

The Single Plan for Student Achievement

School: Kern Avenue Elementary School
CDS Code: 15739086009765
District: McFarland Unified School District
Principal: Smith Efada
Revision Date:

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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School Vision and Mission

Kern Avenue Elementary School's Vision and Mission Statements

Mission Statement

The mission of Kern Avenue School is to ensure success of all students' social, emotional, and academic needs while providing a safe learning environment that promotes good values and positive self-image. We acknowledge that a quality staff is the key to ensure a quality education and we are committed to the development of professional skills and full human potential.

To accomplish this mission, the school's vision is full implementation and refinement of the following goals:

- Grade-level performance of all students in reading, writing, and math at their instructional level.
- Integrate and coordinate student services and provide standards based materials for grade level instruction.
- Instruct to district expectations and to state standards and challenges.
- Provide meaningful and regular opportunities for parents and community members to become partners in education.
- Ensure access to core curriculum by budgeting for materials, by providing staff development, and by monitoring instruction.
- Improve accountability by gathering data of subgroup populations and by writing specific improvement plans for those subgroups.
- Develop student pride in achievement, responsibility, ethnicity, culture, heritage, and primary language proficiency of self and of others.
- Lead proactively and with high expectations of staff, of student achievement, and of parent involvement.
- Ensure all students will be educated in learning environments that are safe, drug free and conducive to learning.
- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

School Profile

Kern Avenue is a K-5 elementary school. It has a standard nine-month calendar. As of October 2007 Kern Avenue's enrollment is 965 students. Kern Avenue was built in 1936 and is located 28 miles North of Bakersfield.

The school has a total of 57 certificated staff, including a Principal, Vice Principal, Reading Coach, part-time Counselor, and Computer Teacher. Our school district employs a Math Coach, ELD Coach and Technology Support Team that provide service to all district school sites. A school library clerk and 21 instructional aides provide direct instructional support for our students.

Kern Avenue students are primarily of Hispanic descent and make up the largest sub-group of students, accounting for approximately 94% of the total student population. 50% of the Hispanic sub-group is identified as EL learners. Kern Avenue is a school-wide Title I site. Approximately 93% of the students have been identified as socioeconomically disadvantaged and The ethnic composition of the school staff mirrors that of the student population with approximately 60% of the staff being of Hispanic descent.

Kern Avenue is in year three of participation in Program Improvement.

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).

Kern Avenue participated in the California Healthy Kids Survey for the 2007-2008 school year. The results of that survey are not yet available.

Classroom Observations

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

The Principal, Vice-Principal, and Reading Coach regularly observe classrooms at Kern Avenue both as part of the employee evaluation process and also to ensure fidelity to the adopted curriculum and educational practices, including protected instruction time, etc... In addition several times throughout the year, representatives from R-TAC as well as district office staff visit classrooms to monitor instruction and adherence to the assurances set forth in the Reading First Grant and other grants received by our school site. The combined monitoring of these different observers promotes a culture that ensures adherence to the prescribed practices of our adopted curriculum as well as the standards for the teaching profession.

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)

The staff at Kern Avenue Elementary school will examine current student data from CST results, benchmark exams, OARS assessments and other ongoing assessments to accelerate gains in student achievement by focusing instruction on student needs. Specific grade-level standards in language arts target listening, speaking, reading and writing skills, strategies and concepts. District standards, expectations, and assessments for mathematics stress a balance between skills, concepts and problem solving. Teachers regularly assess learning, and students who need additional help are grouped for specific needs.

- Listed below are the Language Arts assessments used by the district. Print Concepts, Phonemic Awareness, Letter/Sound Identification,
- Running Records, Star Reading
- Writing Samples-Pre/Post, Sentence Dictation, Writing Checklist
- CAT/6, CST Assessments-Reading, Language, Spelling
- Teacher Grades
- Student work portfolios
- Benchmark assessments
- Individual Student Profile

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

Use of district benchmark math exams and OARS results will be used by teachers to guide their instruction and address student instructional needs according to the data collected from these and other informal assessments.

