

2009-10
SINGLE PLAN FOR STUDENT ACHIEVEMENT



McFarland High School
McFarland Unified District



The District Governing Board
approved this revision of the School
Plan on:

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McFarland High 2009-10
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
English-Language Arts			
Increase Academic Achievement in English Language Arts			
ELA staff collabrt'n to evaluate/adopt CA standards-aligned instruct'l materials that meets MHS need	7/1/2009	6/30/2010	\$14,000
Staff training on State Board-approved curriculum and implementation	7/1/2009	6/30/2010	\$107,000
Increase instructional time for students scoring low on CST	7/1/2009	6/30/2010	\$7,000
Increase professional development and collaboration	7/1/2009	6/30/2010	\$47,950
Promote sophisticated student writing	7/1/2009	6/30/2010	\$15,000
Determine student strengths and weaknesses to improve academic results	7/1/2009	6/30/2010	\$10,000
English Language Development			
Increase academic achievement of all ELL students			
Improvement of instructional strategies and materials	7/1/2009	6/30/2010	\$6,450
Correlation & Compliance of CA Standards within textbook adoption, CELDT, and CST blueprints	7/1/2009	6/30/2010	\$4,655
Improvement of instructional strategies and materials	7/1/2009	6/30/2010	\$7,950
Students have appropriate textbooks	7/1/2009	6/30/2010	\$5,000
Enhance student's educational experiences	7/1/2009	6/30/2010	\$8,000
Increase professional development and collaboration	7/1/2009	6/30/2010	\$87,000
Increase involvement of staff, parents and community	7/1/2009	6/30/2010	\$6,000
Determine student strengths and weaknesses to improve academic results	7/1/2009	6/30/2010	\$2,000
Mathematics			
Increase academic achievement in math			
Unwrap CA standards to ensure textbook, CST blueprints correlate and comply	7/1/2009	6/30/2010	\$3,000
Improve instructional strategies and materials	7/1/2009	6/30/2010	\$5,000
Increase math instructional time	7/1/2009	6/30/2010	\$4,000
Provide greater opportunity for professional development	7/1/2009	6/30/2010	\$40,500
Math Field Day and Math Day	7/1/2009	6/30/2010	\$3,000
Determine student strengths and weaknesses to improve academic results	7/1/2009	6/30/2010	\$2,000
Science			
Increase academic achievement in Science			
Improve instruction strategies and materials	7/1/2009	6/30/2010	\$0
Increase professional development and collaboration	7/1/2009	6/30/2010	\$5,000

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Determine student strengths and weaknesses to improve academic results	7/1/2009	6/30/2010	\$2,000
Collaboration of data analysis to guide student improvement strategies	7/1/2009	6/30/2010	\$0
History/Social Science			
Increase academic achievement in Social Studies			
Collaboration of data analysis	7/1/2009	6/30/2010	\$7,200
Improve instructional strategies and materials	7/1/2009	6/30/2010	\$0
Increase professional development and collaboration	7/1/2009	6/30/2010	\$5,000
Determine student strengths and weaknesses to improve academic results	7/1/2009	6/30/2010	\$2,000
Special Education			
Increase the academic achievement of all Special Education students			
Meet the academic needs of students according to their Individualized Educational Plan	7/1/2009	6/30/2010	\$0
Improve instruction strategies and materials	7/1/2009	6/30/2010	\$2,600
Extend after school educational opportunities	7/1/2009	6/30/2010	\$0
Increase professional development and collaboration	7/1/2009	6/30/2010	\$38,000
Increase and promote staff, parent and community involvement	7/1/2009	6/30/2010	\$500
Incorporate external educational environment	7/1/2009	6/30/2010	\$500
Assess and determine Special Ed program eligibility & improvements	7/1/2009	6/30/2010	\$2,000
Accomodate instructional time by student need	7/1/2009	6/30/2010	\$0
Other			
Develop a school-wide college-going culture			
Provide information and training to parents	7/1/2009	6/30/2010	\$400
Increase educational opportunity	7/1/2009	6/30/2010	\$33,775
Update courses to college preparatory level	7/1/2009	6/30/2010	\$0
Improve student motivation and effort			
Reward students who demonstrate academic improvement	7/1/2009	6/30/2010	\$13,300
Implement 8th period	7/1/2009	6/30/2010	\$10,000
Create a vision statement			
Greater community involvement	7/1/2009	6/30/2010	\$200
Vision statement become living relevant document	7/1/2009	6/30/2010	\$0
Total Annual Expenditures for Current Site Plan: \$507,980.00			

