

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Transportation and Counselor/Teacher Fees	\$11,000

Goal Area : English Language Development

Goal Title : Each EL Student will progress one performance band on the CELDT assessment

A: One hundred percent (100%) of the school's students classified as English Language Learners will advance one performance band on the state mandated California English Language Development Test (CELDT).

B: One hundred percent (100%) of the school's English Language Learner students who score at the Early Advanced or the Advanced on the CELDT assessment will be reviewed for re-designation by school or district staff.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓	✓	✓	✓	✓	✓	✓	✓

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

Students classified as English Language Learners (ELL) who participate in CELDT testing.

What is the expected growth?

Advancement of one or more performance bands on the CELDT assessment.

What data will be collected to measure student achievement?

All enrolled EL students who participate in CELDT testing.

What process will you use to monitor and evaluate the data?

CELDT and district/local assessments

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Weekly grade level planning meetings

Means of Achievement: Alignment of instruction with content standards

Tasks :

All staff at each grade level will meet on a regular basis to ensure curricular alignment to state standards, using their grade level pacing calendar.

Measures :

Periodic visit will be made to sit in on grade level meetings by administrative staff and academic coaches. Weekly grade level meeting minutes will be collected by the School Office Manager and reviewed by the administrative staff to ensure task is being addressed.

People Assigned :

Principal, Vice Principal, Academic Coaches, Grade Level Chairs and School Office Manager.

Start Date : 8/15/2009

Completion Date : 6/11/2010

Action Title: Staff Professional Development

Means of Achievement: Alignment of instruction with content standards

Tasks :

All staff will be trained on ELD strategies across all content areas. All classrooms have aligned their Math and ELA curriculum, in their grade levels, to the state standards and have provided supplemental material to support this alignment. Staff will be properly trained on the new Houghton Mifflin math curriculum as needed.

Measures :

Training logs will be monitored by administration and sign-in sheets will be provided at each training and meeting to ensure that all staff receive credit and/or compensation for their participation.

People Assigned :

Principal and Vice Principal will oversee and management attendance and participation in meetings and training activities.

Start Date : 8/13/2009

Completion Date : 6/4/2010

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	35,000	\$35,000

Goal Area : Mathematics

Goal Title : Attain Safe Harbor AYP Goal Requirements for Math

A: Schoolwide: A minimum of 349 (54% of students with valid CST Math scores) out of an estimated 649 students (valid CST Math scores) will achieve or maintain Proficient or Advanced Performance Levels (Quintiles 4 & 5) on the California Standards Test (CST) – Mathematics. This goal represents a 5.1% growth in the number of students achieving Proficient or Advanced Performance Levels from the CST 2010 testing cycle baseline. The 349 students must be comprised of 339 Hispanic/Latino Students (5.2% growth from 2010 baseline), 349 must be designated as socio-economic disadvantaged (5.1% growth from 2010 baseline), and 233 must be classified as English Language Learners (5.5% growth from 2010 baseline).

B: Ensure that 100% of the school's students who achieved Proficient or Advance Performance Levels on the 2010 Math CST – maintain their ability to achieve a similar outcome on the 2011 Math CST.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have									

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All significant subgroups (Hispanic, Socioeconomic disadvantaged, and English Language Learners) in grades 2-5.

What is the expected growth?

School wide : 5.1% Growth

SED: 5.1% Growth

Hispanic/Latino : 5.2% Growth

EL Learners : 5.5% Growth

What data will be collected to measure student achievement?

All enrolled students who are eligible to participate in CST testing for the 2010-2011 schoolyear.

What process will you use to monitor and evaluate the data?

