

The Single Plan for Student Achievement

School: Browning Road Elementary School
CDS Code: 15-73908-6009757
District: McFarland Unified School District
Principal: Maria E. Gonzalez-Salgado
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Browning Road Elementary School's Vision and Mission Statements

Browning Road School will provide an environment that fosters academic success, self-esteem and good citizenship. We will aid every child in developing and maintaining a positive self-image by recognizing his/her worth as an individual and every child will experience some measure of success everyday. All children will have many opportunities for emotional, social and physical growth.

We will provide a program which emphasizes the importance of basic skills and procedures. We will teach each child to apply these learning's through a flexible program of instruction. We will create situations which make learning enjoyable, interesting and meaningful for students by tailoring learning tasks to learning styles and interests.

School Profile

Browning Road School is a kindergarten through fifth grade school located in a predominately agricultural community of McFarland. In addition to regular district financial support, Browning Road School also receives Categorical Aid funding from the following state and federal programs: Federal-Immigrant, Title I, Title III and Reading First; State—High Priority, SLIP and EIA/LEP. A high poverty level is documented by the fact that 96% of the students receive free or reduced lunches. Currently 335 students are designated LEP. These indicators of high need for intervention have targeted Browning Road School as a Schoolwide Project for many years. Currently 600 students are enrolled at Browning Road School. There are currently 32 self-contained classrooms serving K-5 students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At the beginning of the year, the staff took part in the Academic Program Survey. These conclusions were quite positive, with a couple of exceptions. One concern was that 50% of the staff felt that the school/district were not able to provide enough instructional assistance and support to teachers of mathematics. This is due to the fact that the district only has one Math coach for all five school sites. The other being that the school/district does not facilitate and support teacher grade level collaboration for the planning and the discussion of a lesson delivery in the mathematics program.

When it comes to the staff being fully trained in the district adopted Language Arts and Math curriculum, only 75% of the staff agree that not all staff has been fully trained the SB472 Professional Development Program through a SBE-approved provider in both of these core subjects.

However, in reviewing the rest of the survey, 100% percent of the staff felt that all other Essential Program Components have been met to their satisfaction—this includes the Instructional Program, Instructional Time, Site Principal's training, Student Achievement Monitoring, and Lesson Pacing Schedule.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Throughout the year, teachers will have a constant stream of visitors walking into their classrooms observing their teaching practices. Walkthroughs, will develop into a new culture at Browning Road School. The site administrator will not be the only one visiting and observing classroom practices. Our site will be visited by district office personnel and other administrators. Consultants from Reading First are also expected to be regular visitors at our site; as well as, the Reading Coach, Reading First Coordinator and the Director of Categorical Programs.

In addition to the above visitors, we will also be having consultants from Quality Educational Services, QES, also monitor the teaching practices in the classrooms. This year, we will also provide staff the opportunity to visit each others classrooms. It may be to observe and learn new strategies from each other, or help support each other when it comes to the expectations the staff had agreed to at the beginning of the year.

Most classroom observations will be to ensure staff is using the strategies they have been trained in the past or will be trained in the near future. The classroom observations are to ensure uniformity throughout the classrooms when it comes to

- the daily schedule and allocated minutes,
- the pacing guide being followed to support the curriculum embedded assessments,
- the fidelity to the curriculum being taught,
- direct instruction occurring throughout the lesson,
- ensure students are provided with the best opportunities to demonstrate growth in all core subject matters.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

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 should be 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 (ESEA)

Both site and District personnel, along with parents, agree that there must be challenging content and student performance standards for every child in the McFarland Unified School District. Multiple assessments are used to evaluate student achievement. Students in grades 2-5 are required to participate in the Standardized Testing and Reporting (STAR) Program. The program is composed of The California Achievement Test (CAT-6) and California Standards Tests and the Spanish Assessment of Basic Education, Second Edition (SABE/2). The information gathered from STAR provides feedback to the staff on how well the students are learning basic academic skills. Analysis of the results enables the teaching staff to isolate problematic curricular areas and plan interventions to fill gaps in achievement.