Staffing and Professional Development

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

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2006-07 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

McFarland Unified School District helps recruit highly qualified teachers by offering a highly competitive pay scale and benefit package. Currently we are in the top 3 in Kern County. MUSD provides support to beginning teachers with the BTSA program, and offers ample staff development opportunities. In addition, each site has an academic coach to provide on site modeling and training.

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

All teachers at Kern Avenue Elementary are appropriately credentialed and trained during the summer break, in proper use of the state approved curriculum adopted by the district.

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

In reviewing the student achievement data from the state STAR tests, the district benchmark assessments, and local multiple measures assessments, specific areas were targeted for staff development. The focus for this year is improved student achievement on California content standards with an emphasis on reading and writing, Students with Disabilities, and English Language Learner (ELL) instruction. The site-based reading coach provides monthly professional development in these same areas. The academic coach models lessons in the classroom on a regular basis and meets with the staff to plan and discuss strategies observed. The Kern Avenue School staff receives staff development at least once a month during staff meetings. Grade level meetings are required at least one time a week. In addition, teachers have the opportunity to attend conferences and in-services to obtain new ideas that will strengthen their teaching practices. Teachers may attend conferences at their own request or may be directed by administration to attend. Teachers are given release time to visit other teachers at the appropriate grade-level to observe teaching techniques and strategies. First and second year teachers participate in the Beginning Teacher Support and Assessment Program (BTSA). BTSA is a comprehensive; standards based program that guides and supports beginning teachers through the efforts of a collegial relationship with a support provider.

A professional development calendar for 2007-2008 will be developed providing opportunities for beginning teachers, experienced teachers, specific grade level staff, or total staff targeting specific needs. Curriculum committee, grade level, and staff meeting time will be used for professional development during regular school hours to involve staff in sessions. A full time reading coach will be assigned to Kern Avenue during the regular day to assist instructional staff. Staff development activities may include but are not limited to the following: Language Arts

- Teachers
 - Textbook
 - Pacing Guides and Benchmark Assessments
 - Differentiating Instruction
 - Data Analysis – Driving Instruction
 - English Language Development (ELD) Focus Standards
 - Beginning Teacher Support and Assessment (BTSA)
 - Technology – Reading Counts
 - Step up to Writing
 - Reciprocal Reading
 - Direct Explicit Teaching Model
-
- Math Site based inservices (modeling, observation, feedback) – Math Coach
 - Text books
 - Grade level planning
 - Pacing Guides and Benchmark Assessments
 - Review and implementation of State standards
 - Differentiating Instruction
 - Technology – Mental Math, Fast Math, Cornerstone, Internet
 - Direct Explicit Teaching Model

English Language Development

- ELD training
- Training on the District Standards
- Training on how to use supplemental materials
- Differentiating Instruction

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

The Principal, Vice Principal, and Coaches work with District Coordinators and Directors, along with RTAC personnel 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 Kern Avenue meet for collaborative grade level meetings once per week to plan, coordinate, and compare student work in order to address student needs.

Teaching and Learning

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

All students at Kern Avenue School will read, write and do arithmetic at the established grade level standard. Kern Avenue has established high academic standards for all subject areas that are in line with State frameworks, standards and educational research. They have been reviewed and approved by advisory boards, parent groups, site councils, and the District Board of Education. Grade level standards state what each student should know and be able to do at designated benchmarks in the student’s educational career. All standards are reviewed and revised on a regular basis according to the program evaluation schedule. All students at Kern Avenue School have equal access to the district’s core curriculum.