CST and district/local assessments

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks :

- * Complete AB430 administrator training for site administrators
- * Complete AB472 teacher training for site teachers
- * Consult and inservice provided by Quality Educational Services to assist with data analysis and planning
- * Teacher training and inservice to better able staff to address the needs of students who are working toward proficiency in the area of Math

Measures :

- * Certificates of completion
- * Sign in sheets
- * Meeting minutes
- * Agendas
- * Teacher Portfolios

People Assigned :

Site Administrators, Teachers and Coaches

Start Date : 8/17/2009

Completion Date : 6/11/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	SB 472 Teacher Training	\$62,000

Action Title: Use of adopted curriculum that is aligned with content standards

Means of Achievement: Alignment of instruction with content standards

Tasks :

Each student at Kern Avenue School will have a complete set of instructional materials aligned to the state core content standards. All textbooks are on the current State Approved Materials list from the State Board of Education (SBE) Textbook funds and allocated Lottery funds were used to purchase standards-based textbooks in the areas of language arts, mathematics, science, and social studies. In addition, ELD standards-based materials are available for all English learners. New materials will continue to be adopted and purchased from State Approved Materials lists as they are developed.

Measures :

Within 30 days of the start of the school year, each classroom will be checked to ensure that all instructional materials necessary are present and physically accounted for.

People Assigned :

Principal, Vice-Principal, Academic Coaches and other staff as necessary will be utilized to coordinate an accounting of all necessary curricular materials.

Start Date : 8/15/2009

Completion Date : 6/11/2010

Action Title: Pacing Guides

Means of Achievement: Alignment of instruction with content standards

Tasks :

Measures :

People Assigned :

Start Date : 8/17/2009

Completion Date : 6/11/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Substitute Teachers for Release Time	\$6,000

Goal Area : English-Language Arts

Goal Title : Attain Safe Harbor AYP Goal Requirements for ELA

A minimum of 254 (38.98% of students with valid CST R/ELA scores) of an estimated 650 students (valid CST R/ELA scores) will achieve or maintain Proficient or Advanced Performance Levels (Quintiles 4 & 5) on the California Standards Test (CST) – Reading Language Arts. This goal represents a 6.78% growth in the number of students achieving Proficient or Advanced Performance Levels from the Star 2010 testing cycle baseline. The 254 students must be comprised of 243 Hispanic/Latino Students (6.86% growth from 2010 baseline), 254 must be designated as socio-economic disadvantaged (6.78% growth from 2010 baseline), and 162 must be classified as English Language Learners (7.22% growth from 2010 baseline).

Essential Program Components										
EPC#	1	2	3	4	5	6	7	8	9	
Have										

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All significant subgroups (Schoolwide, Hispanic, Socioeconomic disadvantaged, and English Language Learners) in grades 2 through 5.

What is the expected growth?

School wide : 6.78% Growth

SED: 6.78% Growth

Hispanic/Latino : 6.86% Growth

EL Learners : 7.22% Growth

What data will be collected to measure student achievement?

CST scores for all enrolled students eligible to participate in CST testing for the 2009-2010 school year.

What process will you use to monitor and evaluate the data?

Data from CST and district/local assessments will be used to analyze student progress.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Use of adopted curriculum that is aligned with content standards

Means of Achievement: Alignment of instruction with content standards

Tasks :

Each student at Kern Avenue School will have a complete set of instructional materials aligned to the state core content standards. All textbooks are on the current State Approved Materials list from the State Board of Education (SBE) Textbook funds and allocated Lottery funds were used to purchase standards-based textbooks in the areas of language arts, mathematics, science, and social studies. In addition, ELD standards-based materials are available for all English learners. New materials will continue to be adopted and purchased from State Approved Materials lists as they are developed.

Measures :

Within 30 days of the start of the school year, each classroom will be checked to ensure that all instructional materials necessary are present and physically accounted for.

People Assigned :

Principal, Vice-Principal, Academic Coaches and other staff as necessary will be utilized to coordinate an accounting of all necessary curricular materials.