The CELDT test is used to identify and monitor the progress of English Learners. The data from CELDT allows the school site to plan and evaluate the ELL program yearly. Advanced placement on the CELDT is part of the criteria for re-designation.

The district also uses a variety of assessments throughout the school year to evaluate student achievement. District assessments allow the school to evaluate student achievement in order to plan effective educational programs.

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

Teachers meet at least once a month during the High Priority and/or on early release Wednesdays, as a grade level to look at data which drives the instruction.

The use of district benchmarks for math and language arts, in addition to the OARS and Language! results, are used by teachers to guide their instruction and address student needs according to the data collected from the results and other informal assessments.

Staffing and Professional Development

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

McFarland Unified School District helps recruit highly qualified teachers by offering a highly competitive pay scale and benefit package. MUSD provides support to beginning teachers with the Beginning Teacher Support and Assistance (BTSA) Program and many other staff development opportunities offered through outside consultants and the County Office of Education. In addition each elementary school has a reading academic coach to provide onsite modeling and training. The district provides a part-time math academic coach who serves the entire district.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff have had at least one year of AB466 training in English Language Arts, and/or Math. English Language Development Training will be offered in the Winter of 2008 to all staff at Browning Road School.

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

Staff development is planned in coordination with the requirements of the school's High Priority Grant and the Nine Essential Components Program, as required by NCLB for Program Improvement schools. Our staff development activities are developed to support the goals in the site plan, District Local Educational Agency (LEA) Plan, as well as the Title III Action Plan. Staff development is sponsored at the site and district level . These are district and school funded staff development.

Instructional staff also participates in staff development activities provided by Reading First funding (K-3 Staff) and High Priority Grant funding. The High Priority Grant program funds monthly grade level meetings.

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

The Principal and Reading Coach work with district Math Coach and ELD Coordinator, as well as with the Quality Educational Solutions (QES), an outside consultants, to provide support and assistance to teachers that will ensure their ability to provide appropriate instruction and maintain a high degree of fidelity to the program.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The teachers at Browning Road School meet once a week to plan, coordinate and compare student work to address student needs. Staff have

also met monthly with an outside consultant to address various needs and review data of their students.

Teaching and Learning

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

Browning Road School has adopted a State approved curriculum designed to improve student achievement. Fundamental to this curriculum is the expectation that instruction and materials are aligned to help students attain competency in the areas outlined in the California Content Standards.

Student progress is reviewed annually and parents are kept informed about student expectations in relation to curriculum, instruction and materials. (ie: parent conferences twice per year, parent portal)

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Daily schedules for instructional minutes are established each year that meet the recommended instructional minutes for each subject area, specific to each grade level K-5.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Pacing Calendars are established for all students at Browning Road School. Grade level input is considered to determine the need for any changes.

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

At this time, the McFarland Unified School District has adopted the State Board of Education approved SRA Open Court Reading for the English Language Arts Program and the Scott Foresman/Addison Wesley, for Math. In order to accommodate our English Language Learners, the school utilizes the teacher resource components provided by the English Language Arts and Math curriculum to supplement.. We are also use Avenues from Hampton Brown with our English Language Learner students.

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

SchoolWide Core Material:

- Language Arts: Open Court (Grades K-5)
- Math: Scott Foresman Math
- ELD: Hampton Brown Avenues
- Science: Harcourt Science
- Social Science: Harcourt Social Studies

Opportunity and Equal Educational Access

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

The Browning Road staff strive to ensure that all students are provided the necessary instruction and support to meet their learning needs. Teachers are trained in remediation techniques and strategies. Lesson planning reflects this differentiated teaching approach. Kindergarten through third grade classes participate in Class Size Reduction (CSR) in order to reduce the student to teacher ratio. CSR allows teachers to provide additional assistance to underperforming students through small groups and individualized instruction. English language learners are identified through the Home Language Survey. Students learning English receive daily instruction in English Language Development (ELD) with the Open Court, Avenues, Language 3! and other appropriate materials for thirty – fifty minutes each day. All teachers with English learners use Specially Designed Academic Instruction in English(SDAIE), Sheltered Instruction Observation Protocol(SIOP) and sheltered English teaching techniques to ensure that all students have equal access the core curriculum.