- Language Arts - The goal of the Kern Avenue School reading program is that all students will be reading beginning materials by mid-first grade, reading at grade level by the end of the third grade and make continuous grade-level progress thereafter. Learning to read is the focus of the K-3 grades and reading to learn becomes the focus in grades 4-8. All students in the district are expected to reach these standards. Listed below are Language Arts assessments used by the district. Print Concepts, Phonemic Awareness, Letter/Sound Identification
- Running Records
- Writing Samples-Pre/Post, Sentence Dictation
- CST Assessments-Reading, Language, Spelling
- Teacher Grades
- Student work portfolios
- Individual Student Profile- Reading, Writing
- Benchmark Assessments

- Mathematics - Mathematics standards and assessments have been established by the district , meet the Mathematics framework, and the state performance/content standards. All students are expected to perform at grade level for computation and for concepts and applications. Facts tests
- CST assessment-Math
- Teacher grades
- Student work portfolios
- Individual Student Profile
- Benchmark Assessments

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

Daily schedules for instruction 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 subject areas at Kern Avenue. A committee meets two times during the school year to evaluate and assess the pacing schedule as it relates to student instructional needs. Grade level input to the committee determines the need for any changes.

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

Each student at Kern Avenue School has 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.

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:

Social Studies: The California Standards based social studies curriculum Reflections, by Harcourt School Publishers has been selected by our school district adoption committee and is fully implemented at our school site. Materials are available for all students.

Schoolwide supplemental material:

Language Arts: Step Up to Writing (Grades 1-5)

Strategies to Achieve Reading Success (STAR) (Grades 2-5)

Bellwork (Grades 1-5)

Daily Oral Language (Grades 1-5)

Reading Counts (Grades 1-5)

SRI (Grades 1-5)

Essential Skills (1-5)

Leap Frog materials (K-5)

Vocabulary Worksheet Factory (1-5)

Math: Bellwork (Grades 1-5)

Leap Frog Math Twisters (1-5)

Excel Math (K-5)

Touch Math (K-1)

Basic Math Drills (1-5)

Math Worksheet Factory (1-5)

EL core material

Language Arts: Open Court (Grades K-5)

Hampton Brown Avenues (K-5)

Math: Scott Foresman Math

EL supplemental material:

Language Arts: EL Lab (K-5)

TPR and software

Phonics through Hampton Brown

English At Your Command (3-5)

Math: Excel Math (K-5)

Touch Math (K-2)

Teacher created math manipulatives

Special Education core material:

Language Arts: Open Court (Grades K-3)

Language! (Grades 4-5)

Great Source Writers Express (Grades 4-5)

Hampton Brown Avenues

Math: Scotts Foreman Math

Special Education supplemental material:

Language Arts: EL Lab (K-5)

TPR and software

Phonics through Hampton Brown

English At Your Command (3-5)

J and J language (3-5)

Linda Mood (K-2)

Alpha Smart

Math: Touch Math (K-2)

Math Excel (K=)

Teacher created math manipulatives

EL supplemental material:

Language Arts: EL Lab (K-5)

OCR EL strategies (K-2)

TPR and software

Phonics through Hampton Brown

Opportunity and Equal Educational Access

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

The Reading Coach facilitates strategies and provides training for teachers in K-5 in a program for prevention of reading difficulties, for improvement, and for reinforcement of reading skills through staff development and monitoring. The Reading Specialist also coordinates programs to provide continuity of instruction and ongoing monitoring of at-risk students.