Start Date : 8/13/2009

Completion Date : 10/12/2009

Action Title: Response to Intervention and Instruction

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

- * Teachers from kindergarten through third grade deliver targeted instruction for 30 minutes. All students are grouped through the use of basic reading indicators, and teachers instruct to that particular reading level. Instruction is direct, explicit, and adheres to best practices.
- * Purchase supplemental instructional materials
- * Modify process for identifying students for Tier 2 and 3 intervention services
- * Write plan for Tier 2 intervention
- * Identify staff to provide Tier 2 instruction
- * Review list of Supplemental Intervention materials by skill domain on CDE website
- * Select and purchase supplemental materials as needed for Tier 2 intervention support
- * Plan for Tier 3 intervention
- * Identify staff to provide Tier 3 instruction (i.e. resource specialist, spec. ed teacher, classroom teacher)
- * Identify, purchase and train staff member(s) on intensive intervention instructional program

Measures :

- * Students are measured every four weeks using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and every 12 weeks using Words Their Way spelling inventory. Depending on the grade and skill level of the class, up to six different components of basic literacy development is measured.
- * Purchase Order - Supplemental materials purchased
- * Teachers fully trained in intervention programs

People Assigned :

All kindergarten through third grade teachers are responsible for teaching a 30 minute class during "Walk-To-Learn." There are currently six instructional aides that are utilized during those periods of time. Kern Avenue's two reading coaches are responsible for organizing, updating, and analyzing the data. Coaches are also involved in the assessing process and create class rosters based on the most recent student data. Site administrators monitor the overall program direction and progress.

Start Date : 8/31/2009

Completion Date : 6/4/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental instructional materials	\$16,000

Action Title: Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks :

- * Principal and Vice Principal attend AB 430 training
- * Create instructional pacing guide for Language Arts Program
- * Supplement core curriculum with materials designed to focus on California ELA standards
- * Acquire materials and supplies necessary to ensure implementation of curricular materials

Measures :

- * Principal and Vice Principal completion of AB430 by August 2010
- * Pacing and assessment Guide for each grade level
- * Principal walk through observations
- * Lesson Plans

People Assigned :

Kindergarten through Fifth Grade Teachers, Principal, Vice Principal, and Academic Coaches

Start Date : 8/27/2009

Completion Date : 6/27/2010

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Substitute Teachers	\$20,500
Quality Education Investment Act	supplementary instructional materials	\$10,000

Action Title: Supplemental Materials

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

- * Supplement core curriculum with materials designed to focus on California ELA standards
- * Acquire materials and supplies necessary to ensure implementation of curricular materials
- * Integrate standards based supplemental materials into classroom instruction

Measures :

- * Purchase orders
- * Classroom Walk-Thru Observations
- * Benchmark & CST assessments

People Assigned :

Site Administrators, Teachers and Coaches

Start Date : 2/1/2010

Completion Date : 2/1/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	standards based supplemental instructional materials	\$40,000

Kern Avenue Elementary 2010-11 Single Plan For Student Achievement Report

Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$1,009,925

Total Annual Expenditures for Current School Plan: \$200,500

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
1100	Lottery: Unrestricted	\$101,038	\$0	\$101,038
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$173,434	\$124,000	\$49,434
	Pacing Guides		\$6,000	
	Professional Development		\$62,000	
	Response to Intervention and Instruction		\$16,000	
	Supplemental Materials		\$40,000	
3105	NCLB: Title I, Even Start Family Literacy	\$4,055	\$0	\$4,055
7091	Economic Impact Aid: Limited English Proficiency (LEP)	\$297,778	\$66,500	\$231,278
	Professional Development		\$20,500	
	Staff Professional Development		\$35,000	
	Standards Focus and Alignment		\$11,000	
7394	Targeted Instructional Improvement Block Grant	\$97,343	\$0	\$97,343
7395	School and Library Improvement Block Grant	\$50,848	\$0	\$50,848
7400	Quality Education Investment Act	\$285,429	\$10,000	\$275,429
	Professional Development		\$10,000	
Total amount of categorical funds allocated to this school:		\$1,009,925	\$200,500	\$809,425