The Student Study Team (SST), consisting of the principal, classroom teacher, resource specialist teacher, school social worker and parents meet to consider the special needs of individual students. At the conference, the team gathers information about the referred student. Interventions and recommendations are then made to strengthen the student’s regular education program. Services provided by the regular program include differentiated instruction and supplemental materials in all classrooms, use of behavior contracts, frequent contact with parents and monitoring by the administrator. If these modifications do not meet the child’s needs after a determined period of time, the Student Study Team (SST) refers the student for assessment by the school psychologist to determine if the child qualifies for additional support services in the Special Education program. The Resource Specialist Program, as well as Speech and Language services are provided on site.

14. Research-based educational practices to raise student achievement

Due to BRS P.I. Status, all curriculum and educational programs must meet strict standards requiring

a strong research based foundation for the educational practices to be utilized along with the curricular materials. School Leadership is charged with monitoring implementation to ensure high fidelity to the adopted programs.

Parental Involvement

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

- Family
- Family Support Team
- School
- Student Study Teams
- ELAC SSC Afterschool Programs
- Tutoring
- District
- Migrant Saturday School
- Migrant Summer School
- Summer School
- Pre-School
- MEES CEBT
- Community
- Healthy Start
- Family Resource Center
- Parks and Recreation
- Henrietta Weill Guidance Clinic
- Clinic Sierra Vista
- Probation

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Browning Road Elementary school works closely with families, community and the District to assist students who are performing below grade level. Under the direction of the school social worker, the Student Study Team meets to discuss and implement interventions for students who are at-risk of excelling socially and or academically. The school and the District's Child Welfare and Attendance Office assist families experiencing who have chronic absenteeism and or tardies. The site's Student

Study Team, in cooperation with the site's attendance clerk and family, strive to improve a student's attendance record through in-house counseling, school/family contracts, and outside referrals to appropriate agencies. If school interventions fail to improve attendance and or tardies, the student and his/her family is referred to the School Attendance Review Board for greater intervention and possible legal action.

Browning Road Elementary offers alternative programs to meet the needs of the low-performing students.

The following programs are offered:

We have a half-time Counselor that works with these students. We are using Language 3! for our Quintile 1 and 2 students in 4th and 5th grade. They are using it as their Language Arts program. These students are also involved with our intervention program after school. Our K-2 students are being tutored by their own teacher. Teachers select 6 to 10 students that need extra help.

Funding

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

Categorical funds are used to enable underperforming students to meet California Standards. An after school tutoring program is offered to help meet the various needs of students who are performing at the far below basic and below basic levels, as measured by the STAR Content Standards Tests (CSTs). Summer Supplemental Instructional Program is offered primarily to students who are in danger of retention, receiving RSP services, and those who need to hone their academic skills before moving to the next grade level.

18. Fiscal support (EPC)

- Title 1 Part A
- Title II Part A
- Title III Part A
- Title V Part A
- School Improvement (SIP)
- Economic Impact Aid (EIA)

Description of Barriers and Related School Goals

With approximately 95% of our students of Hispanic descent, Spanish is the dominant language spoken by many parents and students at Browning Road Elementary. Parent participation in school activities is often limited to Back-to-School Night, Open House/Spring Festival, Fall and Spring Parent conferences, Awards presentations and the annual Christmas program. Often parents often do not seek communication with their child's teacher due to perceived language barriers. We currently have 278 English Learners in our school.