- Homework is assigned regularly K-5th, Mondays-Thursdays to reinforce concepts being taught.
- Special emphasis will be placed on providing necessary in-service to implement district-adopted curricular offerings for teachers in meeting the needs of High Intensity Language Academy students.
- The school library and resource room has available a choice of class sets of recommended literature for teacher check-out.
- There is a schoolwide implementation of Book Club/Reading Counts/SSR.
- Students go twice a month to the library with their classes as well as on an individual needed basis.
- K-5 classrooms receive The Scholastic News magazine and uses it according to their needs.
- Students with identified learning disabilities receive special services in the area the student is found to qualify by the Resource Specialist.
- Field Trips will be used to increase student experiential base of information and provide focus and motivation in language arts and social studies activities, as funds are available. Field trips may include:
 - K-5 A play or concert at the Bakersfield Music Theater
 - Kindergarten-Pumpkin Patch, grocery store, post office, fire and police department, planetarium
 - K-5-Lori Brock museum, Pioneer Village, CALM, fine arts activities, or local dairy farm
 - K-3-Chaffee Zoo
 - 4th-California Missions Trip, Walk through California, Gold Rush Assembly
 - 5th-Camp KEEP, Walk Through American Revolution

The following activities are being implemented for English Language Learners:

- English Language Learners at the beginning levels of English acquisition are homogeneously grouped and placed in High Intensity Language Academy Classes.
- Intermediate and advanced English Language Learners receive SDAIE instruction in mainstream classes.
- A variety of supplemental/supportive materials is available for use in Academy and SDAIE classrooms (K-3).
- The ELD lab assists Newcomers to Kern Avenue School who are at the beginning stage of language development, in an after-school program.

14. Research-based educational practices to raise student achievement

Due to Kern Avenue's PI 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 After School Programs Peer Helpers Tutoring

District

· Migrant Saturday School · Migrant Summer School · Summer School · Pre-school · MEES · CEBT

Community

· Healthy Start · Parks and Recreation · Henrietta Weill Guidance Clinic · Clinica Sierra Vista · Probation

Parent Education Classes are offered by our ELAC Committee and District Migrant Resource teacher. School Site Council parents attend annual School Site Council Training at Kern County Superintendent of School offices at Bakersfield, California. The school will provide assessment results to parents in writing and in conference, if interpretation is requested.

All group assessment and achievement results are disseminated to the School Site Council, all interested parties who wish to be informed about our school's progress and the School Board. Results are disaggregated by gender, major ethnic/racial groups, language proficiency status, migrant status, learning disability status, and economic disability.

Parents are informed of their child's test results. Formal and informal parent-teacher conferences are encouraged throughout the year and Spanish speaking staff are available to interpret for conferences, as needed. Parents are invited to attend primary and/or individual classroom activities.

A quarterly school newsletter is published and sent out to parents and other community organizations, sharing with the community school events and activities throughout the year.

School Site Council and ELAC (English Language Advisory Committee) members and/or other volunteers will be invited to attend workshops, conferences, and other appropriate meeting to increase their comfort knowledge. These committees will participate in in-services which shall include but are not limited to:

a) Presentation on the goals and history of categorical funding, b) Terminology and general laws relating to categorically-funded programs, c) Understanding and preparation of the budget, d) Current legislation that affects programs, e) Responsibilities, role, and functions of Advisory Committee and School Site Council f) The purpose and process needs assessment.

Parent volunteers may be utilized in any of the following general areas:

a) direct assistance in the classroom, b) assistance in preparation of instructional materials and articles for classroom use, c) presentation of special interests of skills such as career information, musical demonstrations, and/or cooking of special foods, d) contribution of free or inexpensive material for special class projects.

The district will coordinate and integrate services provided with other educational services at the District or individual school site, including curricula, instructional strategies, and materials responsive to the individual needs and learning styles of underachieving students by:

- Instructing students in grade level standards at their instructional reading level at least 90% of the time.
- Curriculum having an ongoing diagnosis built in, with intervention beginning in the classroom
- Teachers regularly assessing student learning in reading, writing and math.
- Identifying students as needing additional help and grouping for specific needs in class, and/or referral for school site services.
- Media Clerk providing support to teachers and students in teaching and learning with technology
- Student Assistant Teams (SAT) assessing the strengths and needs of particular children and family members
- Scheduling staff development throughout year with:
- District Technology Specialist
- Site Academic Coach
- District Beginning Teacher Support and Assessment (BTSA) Coordinator
- KCSOS