Goals

Form A: Planned Improvements in Student Performance

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

Goal Area : English-Language Arts

Goal Title : Increase Academic Achievement in English Language Arts

Students will show improvement in the following tests:

AYP – 45% of students in all subgroups will attain proficiency in English as measured by the CST.
CAHSEE – 80% of students in all subgroups will pass the CAHSEE ELA

CST by Course

9th Grade – 66% of students will attain proficiency in Reading Comprehension.

69% of students will attain proficiency in Literary Analysis.

10th Grade – 69% of students will attain proficiency in Reading Comprehension

65% of students will attain proficiency in Literary Analysis.

11th Grade – 65% of students will attain proficiency in Reading Comprehension

60% of students will attain proficiency in Literary Analysis.

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

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

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

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

Who are the focus students?

Grades 9-12, All Students

What is the expected growth?

MHS Population will meet California API mandated targets and AYP targets.

What data will be collected to measure student achievement?

CST, CAHSEE and CELDT data

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

The STAR, CAHSEE, and CELDT assessments will determine if targeted growth is met on all subtests.

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

Action Title: ELA staff collaborat'n to evaluate/adopt CA standards-aligned instruct'l materials that meets MHS need

Means of Achievement: Alignment of instruction with content standards

Tasks :

ELA staff collaborates to unwrap the California Standards in order to ensure textbooks accurately address the standards; and reviews the essential standards from CST blueprints to correlate state-approved textbooks to the California Standards. ELA teachers will collaborate on data analysis.

1. The department team will align and calendar essential state Language Arts content standards with the State Board-approved textbook materials. The department is developing benchmark assessments from CST related items.
2. Collaboration – The department team, using aggregated data, (a master list of students in need of intervention) will identify in their individual classrooms each student's performance level on the California Standards test, and on quarterly benchmark assessments.
3. The department team will analyze data during department meetings and target students for immediate upward movement.

Measures :

- * Textbook adoption
- * Pacing Guide
- * Alignment across grade levels
- * Develop common assessments