School Site Council Membership

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

Name	Represents	Contact Info	Reviewed Plan Date
Ty Bryson	Principal		11/17/2009
Ada Diaz	Classroom Teacher		11/17/2009
Maribel Cantu	Classroom Teacher		11/17/2009
Maria Avelar	Classroom Teacher		11/17/2009
Jim Beltran	Parent or Community Member		11/17/2009
Irene Lopez	Parent or Community Member		11/17/2009
Rosemary Rodriguez	Parent or Community Member		11/17/2009
Susanna Gomez	Other School Staff		11/17/2009
Victoria Gonzalez	Parent or Community Member		11/17/2009
Matthew Guillen, Sr.	Parent or Community Member		11/17/2009

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	3	1	5	

Recommendations and Assurances

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:

Approval Date

1. School Site Council Members
2. Plan Review Due Date:
3. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
4. 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.
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan

English Learner Advisory Committee	10/8/2009
State Compensatory Education Advisory Committee	10/9/2009
Special Education Advisory Committee	
Gifted and Talented Education Advisory Committee	
6. 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 LEA Plan.
7. 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.
8. Public Notice Due Date:
9. District Governing Board Annual Review Due Date: 2/9/2010
10. This School Plan was adopted by the School Site Council at a public meeting on: 1/28/2010
11. Attested by School Principal: 1/29/2010
12. Attested by School Site Council Chairperson: 1/29/2010

Ty Bryson

Typed name of school principal

Signature of school principal

Date

Rosemary Rodriguez

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Analysis of Current Educational Practice

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

As a school, the Kern Avenue staff analyzed state assessments (CST) at the beginning of the school year and established school and grade level goals. Individual teachers developed personal goals based on standards analysis for individual students. After local benchmark assessments throughout the year, departments analyze trends and develop re-teaching activities for students not meeting standards. Our school focus is to develop daily strategies to provide differentiated instruction for students not meeting mastery.

Teachers, coaches and administrators are in agreement in the fact that there must be challenging content and performance standards for all students. For grades 2-5

Peer visits and coaching continues to be a focus, in addition to differentiated instructional strategies in all subject areas. Teachers have identified goals in these areas and will work in focus groups to improve teacher practice.

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

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

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

5. Sufficiency of credentialed teachers and teacher professional development (e.g. access to AB 466 training on SBE-adopted instructional materials) (EPC):

6. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

Professional growth activities are planned annually based on current need and input received from staff. The district provides three districtwide staff development days annually. In addition, teachers attend various conferences outside of the district with the intent to extend their knowledge and refine their skills. All staff development events are planned in coordination with the requirements established by the Nine Essential Program Components for schools in Program Improvement as stated with the NCLB legislation. All staff development activities are tied to needs and goals outlined in the Kern Avenue Single School Plan for Student Achievement, the McFarland Unified School District Title III plan, as well as the McFarland Unified School District LEA plan.

Current and ongoing staff development includes:

- Weekly grade level meetings to analyze data, plan instruction, monitor student progress, and evaluate program effectiveness in teaching language arts, math and ELD standards;
- In-services provided on-site through the district office, the County Superintendent of Schools office, and through the Migrant program;
- Local conferences through the county offered regularly throughout the year for opportunities to further staff development;
- Demonstration lessons by classroom teachers and observations by BTSA providers lend additional support in developing exemplary teaching practices;
- A district ELD coordinator and An EL Resource Teacher at each site provide ongoing support for English Language Learners through classroom modeling, scheduling release time for teachers to visit each other and providing support with additional instructional materials;
- Two on site, full-time Reading Coaches to support teachers in the implementation of standards-based instructional practices and to establish pacing charts and consistent assessment tools for measuring mastery of content standards in language arts;

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

Many of our students did not perform well on last year's CST assessment. Low performing students are dispersed amongst the teachers in each grade level homogenously within homerooms.