Browning Road is striving to serve all of its students well with the resources available. The steady stream of students who come to Browning Road are monolingual Spanish speakers with little or no English skills, posing a major concern as it distracts from the primary role of our school – the teaching of subject matter curriculum. The dual responsibilities of teaching the English language SEI (Structured English Instruction) while teaching subject matter knowledge and skills within a self-contained classroom within the academic year is a challenge accepted by Browning Road staff. The staff at Browning Road School works to continuously improve all of its programs and practices to meet the academic and language needs of all students.

The Browning Road Elementary School Plan for Student Achievement serves as the road map to help us reach our mission and our NCLB goals. The plan is a living document developed through participation of staff and School Site Council. The plan is continually evolving, and its development and implementation has resulted in a strong collegial approach in everything that is done at Browning Road School.

- GOAL #1 for Improving Student Achievement in Reading/Language Arts

By the end of the 2008-9 school year, 10% of the English Learners in grades 2nd - 5th, which equals to 165 students, will have improved one performance band from Basic to Proficient in English Language Arts, while keeping the Proficient student proficient, meeting Safe Harbor for the AYP target, according to the CST scores.

- GOAL #2 for Improving Student Achievement in Mathematics

By the end of the 2008-9 school year, 10% of the English Learners in grades 2nd - 5th, which equals to 91 students, will have improved one performance band from Basic to Proficient in Mathematics, while keeping the Proficient student proficient, meeting Safe Harbor for the AYP target, according to the CST scores.

- GOAL #3 for Improving Student Achievement in English Language

By the end of the 2008-9 school year, 10% of the English Learners will have been reclassified and have showed one year's growth by moving up one performance band according to the CELDT test, and 10% move from Basic to Proficient on the CST test in ELA and Math.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	380	369	380	2	4	4	0	0	1	0	0	0
Growth API	755	745	754									
Base API	721	753	747									
Target	5	5	5									
Growth	34	-8	7									
Met Target	Yes	No	Yes									

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	376	364	374	270	262	272	376	369	379	34	43	45
Growth API	754	747	756	739	742	737	753	745	754	710	535	588
Base API	719	751	748	705	738	742	721	751	747	568	692	543
Target	5	5	5	5	5	5	5	5	5			
Growth	35	-4	8	34	4	-5	32	-6	7			
Met Target	Yes	No	Yes	Yes	No	No	Yes	No	Yes			

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	100	100	100	100	--	--	100	--	--	
Number At or Above Proficient	142	154	156	--	--		--	--		--	--	
Percent At or Above Proficient	37.5	41.8	41.1	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	100	100	99	100	100	99	100	98	98	100
Number At or Above Proficient	139	152	153	88	106	96	138	154	155	16	6	11
Percent At or Above Proficient	37.1	41.9	40.9	32.6	40.6	35.3	36.8	41.8	40.9	47.1	14.0	24.4
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	100	100	100	100	--	--	100	--	--	
Number At or Above Proficient	251	239	244	--	--		--	--		--	--	
Percent At or Above Proficient	66.2	64.8	64.2	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	100	100	99	100	100	99	100	98	98	100
Number At or Above Proficient	248	237	241	177	167	171	247	239	243	21	13	17
Percent At or Above Proficient	66.1	65.1	64.4	65.6	63.7	62.9	65.9	64.8	64.1	61.8	30.2	37.8
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	No	Yes	No	No	Yes	No	No	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K							***** *	***	***** **	***	*****
1	6	9	20	30	20	30	13	19	8	12	67
2	3	3	21	24	36	41	21	24	6	7	87
3			3	5	32	55	15	26	8	14	58
4			16	36	23	52	3	7	2	5	44
5	1	3	15	39	15	39	3	8	4	11	38
Total	10	3	75	25	126	42	57	19	29	10	297

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	1	14	14	30	29	57	56	102
1	6	8	23	30	23	30	14	18	10	13	76
2	3	3	21	22	39	41	22	23	9	10	94
3			4	6	34	55	15	24	9	15	62
4			16	34	25	53	3	6	3	6	47
5	1	3	15	38	16	41	3	8	4	10	39
7									***** **	***	*****
8									***** **	***	*****
Total	10	2	80	19	151	36	87	21	96	23	424