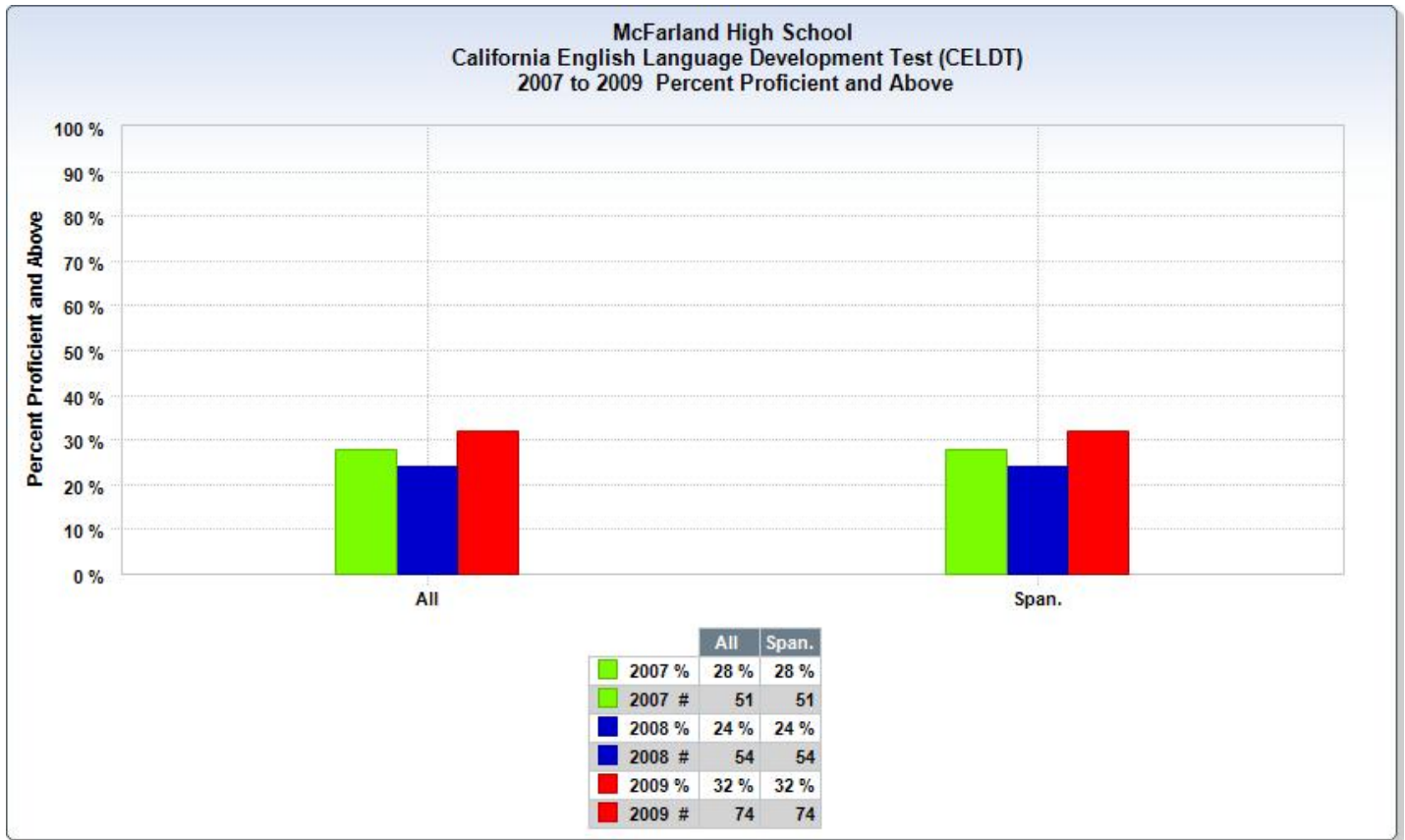
People Assigned :

Teachers, District Data Technician, Principal, All staff, Secretary

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Hourly teacher pay (1 & 2)	\$13,500
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Materials Cost (4)	\$500



Action Title: Staff training on State Board-approved curriculum and implementation

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

All staff will receive SB472 training on State Board-adopted curriculum. All classrooms have the appropriate state-adopted, standards-aligned Language Arts curriculum/ textbooks for their students.

1. Training – all new teachers will receive SB472 training.
2. Teaching delivery - all teachers will deliver systematic, explicit, direct instruction.
3. Instruction - all teachers will fully implement the core and intervention English Language Arts curriculum at all grade levels.

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Measures :

- * Collaboration - the department will implement structured teacher planning time throughout the year to share effective strategies and practices, as well as to plan instruction and/or intervention.
- * Teaching Strategies - all English teachers will include daily use of fluency activities, require outside reading, utilize Accelerated Reading quizzes through Renaissance Reading software, require paraphrases, analyze with SOAPS, and implement style analysis. All English teachers may utilize Project Write and Thinking Maps.
- * Implement STAR Accelerated Reader Assessment Program. Continue to implement Silent Reading in home room with students encouraged to read AR books.
- * Teachers will be trained in and use the Seven Literacy Strategies (Read-Alouds, K-W-L Charts, Graphic Organizers, Vocabulary Instruction, Writing to Learn, Structured Notetaking, Reciprocal Teaching) on a regular basis.
- * Orientations - all 9th grade students will receive freshmen orientation on research skills.
- * Library - Students will be given adequate time to visit the library and check out necessary materials for research and reading enjoyment. Students may utilize computers for research and to print their essays and research projects.
- * Supplemental Materials - the department will utilize supplemental materials: Read-On, Language! 3, Jane Schaffer Writing Program, Project-Write, 12th Grade Writing Task Force-CDE, Measuring Up, Making Connections, Writer's Companion, Writers' Inc., AP supplemental packets, The Compact Reader, Meeting the California Challenge, The College Writer, Norton Anthology of Poetry, Accelerated Reader, Genre of Argument, California Reading List, Research Manuel, The Riverside Reader, Vocabulary Workshop, Vocabulary Energizers, Thinking Maps, NexText, Sound and Sense, SCRipT Best Practices, vocabulary from Latin & Greek roots and the Internet.
- * Writing Portfolios - all students will create writing portfolios (grades 9-12), which will culminate with activities during their senior year.
- * CAHSEE Intensive Instruction/Subject matter review for those taking the test.