However, two teachers in both 4th and 5th grade provide intensive language arts instruction for students' more than two grade levels below in language arts. This accounts for 33% of our 4th grade teachers and 29% of our 5th grade teachers. In addition, one teacher in both 4th and 5th grade provide intensive math instruction for students' more than two grade levels below in math. This accounts for 17% of our 4th grade math teachers and 14% of our 5th grade math teachers.

Our EL student population is very high and 27 of our 41 teachers teach English Language Development to their students who need intensive english language instruction. These students are low performing according to their CELDT assessment scores. 79% of our teachers teach these students in ELD classes.

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8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

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

The Kern Avenue Elementary Staff and administration are committed to ensuring that our curriculum and instruction are aligned with state standards, and that all instructional materials support these efforts. Kern Avenue Elementary School has adopted state approved curriculum that is designed to improve student achievement. All curricular materials are aligned with the California Content Standards with the fundamental purpose of helping students to attain proficiency in these standards.

Student progress is monitored regularly relative to these standards and parents are informed of student performance and expectations in relation to the California Content Standards.

All students at Kern Avenue Elementary School have access to the core curriculum. While some may receive a modified program to meet ELD or Special Education goals, all students take pride and responsibility for their own learning.

Teachers utilize hands-on, real-life situations as they provide a curriculum rich in comprehensive, challenging, and developmentally appropriate material. Problem solving skills are also an integral component of the overall curriculum. Teachers present lessons, which address all learning modalities, by utilizing a wide variety of instructional strategies. Whole class and small group instruction, cooperative learning, peer tutoring and individual assistance promote a curriculum that is aligned with district outcomes and state frameworks. Teachers monitor progress through the use of portfolios, anecdotal records, and Benchmark Test

results. Rigorous state adopted language arts and math standards, along with our local standards, set the blueprint for our grade level expectancies. School leaders promote and encourage a high level of success within the school. High expectations for learning and behavior are clearly communicated through our School/Parent Compact, parent conferences, and formal/informal communication between home and school.

Leadership opportunities are encouraged within the district. Each site participates in shared learning, utilizing teacher expertise to move toward improved instructional practices. A district-wide Leadership Team, as well as Curriculum Committee, which include site representatives from each grade level, work to ensure articulation between the school sites. In addition, grade level meetings are held weekly to analyze assessment data as well as to discuss issues of concern across the grade levels. Two reading coaches, along with the support of an additional district math coach for new and experienced teachers to assist in supporting our goal of reaching

instructional excellence. A curriculum committee team has worked to design standards-based proficiency assessments, yearly planning guides, standards benchmarks, and grade-level teams meet weekly to further review students' work and modify instruction based on the results. The ELD adopted program is Hampton Brown Avenues, with many manipulatives and supplemental materials to enhance the adopted programs.

Every classroom K-2 also has Leapfrog Literacy Centers and a variety of leapfrog multi-level book titles. This should help increase literacy skills and expose students to the use of technology at whatever reading ability may be needed for each student. A multitude of Hampton Brown phonics level books with audio cassettes, computers with ELD software, Fast Track Phonics, word master machines, TPR (Total Physical Response) instructional materials, and numerous vocabulary building realia. ELD tutors are trained in ELD strategies. There are district criteria for students' language placement (quarterly District Writing Assessments) and other multiple measures are used to assign students to an adequate language program. All instructional staff have been trained on various aspects of the ELD pedagogy (PROJECT WRITE, Bellworks, D.O.L., Leapfrog, Excel Math, Reading Counts).

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

As a staff, we continue to investigate strategies in the classrooms and programs that will motivate students to be successful academically. Limited time to assess and re-teach are traditional challenges dealt with by all of our staff. Many of our EL learners perform below academic standards and may benefit from small group instruction and one on one time with staff, but due to increasing budget cuts and subsequent reductions in staffing, it is becoming more and more difficult to offer these types of interventions.