The principal and the assistant principal will coordinate the services and the students receiving services based on individual need. Coordination occurs by:

- Gathering and analyzing student data for mastery of district standards
- Developing a site plan through grade level meetings, leadership meetings, and parent group committees and councils to include the educational goals and how to meet them for each subgroup population.
- Setting a budget to reflect these goals and that follows specific program regulations

Program services that meet the needs of each of the following student populations regardless of funding are:

- English Language Learners : CLAD and BCLAD teachers
- Computer Software Programs
- English Language Development curriculum
- Bilingual Assistants
- Migrant Program

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)

Kern Avenue receives input and oversight from the School Site Council, ELAC, DELAC, Migrant, as well as outside consultants regarding the planning, implementation, and evaluation of consolidated application programs.

Funding

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

- Modifications will be made to the instructional day so that underperforming children served will meet state standards. These modifications are: Bilingual assistants will meet with ELL students with the focus on Level one's and two's learning English.
- Guided reading/writing- small group, instructional level
- Shared reading- whole class, grade level material
- Language Arts protected instruction time- K-3: 2 ½ hours; 4-5 2 hours
- Mathematics protected instruction time- K-5: 1 hour
- The reading/language arts instructional program is supplemented with high quality literature accessible to all students in each classroom as well as the library
- The computer lab has up to date hardware accommodating 30 plus students for use with language arts and mathematics software. Personnel are provided to support computer lab instruction and provide technical assistance. Computers have been installed on teacher's desks to encourage technology in instruction. Attendance is taken on-line and communication between administration and staff occurs via e-mail. Technology training is provided to all staff to enhance their technology skills.(
- All classes are supplied with computers for student use, with software supporting the language arts and mathematics curriculum. The Reading Counts Program is utilized in all classes as a supplemental tool. Software and reading material has been purchased.

18. Fiscal support (EPC)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title I Part A – The goal of this program is to ensure that all students have a fair, equal and significant opportunity to obtain a high quality education and reach at a minimum proficiency level on the state academic content standards adopted by the State Board of Education. Kern Avenue provides leveled readers to all of our students to ensure that they are able to gain proficiency with their grade level standards. The Principal, Assistant Principal, Reading Coach, Library clerk, all provide services to our students. The Principal, Assistant Principal and Reading Coach provide inservices for the teachers for staff development. The Library clerk meets with each class each week in the library, helps to promote Reading Counts. The Vice Principal and Counselor work with students on behavior and truancy so they do not miss their class time.

Title II Part A – The goal of this program is to increase the academic achievement of all students by helping school and school districts improve the quality of teachers and principals and ensure that all teachers are highly qualified. Teachers and administrators are trained with the most current educational information to increase student achievement, for example Explicit Direct Instruction.

Title III Part A – The goal of this program is to develop English learner’s proficiency in English and in the district’s core curriculum as rapidly and effectively as possible. Our school provides 2 bilingual assistants. They help the students, and assist the teachers with teaching English Language Development. This assistance is to provide the skills necessary for the students to meet their grade level standards.

Title V Part A – The goal of this program is to improve elementary education in public and private non profit schools. At Kern Avenue School we continue to keep our technology up to date. We purchase software and hardware for students and teachers. **School Improvement (SIP)** – The goal of this program is to encourage school improvements through collaborative decision-making process within the school community to meet the educational needs of the students in a timely manner. At Kern Avenue, the media clerk also provides services for our teachers and students. The media clerk works with teachers and students in the classroom and the lab.

Economic Impact Aid (EIA) – The goal of this program is to expand and improve the educational opportunities of educationally disadvantaged students to help them succeed in the regular classroom. At Kern Avenue Elementary we are providing the teachers with sub release days in order to provide professional development and data analysis trainings. We have a Media Clerk that provides services to our teachers and students to help them succeed in the regular classroom.