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	302	290	297
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	302	290	297
Number Met	131	161	144
Percent Met	43.4%	55.5%	48.5%
NCLB Target	54.6	56.0	57.5
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	349	52	335	43	371	46
Number Met	40	11	47	6	65	15
Percent Met	11.5%	21.2%	14.0%	14.0%	17.5%	32.6%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	1,357	1,276	1,231
Percent with Prior Year Data	100	99.9	100.0
Number in Cohort	1,357	1,275	1,231
Number Met	646	677	573
Percent Met	47.6	53.1	46.5
NCLB Target	54.6	56.0	57.5
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1,004	616	980	584	982	541
Number Met	143	211	151	165	163	170
Percent Met	14.2	34.3	15.4	28.3	16.6	31.4
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #1:
By the end of the 2008-9 school year, 10% of the English Learners in grades 2nd - 5th, which equals to 165 students, will have improved one performance band from Basic to Proficient in English Language Arts, while keeping the Proficient student proficient, meeting Safe Harbor for the AYP target, according to the CST scores.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">California Standards Tests and district/local benchmark assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Alignment of instruction with content standards: Pacing calendars have been created to ensure consistency within each grade level. Benchmarks assess state standards taught in Language Arts, according to the pacing calendars 	August, 2008 to June, 2009	Site administrator Teachers				
<p>Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> District has adopted state standards-based SBE approved curriculum in English Language Arts. Supplement the core ELA curriculum with standard-based curriculum, agreed to by staff Purchase of classroom supplies needed by staff to implement the curriculum 	August, 2008 to June, 2009	Site administrator Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended learning time:</p> <ul style="list-style-type: none"> • Migrant program has extended day programs for the Migrant population • Migrant and District provide a Summer school program for students who are educationally disadvantaged • District offers Supplemental Educational Services to eligible students 	August, 2008 to June, 2009	<p>Migrant Director</p> <p>Director of Categorical Programs</p>				
<p>Increased access to technology:</p> <ul style="list-style-type: none"> • Staff have access to student data--CST, CELDT, Benchmark, teach-made tests-, test bank items, through Infinite Campus and EduSoft • Through Infinite Campus, staff can generate grades for report card, develop lesson plans, record grades, generate seating charts, and have immediate access to student information in their classrooms. 	August, 2008 to June, 2009	<p>Site administrator</p> <p>Reading Coach</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Staff development and professional collaboration aligned with standards-based instructional materials: Thinking Maps training will be made available to all staff--first time training to staff not trained, refresher training for staff already trained--through the district office in accordance with their Title III Plan. ELPD training will be offered to all staff, through the district office in accordance with their Title III Plan. FabVocab training will be provided to K-5th staff, provided through the district office in accordance with their Title III Plan. An 5-part Professional Learning Communities Series Training will be provided to the leadership team through the Kern County Superintendents of Schools A 3-part Data Team Training will be provided to select staff provided through the Kern County Superintendents of Schools Through Quality Educational Services, QES, training will be provided in Higher Order Thinking--Blooms Taxonomy, Student Engagement Strategies, and Checking for Understanding Fourth grade staff will be trained on the genres for the State Writing test QES will provide additional professional development on data analysis for K-5th grade staff 	August, 2008 to June, 2009	Site administrator				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> Parents are involved through School Site Council (SSC), English Language Advisory Council (ELAC), Migrant Parent Advisory Council (MPAC) and/or District English Language Advisory Council (DELAC) Staff are involved through the Leadership Team, SSC, ELAC, and staff meetings 	August, 2008 to June, 2009	Site Administrator				
<ul style="list-style-type: none"> Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Students are recognized each quarter at quarterly awards assembly; they are recognized for academic achievement, perfect attendance and citizenship Students are recognized for Student of the Month each quarter, at a special assembly just for the students and their parents 	August, 2008 to June, 2009	Site administrator				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • There is continuously walk-throughs by site administrator, Reading Coach, district administrators, and outside consultants • Reading First state walk-throughs will come 4 times throughout the year to look for areas of strength and areas that might need improvement • DAIT meets with site administrator to check on progress of student engagement and progress • QES will conduct walk-throughs throughout the year 	August, 2008 to June, 2009	Site administrator				
<ul style="list-style-type: none"> • Targeting services and programs to lowest-performing student groups: QES regularly will come to meet with staff on Data analysis and professional development every 4-6 weeks throughout the year • Students 2 years below grade level will be placed in the intervention Language! class in the 4th and 5th grades 	August, 2008 to June, 2009	Site administrator				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Any additional services tied to student academic needs: <ul style="list-style-type: none"> • The district has provided Early Release Wednesdays each week, for staff development and grade level collaborations • Staff will be provided with release time to observe other teachers on strategies that they can bring into their classrooms 	August, 2008 to June, 2009	Site administrator				