People Assigned :

Principal, Teachers, Department Chairs, Librarian

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title V, Part A, Innovative Education Strategies	Annual membership (9)	\$500
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Materials cost (9)	\$15,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	AB466 Teacher Training (1)	\$10,000
Instructional Materials: Williams Case	ELA Textbooks (3)	\$80,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Teacher Salary (6)	\$1,500

Action Title: Increase instructional time for students scoring low on CST

Means of Achievement: Extended learning time

Tasks :

Students scoring at the Far Below Basic or Below Basic levels on the CST will receive additional instructional time to increase reading and writing skills through an intensive intervention program.

1. Below basic and far below basic students will be placed in an English Support class to support core curriculum.
2. Far below basic 9th and 10th grade students will be placed in Linguistics Block (a 2 hour intensive intervention).
3. EL students scoring a 1 or 2 on the CELDT will be placed into a 3-hour intensive intervention program (Academy).
4. Core Curriculum - all students except those in Academy will receive the English Language Arts core curriculum. Advanced Placement course offerings will be maintained and increased.
5. ELA teachers will have the opportunity to take AP training.

Measures :

- * Day extended
- * Support classes implemented

People Assigned :

Counselors, Principal, Teachers, Paramount

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Other Restricted Federal: Locally defined	Conference related expenses for AP training (5)	\$7,000

Action Title: Increase professional development and collaboration

Means of Achievement: Staff development and professional collaboration

Tasks :

1. Professional Development - all teachers will have the opportunity to receive the Spring Board vertical team training through College Board AP Summer Institutes, Jane Schaffer Writing Program and other appropriate professional development opportunities
2. Staff Development 90-minute Early Release Days for site-based articulation and collaboration will include but is not limited to: department meetings, school-wide meetings, preparation for WASC, and other school needs. Staff members are encouraged to attend District, State, and County-sponsored conferences for professional development throughout the year. This Includes but is not limited to the programs already in effect at the school site: Holt, McDougal-Littell, Language! 3, College Board, Project Write, CDE writing task force, CABE, and EAOP.
3. All teachers will be trained in strategies and best practices relating to "Oral Language Development for English Learners." Kate Kinsella will present a one day seminar to all teachers.
4. Instructional Aides - the District will provide training to instructional aides in a variety of instructional strategies to use in the classroom when working with "targeted students" identified by each teacher.
5. A full-time academic coach will devote 120 days to assisting ELA teachers with implementation of curriculum and instructional strategies.

Measures :

* Teachers are encouraged to attend all available trainings

People Assigned :

Principal, Paramount

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Consultant fee (3)	\$9,000
NCLB: Title II, Part A, Teacher Quality	Instructional Aide Training (4)	\$1,950
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Academic coach salary (5)	\$31,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Conference related expenses, sub Teacher (2)	\$5,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Substitute Teacher (1)	\$1,000

Action Title: Promote sophisticated student writing

Means of Achievement: Auxiliary services for students and parents

Tasks :

1. Field Trips - students engage in academic research at colleges/universities and including but not limited to the John Steinbeck Center. Students also attend field trips such as to the Getty Museum and participate in activities such as the Academic Decathlon, Oral Language Festival, Lion's Club speech competition, AVID Write-off competition, poetry competitions, opportunity for European travel/education, and Journalism.
2. Student Research Resources – the department will include turnitin.com services and Writer's Companion to promote sophisticated, college-level writing strategies and to prevent plagiarism.