Tobacco Use Prevention Education (TUPE) – The goal of this program is to adopt and carry out a comprehensive program to prevent tobacco use. Kern Avenue School participates in red ribbon week and teachers provide instruction on Tobacco prevention. Safe and Drug free schools program is implemented within our school.

Description of Barriers and Related School Goals

School:

- Insufficient protected teacher time
- Insufficient prep time
- Insufficient after-school programs
- Insufficient language program
- Inadequate professional development opportunities
- Language differences
- Low expectations of second language learners

District:

- Changing superintendents
- Curriculum inconsistencies between two elementary schools
- Communication between all schools to match expectations, preparation efforts
- Limited field trip opportunities because of high transportation costs

Community:

- Parents with limited schooling (not literate in first language)

- Language barrier
- Transportation
- Turnover in the community
- Low income community – lack of jobs
- Wide-spread parental abdication of parenting responsibility

Limitations of the current program to enable underperforming students to meet standards.

- Limited time to assess and re-teach.
- Limited time to teach science and social studies in depth.

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	627	699	711	4	6	8	1	1	1	2	3	2
Growth API	757	763	733									
Base API	705	757	763	723								
Target	5	5	5									
Growth	52	6	-30									
Met Target	Yes	Yes	No									

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	619	688	697	477	544	521	618	699	702	53	66	60
Growth API	756	762	732	739	751	712	756	763	733	547	654	593
Base API	703	756	762	685	739	751	705	756	763	555	544	654
Target	5	5	5	6	5	5	5	5	5			
Growth	53	6	-30	54	12	-39	51	7	-30			
Met Target	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No			

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	100	100	100	100	82	100	100	100	100	100	100
Number At or Above Proficient	270	311	259	--	--		--	--		--	--	
Percent At or Above Proficient	43.1	44.5	36.4	--	--	--	--	--	--	--	--	--
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	No	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	100	100	100	100	100	100	100	100	99	100	100
Number At or Above Proficient	265	306	252	189	227	167	265	311	256	8	22	10
Percent At or Above Proficient	42.9	44.5	36.2	39.6	41.7	32.1	42.9	44.5	36.5	15.4	33.3	16.7
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	No	No	Yes	No	No	Yes	No	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	100	100	100	100	91	100	100	100	100	100	100
Number At or Above Proficient	360	413	368	--	--		--	--		--	--	
Percent At or Above Proficient	57.6	59.2	51.8	--	--	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--	--	--

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	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	354	404	357	262	310	251	356	413	363	16	31	18
Percent At or Above Proficient	57.4	58.8	51.2	55.0	57.1	48.2	57.8	59.2	51.7	30.2	47.7	30.0
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	3	2	23	19	55	45	32	26	9	7	122
2	2	2	33	26	61	49	25	20	4	3	125
3			21	18	52	44	35	30	9	8	117
4	1	1	13	16	42	51	19	23	7	9	82
5			26	27	58	60	8	8	4	4	96
Total	6	1	116	21	268	49	121	22	34	6	545

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			2	2	15	12	28	22	82	65	127
1	4	3	26	19	57	43	36	27	11	8	134
2	2	2	33	25	62	48	27	21	6	5	130
3			23	19	55	45	36	29	9	7	123
4	1	1	14	16	44	51	19	22	8	9	86
5	2	2	26	26	59	58	9	9	5	5	101
Total	9	1	124	18	292	42	155	22	121	17	701