Planned Improvements in Student Performance

School Goal #2

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #2:
By the end of the 2008-9 school year, 10% of the English Learners in grades 2nd - 5th, which equals to 91 students, will have improved one performance band from Basic to Proficient in Mathematics, while keeping the Proficient student proficient, meeting Safe Harbor for the AYP target, according to the CST scores.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
California Standards Tests and district/local benchmark assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with content standards: Pacing calendars have been created to ensure consistency within each grade level. Benchmark assessments in Math, according to the pacing calendar, will show growth in Math proficiency</p>	August, 2008 to June, 2009	<p>Site administrator Reading Coach</p>				
<p>Use of standards-aligned instructional materials and strategies: District has adopted state standards-based SBE approved curriculum for Math Purchase of classroom supplies needed by staff to implement the curriculum Additional materials to supplement the core Math curriculum with standard-based curriculum, agreed to by staff Use of student engagement strategies, checking for understanding, and higher level thinking questioning skills</p>	August, 2008 to June, 2009	<p>Site administrator Reading Coach</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended learning time: Migrant program has extended day programs for the Migrant population Migrant and District provide a Summer school program for students who are educationally disadvantaged District offers Supplemental Educational Services to eligible students</p>	August, 2008 to June, 2009	District & Migrant administrators				
<p>Staff development and professional collaboration aligned with standards-based instructional materials: Through Quality Educational Services, QES, training will be provided in Higher Order Thinking--Blooms Taxonomy, Student Engagement Strategies, and Checking for Understanding</p>	August, 2008 to June, 2009	<p>Site administrator Reading Coach Outside consultant</p>				
<p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Parents are involved through School Site Council (SSC), English Language Advisory Council (ELAC), Migrant Parent Advisory Council (MPAC) and/or District English</p>	August, 2008 to June, 2009	<p>Site administrator Reading Coach</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Students are recognized each quarter at quarterly awards assembly; they are recognized for academic achievement, perfect attendance and citizenship</p> <p>Students are recognized for Student of the Month each quarter, at a special assembly just for the students and their parents</p> <p>~</p>	August, 2008 to June, 2009	<p>Site administrator</p> <p>Reading Coach</p>				
<p>Monitoring program effectiveness:</p> <p>There is continuously walk-throughs by site administrator, Reading Coach, district administrators, and outside consultants</p> <p>DAIT meets with site administrator to check on progress of student engagement and progress</p> <p>QES will conduct walk-throughs throughout the year</p>	August, 2008 to June, 2009	<p>Site administrator</p> <p>Reading Coach</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> All staff have identified EL students in their grade level and classrooms who they will focus on all year round <p>QES regularly will come to meet with staff on Data analysis and professional development every 4-6 weeks throughout the year</p> <p>All students in 4th and 5th grades that are 2 years below grade level will be placed in the Math intervention class</p>	August, 2008 to June, 2009	<p>Site administrator</p> <p>Reading Coach</p>				
<p>Any additional services tied to student academic needs:</p> <p>The district has provided Early Release Wednesdays each week, for staff development and grade level collaborations</p>	August, 2008 to June, 2009	<p>Site administrator</p> <p>Reading Coach</p>				