Measures :

- * Subject matter intensive academies
- * Additional CAHSEE classes to be given within the Master Schedule
- * Additional Journalism classes to be given within the Master Schedule

People Assigned :

Department Chairs, Teachers, Principal

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Transportation and entrance fees (1)	\$10,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	turnitin.com license fees (2)	\$5,000

Action Title: Determine student strengths and weaknesses to improve academic results

Means of Achievement: Monitoring program implementation and results

Tasks :

1. Software utilized to develop benchmark assessments within each course, analyze student data, determine strengths and weaknesses in specific content areas, accomplish student placement, and to track student progress. Discuss data as a department.
2. Writing Rubrics - departmental writing rubrics are in place to evaluate analytical writing.
3. Core Benchmark Assessments - Summative Diagnostic Assessments, Quarterly Assessments, and Semester Assessments are in place and are to be administered in a timely manner to maintain on-going formal assessment of student progress.
4. Research Projects - research projects include rubrics that cover grade level reading comprehension standards, response to literature standards, writing strategies standards, and listening and speaking standards.

Measures :

- * Common projects throughout department
- * Common projects throughout grade levels

People Assigned :

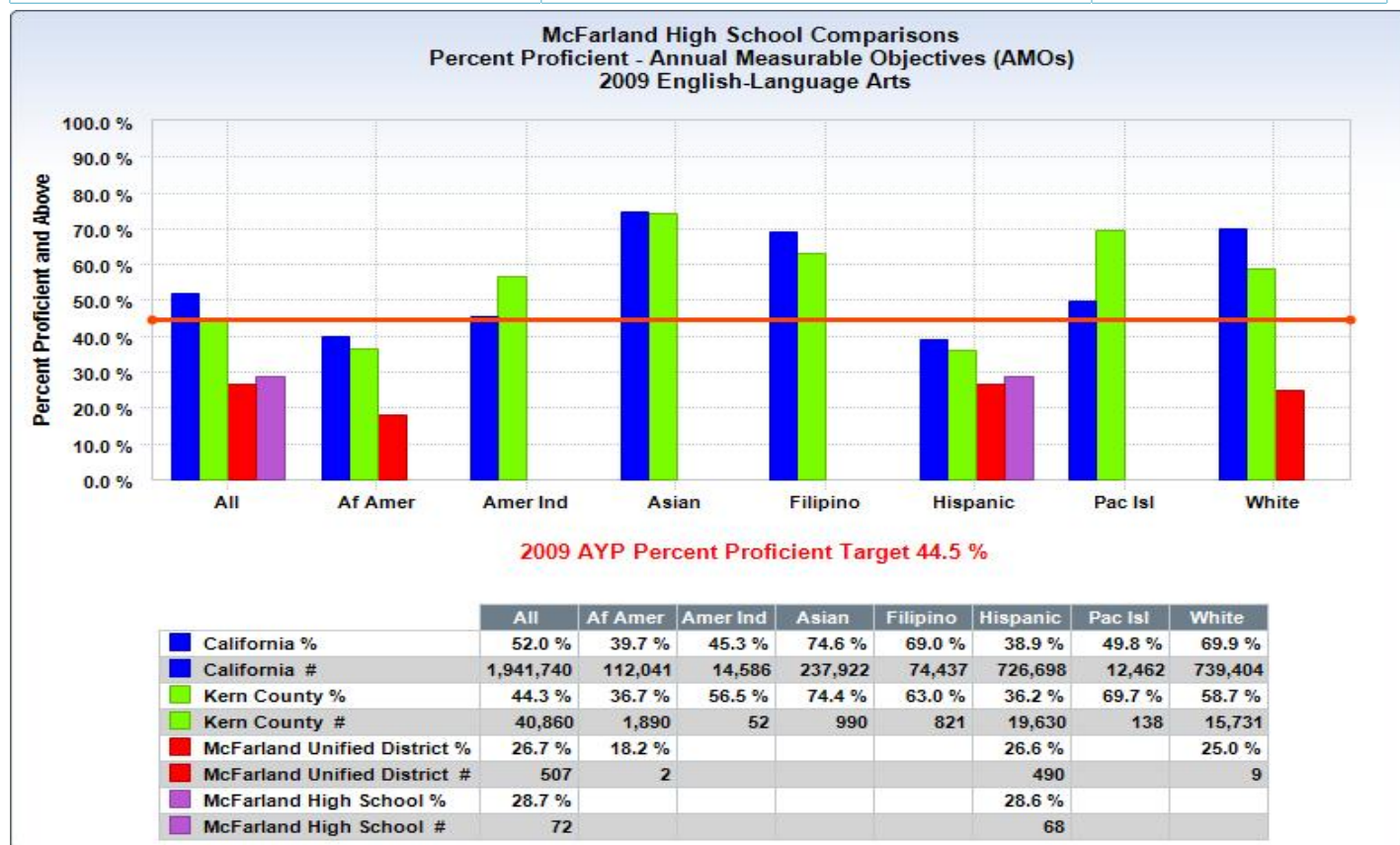
Teachers, Principal, District Support

Start Date : 7/1/2009

Completion Date : 6/30/2010

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Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Software licensing fee (1)	\$10,000



Goal Area : English Language Development

Goal Title : Increase academic achievement of all ELL students

CELDT Goals

AMAO 1 - 41.5% of ELL students will advance one (1) performance level.