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	539	543	545
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	539	543	545
Number Met	277	333	249
Percent Met	51.4%	61.3%	45.7%
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	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	595	98	596	115	567	118
Number Met	89	39	101	33	93	25
Percent Met	15.0%	39.8%	16.9%	28.7%	16.4%	21.2%
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	No	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:
Schoolwide: A minimum of 182 (35% of students with valid CST R/ELA scores) of an estimated 519 students (valid CST R/ELA scores) will achieve or maintain Proficient or Advanced Performance Levels (Quintiles 4 and 5) on the California Standards Test (CST) – Reading Language Arts. This goal represents a 7.4% growth in the number of students achieving Proficient or Advanced Performance Levels from the star 2007 testing cycle baseline. The 182 students must be comprised of 170 Hispanic/Latino Students (8.6% growth from 2007 baseline), 160 must be designated as socio-economic disadvantaged (10% growth from 2007 baseline), and 120 must be classified as English Language Learners (14.2% growth from 2007 baseline).
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
CST and district/local 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:</p> <p>All staff at each grade level will meet on a regular basis to ensure curricular alignment to state standards, using their grade level journey guides / pacing calendar.</p> <p>All grade levels created and utilize pacing calendars to ensure the coverage of all California state standards in all content areas.</p> <p>(Staff, Reading Coach, Principal /Ongoing)</p>	Start August 20, 2007 and end on May 31, 2008		Books	4000-4999: Books And Supplies	LCFF-ED	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Improvement of instructional strategies and materials:</p> <p>Instructional Aides —Training will be provided for all instructional aides, by the Reading Coach, in a variety of instructional strategies that they may take and use in the classroom when working with the “target students” identified by each teacher. Every staff member in each grade level will have an instructional aide for additional support in meeting their students’ need for 30 – 60 minutes a day or every other day, depending on the grade level or student need.</p> <p>(Principal, Reading Coach, Staff / Ongoing)</p> <p>All staff will be trained on SDAIE/SIOP/ELD strategies, receive beginning and advanced AB466 training on the Open Court curriculum and assessments. All classrooms have the appropriate state adopted, standards aligned Language Arts curriculum/textbooks for their students. R/ELA intervention classes will utilize Language! Curriculum. Classes also have the ELD Hampton-Brown Into English curriculum to help develop oral language.</p>	<p>July 2007 through May 2008</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:</p> <p>The language arts block will be extended an additional 30 minutes in the 4th – 5th grades to accommodate student instructional needs by cutting back weekly on instructional minutes in PE and/or Music.</p> <p>The After-school Academy program will also meet the needs of identified target students according to STAR test scores.</p>	Start August 20, 2007 and end on May 31, 2008					
<p>Increased educational opportunity:</p> <p>Eligible students will have the opportunity to participate in tutoring, Reading Lab and/or After-school programs throughout the year, based on their CST scores as well as grade level benchmarks on OARS scores. Parents will also have the opportunity to be fully informed of their child's academic success and expectations through parent conferences, awards assemblies and parent meetings.</p> <p>(Staff / Jan - May)</p>	Start August 20, 2007 and end on May 31, 2008					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff development and professional collaboration:</p> <p>Professional conferences—staff are encouraged to attend District, County and State (CDE) sponsored conferences for professional development throughout the year. Including, but not limited to the programs already in effect in the school site: Reading First, Project Write, Open Court, Standards Based training, etc.</p> <p>All staff will be trained on SDAIE/SIOP/ELD strategies, receive beginning and advanced AB466 training on the Open Court curriculum and assessments. Staff will also be trained on desegregation of student data using the CST student report, OARS report, and Reading Counts reports for continual student assessments. Principal will also be trained in AB75/AB430 training on Open Court and Reading First. Teacher conferences will also be encouraged to promote professional development in reading, classroom management, or any other conferences that staff may feel are instrumental in helping their students. The staff also will be articulating with Browning Road School throughout the year. Planned Staff development have been scheduled for both schools to participate. Teachers will be provided release days for visitations and classroom observations between both schools for Student Achievement</p>	July 2007 through May 2008					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitoring program implementation and results:</p> <p>OARS assessments are continually given throughout the year to monitor student progress. Staff will desegregate data to institute change within their grade levels. They meet on a regular basis to discuss their students' instructional needs and plan as a team to use this data to drive their instruction. Periodically these meetings will involve the Reading Coach/Principal to lead data analysis of OARS assessment results and make instructional decisions and collaborate to target instruction.</p>	<p>Start August 20, 2007 and end on May 31, 2008</p>					