Planned Improvements in Student Performance

School Goal #3

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #3:
By the end of the 2008-9 school year, 10% of the English Learners will have been reclassified and have showed one year's growth by moving up one performance band according to the CELDT test, and 10% move from Basic to Proficient on the CST test in ELA and Math.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
California Standards Tests, CELDT, and district/local benchmark assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with content standards: Pacing calendars have been created to ensure consistency within each grade level.</p> <p>End of Unit assessments taught in English Language Development, according to the pacing calendar</p> <p>~</p>	August, 2008 to June, 2009	Site administrator				
<p>Use of standards aligned instructional materials and strategies:</p> <p>District has adopted state standards-based SBE approved curriculum in English Language Development Additional material to supplement the core ELD curriculum with standard-based curriculum, agreed to by staff Purchase of classroom supplies needed by staff to implement the curriculum</p> <p>~</p>	August, 2008 to June, 2009	Site administrator				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended learning time: Migrant program has extended day programs for the Migrant population Migrant and District provide a Summer school program for students who are educationally disadvantaged District offers Supplemental Educational Services to eligible students</p>	<p>August, 2008 to June, 2009</p>	<p>Site administrator</p>				
<p>Staff development and professional collaboration aligned with standards-based instructional materials: Thinking Maps training will be made available to all staff--first time training to staff not trained, refresher training for staff already trained--through the district office in accordance with their Title III Plan. ELPD training will be offered to all staff, through the district office in accordance with their Title III Plan. FabVocab training will be provided to K-5th staff, provided through the district office in accordance with their Title III Plan.</p>	<p>August, 2008 to June, 2009</p>	<p>Site administrator</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Parents are involved through School Site Council (SSC), English Language Advisory Council (ELAC), Migrant Parent Advisory Council (MPAC) and/or District English Language Advisory Council (DELAC)</p> <p>Staff are involved through the Leadership Team, SSC, ELAC, and staff meetings</p>	August, 2008 to June, 2009	Site administrator				
<p>Monitoring program effectiveness:</p> <ul style="list-style-type: none"> There is continuously walk-throughs by site administrator, Reading Coach, and district administrators 	August, 2008 to June, 2009	Site administrator				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Targeting services and programs to lowest-performing student groups: <ul style="list-style-type: none"> All staff have identified EL students in their grade level and classrooms who they will focus on all year round QES regularly will come to meet with staff on Data analysis and professional development every 4-6 weeks throughout the year All students in the 4th - 5th grade classrooms who are 2 years below grade level will be placed in the intervention Language! class and in the Math intervention class 	August, 2008 to June, 2009	Site administrator				
Any additional services tied to student academic needs: The district has provided Early Release Wednesdays each week, for staff development and grade level collaborations Staff will be provided with release time, in-house whenever possible, to observe other teachers on strategies that they can bring into their classrooms	August, 2008 to June, 2009	Site administrator				

Planned Improvements in Student Performance

School Goal #4

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Maria E. Gonzalez-Salgado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Violeta Alvarez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sonia Bangi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jill Sawyer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jane Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angel Turrubiates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sylvia Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lorena Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Thomas Valles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vacant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	5	

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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

<input checked="" type="checkbox"/>	State Compensatory Education Advisory Committee	_____ Signature
<input checked="" type="checkbox"/>	English Learner Advisory Committee	_____ Signature
<input type="checkbox"/>	Special Education Advisory Committee	_____ Signature
<input type="checkbox"/>	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA 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 SPSA was adopted by the SSC at a public meeting on .

Attested:

Maria E. Gonzalez-Salgado		
Typed Name of School Principal	Signature of School Principal	Date

Thomas Valles		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date