Although extended learning time is offered in our after-school programs, they are often not attended by those students who need the help. This may be due to lack of parental support, logistics, or limited opportunities. A general lack of background knowledge and limited academic vocabulary put our student at a distinct disadvantage as our staff is tasked with filling in the gaps necessary for rigorous learning to take place.

11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

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

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Single Plan For Student Achievement Report

McFarland Unified School District sets a high priority on ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and provides students with their own textbooks in the core subject areas. Currently, the McFarland Unified School District has adopted the SBE approved SRA Open Court Reading curriculum for the language arts program and the Houghton Mifflin California Math for mathematics curriculum. To accommodate EL learners, Kern Avenue utilizes the core teacher resource materials provided with both curriculums to supplement their core curriculum. Hampton Brown Avenues is used during the prescribed ELD time block for all English Learners. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. MUUSD follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

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

In order to provide the support and instruction necessary to meet our students learning needs, Kern Avenue Elementary endeavours to train for and implement best practice techniques and strategies for our students within the regular program. Basic funding and local funding has provided professional development opportunities for staff to investigate best practices and implement them consistently. Classroom instruction is differentiated to meet all students needs and teachers are trained in remediation strategies to address underperforming students. All primary grade levels participate in Class Size Reduction in an effort to reduce teacher to student ratios and help to facilitate an atmosphere that allows for more small group and individual differentiated instruction to students who are not meeting academic goals. Kern Avenue uses a tiered Response to Intervention (RTI) program to address student needs in grades Kindergarten through 3rd Grade levels. Teachers from kindergarten through third grade deliver targeted instruction for 30 minutes. All students are grouped through the use of basic reading indicators, and teachers instruct to that particular reading level. Instruction is direct, explicit, and adheres to best practices.

Students are measured every four weeks using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and every 12 weeks using Words Their Way spelling inventory. Depending on the grade and skill level of the class, up to six different components of basic literacy development is measured. All kindergarten through third grade teachers are responsible for teaching a 30 minute class during "Walk-To-Learn." There are currently six instructional aides that are utilized during those periods of time. Kern Avenue's two reading coaches are responsible for organizing, updating, and analyzing the data. Coaches are also involved in the assessing process and create class rosters based on the most recent student data.

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

16. Resources available from family, school, district, and community to assist under-achieving students (ESEA):

Family Resources:

- * The McFarland Family Resource Center
- * Student Intervention Program
- * ELAC
- * SSC
- * Afterschool Academy
- * Supplemental Educational Services Tutoring

District Resources:

- * DELAC
- * Migrant Saturday School
- * Migrant Summer School
- * District Summer School
- * State and District Preschool
- * Migrant Education Even Start

Community Resources:

- * Healthy Kids/Healthy Family
- * McFarland Parks and Recreation
- * Henrietta Weill Child Guidance Clinic
- * Clinica Sierra Vista
- * Kern County Probation Department
- * Kern County Child Protective Services

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

18. Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :

We are fortunate to have a >5 FTE academic counselor to support our underperforming students in addition to a Vice Principal who is partially funded with categorical monies. Categorical funds are designated for materials and resources for students needing additional assistance and support. It is the intent of the School Site Council to delegate these funds to enable underperforming students attain proficiency with the California Content Standards. Supplemental Educational Services programs offered to qualified students who score in the lower quintiles on the California Standards Test (CST) in language arts. Afterschool Academy programs offer extended day services for students who score in the basic range on the CST and Migrant Program also offers extended day program services for qualified students. Summer School Instruction is offered for students who may be in danger of retention, underperforming, or need to acquire specific academic skill prior to advancing on to the next grade level.

19. Fiscal support (EPC):

Nine Essential Program Components

1. Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and * English Language Development materials.
2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.
4. Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.
5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.
6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.
8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.
9. Implementation of Fiscal Support aligned to full implementation of EPCs.