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 no later than April 2007
A: Schoolwide: A minimum of 192 (37% of students with valid CST Math scores) out of an estimated 519 students (valid CST Math scores) will achieve or maintain Proficient or Advance Performance Levels (Quintiles 4 and 5) on the California Standards Test (CST) – Mathematics. This goal represents a static growth in the number of students achieving Proficient or Advance Performance Levels from the STAR 2007 testing cycle baseline. The 192 students must be comprised of 181 Hispanic/Latino Students, 169 must be designated as socio-economic disadvantaged, and 126 must be classified as English Language Learners (4.4% growth from 2007 baseline) .
B: Ensure that 100% of the school's students who achieved Proficient or Advance Performance Levels on the 2007 Math CST – maintain their ability to achieve a similar outcome on the 2008 Math CST.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
CST and district/local assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards: 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.	Aug. 2007- May 2008					
Improvement of instructional strategies and materials: All staff will be trained on SDAIE/SIOP/ELD strategies across all content areas. All classrooms have aligned their Math curriculum, in their grade levels, to the state standards and have provided supplemental material to support this alignment. Staff will be properly trained, before the new school year, on the new math curriculum as needed.	July 2007- Dec. 2008					
Extended learning time: Each grade level has designated a math block of instruction to meet their grade level and student needs. After-School Academy program	Aug. 2007 - May 2008					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased educational opportunity: Eligible students will have the opportunity to participate in math tutoring and/or Afterschool programs throughout the year. Each grade level also provides daily timed math facts appropriate for their grade level.	Jan. '08 - May '08					
Staff development and professional collaboration: Staff will be trained on desegregation of student data using the CST/Benchmarks/Unit Assessment student reports and identify the at-risk students for eligibility of additional programs to meet their needs. Staff will be properly trained on the recently adopted standards-based aligned Math curriculum as needed. Staff will also have the opportunity to visit and observe each other to provide feedback and share instructional strategies within the grade levels. Vertical articulation will also be encouraged to share the area of needs of the incoming students at the next grade level, across the curriculum.	Aug. '08 - May '08					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitoring program implementation and results: Student assessments are continually given throughout the year to monitor student progress. Staff will desegregate data to institute change within their grade levels. They meet on a regular basis to discuss their students' instructional needs. The data is then used to drive their instruction.	Oct. '08 - May '08					

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 no later than June 2008 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 on the CELDT assessment at the Early Advanced or the Advanced will be reviewed for re-designation by school or district staff.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
CST and district/local assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards: 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.	Aug. 2007- May 2008					
Improvement of instructional strategies and materials: All staff will be trained on SDAIE/SIOP/ELD strategies across all content areas. All classrooms have aligned their Math curriculum, in their grade levels, to the state standards and have provided supplemental material to support this alignment. Staff will be properly trained, before the new school year, on the new math curriculum as needed.	July 2007 -Dec. 2007					
Increased educational opportunity: Eligible students will have the opportunity to participate in ELD tutoring, ELD Reading Lab and/or Afterschool programs throughout the year.	Sept. 07-May 08					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff development and professional collaboration:</p> <p>All staff will be trained on SDAIE/SIOP/ELD strategies, as well as training on the ELD curriculum.</p>	July 07-Dec. 07					

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
LCFF-ED	500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	LCFF-ED	500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	500.00

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
Jim Beltran	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maribel Cantu	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ada Diaz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susana Gomez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sandra Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brenda Reed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gustavo Rojo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Irene Lopez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cecilia Valdez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ty Bryson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 December 10, 2007.

Attested:

Smith Efada		
Typed Name of School Principal	Signature of School Principal	Date

Jim Beltran		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date