AMAO 2 - 21.1% of ELL students will be reclassified as Redesignated-Fluent English Proficient.

AMAO 3 - 45% of ELL students will achieve grade level proficiency in math and English.

CST goals for English Language Learners on the ELA portion of the CST

- 10 students out of 63 will move from Far Below Basic to Basic.
- 12 students out of 100 will move from Below Basic to Basic.
- 6 students out of 46 will move from Basic to Proficient.
- 2 students out of 2 will move from Proficient to Advanced.

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

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

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

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

Who are the focus students?

Grades All 9-12, ELL students

What is the expected growth?

MHS population will meet California API mandated targets and AYP targets.

What data will be collected to measure student achievement?

CST, CAHSEE and CELDT data

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

The STAR, CAHSEE, and CELDT assessments will determine if targeted growth is met on all subtests.

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

Action Title: Improvement of instructional strategies and materials

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. Schedule structured teacher planning time throughout the year within the English Language Development department to share effective strategies and practices, and to plan instruction and/or intervention.
2. All English Language Development teachers will utilize daily Cornell Notes and warm-up activities (i.e. Daily Oral Language and journals).
3. Teachers will be trained in and use the Seven Literacy Strategies on a regular basis.

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Measures :

- * CELDT
- * Program assessments (reading/writing)
- * ELD Quarterly Benchmarks (6 weeks)
- * End of Unit projects (listening/speaking)
- * CAHSEE

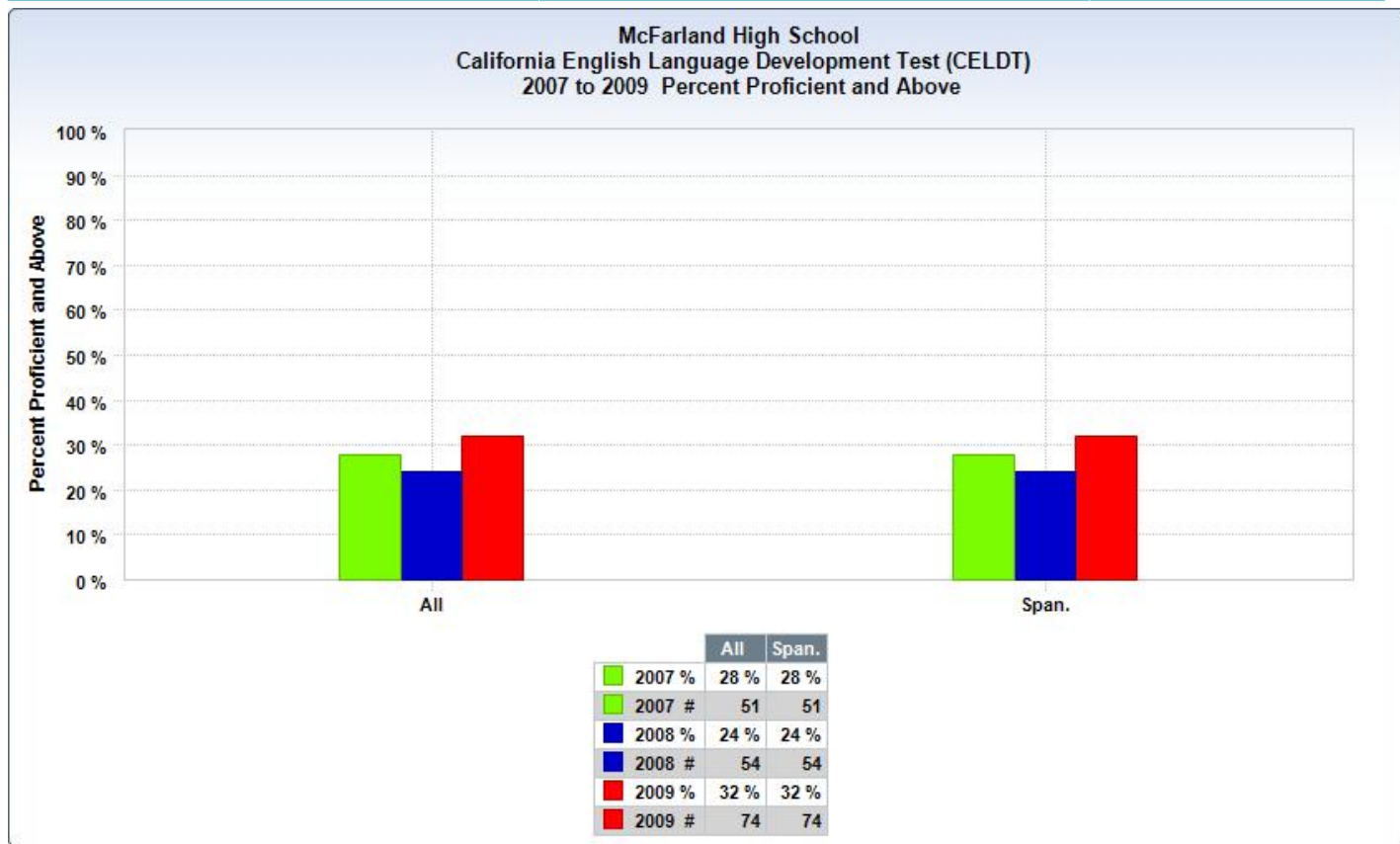
People Assigned :

Department Chair, Teachers, Principal, HR Department

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Teacher training (3)	\$4,500
Economic Impact Aid: Limited English Proficiency (LEP)	Teacher hourly (1)	\$1,950



Action Title: Correlation & Compliance of CA Standards within textbook adoption, CELDT, and CST blueprints

Means of Achievement: Alignment of instruction with content standards

Tasks :

EL staff will collaborate to unwrap the California Standards for English Learners in order to ensure textbooks accurately address the standards; EL staff will review the essential standards from CST blueprints to correlate state-approved textbooks to the California Standards. English Language Development Teachers will take part in working collaboratively with the English Language Arts Department to ensure that the English Language Development standards are correlated and reinforced to meet the English Language Arts standards.

1. The department team will align and calendar essential state EL standards with the State Board-approved textbook materials. They will then create a scope and sequence for the pacing of instruction.

2. Data/Department Team - analyze data during department meetings and target students for immediate upward movement.

Measures :

- * 6 week assessments
- * Program assessments
- * EL gains test

People Assigned :

Teachers

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Teacher hourly pay - analyze data (2)	\$1,255
Economic Impact Aid: Limited English Proficiency (LEP)	Teacher hourly pay - pacing guides (1)	\$3,400

Action Title: Improvement of instructional strategies and materials

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. Schedule structured teacher planning time throughout the year within the English Language Development department to share effective strategies and practices, and to plan instruction and/or intervention.
2. All English Language Development teachers will utilize daily Cornell Notes and warm-up activities (i.e. journals).
3. Teachers will be trained in and use the Seven Literacy Strategies (Read-Alouds, K-W-L Charts, Graphic Organizers, Vocabulary Instruction, Writing to Learn, Structured Notetaking, Reciprocal Teaching) on a regular basis.
4. All staff will receive professional development.

Measures :

- * All teachers will receive ELD SB472 training and SB472 CORE training
- * All teachers will be CLAD certified
- * All teachers will receive training in "Oral language Development for ELD Students".

People Assigned :

Teachers, Department Chair, Principal, HR Department

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA)	Teacher hourly pay (1)	\$1,950
Economic Impact Aid (EIA)	Teacher CLAD certification (2)	\$4,500
Economic Impact Aid (EIA)	Teacher Training (3)	\$1,500

Action Title: Students have appropriate textbooks

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

All classrooms have the appropriate state-adopted standards-aligned English Language Development curriculum/textbooks for their students.

1. All teachers will fully implement the board-adopted textbooks and pacing guides for the English Language Development curriculum at all grade levels.

Measures :

- * Program assessment
- * Benchmarks
- * Program Placement tests

People Assigned :

Teachers

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Instructional Materials: Williams Case	Textbooks (1)	\$5,000

Action Title: Enhance student's educational experiences

Means of Achievement: Increased educational opportunity

Tasks :

All ELD students will have the opportunity to participate in various field trips that will enhance their educational experiences.

1. Field Trips - students are exposed to different cultural and real world experiences as well as enhanced vocabulary to increase English language acquisition skills.

2. Students are placed in an English Language Development class based upon their CELDT and CST scores. Placement is determined by the student's proficiency level.

* Beginning to Early Intermediate students are placed in an Academy 1 ELD Class if they have been in California less than 24 months.

* High Early Intermediate and Intermediate students are placed in an Academy 2 ELD class.

* High Intermediate to Early Advanced students are placed in a transitional ELD class.

3. Early Advanced and Advanced students are reclassified and transitioned if CST scores are 325 or above. The students are then monitored each semester for two years to ensure success in the core program; intervention is given when needed.

Measures :

* Grades "C" or better in core classes

* Benchmarks

* AR (STAR)

People Assigned :

Teachers, Counselors

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Transportation and entrance fees (1)	\$8,000

Action Title: Increase professional development and collaboration

Means of Achievement: Staff development and professional collaboration

Tasks :

1. Professional Development - all teachers will have opportunity to receive the Springboard-vertical team training through College Board
2. Staff Development 90-minute Early Release Days (site-based) to provide bi-monthly two-hour delays for site-based articulation and collaboration, including but not limited to departmental meetings, school-wide meetings, preparation for WASC, and other school needs.
3. Professional Conferences- staff is encouraged to attend District, State, and County-sponsored conferences for professional development throughout the year. This includes but is not limited to the programs already in effect in the school site.
4. The ELD Coach will be responsible for providing staff development in ELD content areas and provide training for all instructional aides in strategies to aid students and assist the classroom teacher.

Measures :

- * Attendance at professional development trainings
- * Agendas of meetings and sign-in sheets

People Assigned :

Principal, Paramount, Teachers, District Personnel, ELD Coach

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Other Restricted Federal: Locally defined	Conference related costs (1)	\$2,000
Economic Impact Aid: Limited English Proficiency (LEP)	Professional conference related expenses, substitute teacher (3)	\$15,000
Economic Impact Aid: Limited English Proficiency (LEP)	ELD Coach salary (4)	\$70,000

Action Title: Increase involvement of staff, parents and community

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. English Language Advisory Committee - (ELAC) will hold monthly meetings to keep the parents of EL students informed and updated on ELD information. During these meetings, parents will also be acquainted with a variety of strategies to help their child with the acquisition of English in the home.
2. Evening parent/teacher conferences will be held after the 1st and 3rd quarter grades each school year.
3. "Back to School" Night - parents and students will be invited to attend "Back to School" Night at the high school in September to become acquainted with teacher expectations and course curriculum.
4. Monthly Newsletter - this is intended to increase communication with parents and students.

Measures :

- * Agendas
- * Parent sign-in sheets
- * Cost of mailings for newsletters
- * Parent letters announcing meetings

People Assigned :

Department Chair, Teachers, Principal, Receptionist, Counselor

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	ELAC Supplies & materials (1)	\$1,000
Lottery: Unrestricted	Monthly Newsletter materials and postage (4)	\$5,000

Action Title: Determine student strengths and weaknesses to improve academic results

Means of Achievement: Monitoring program implementation and results

Tasks :

Student assessments are given continuously through-out the year to monitor student progress. Staff will disaggregate data to institute change within their departments. They will meet on a regular basis to discuss their students' instructional needs. This data will be used to drive their instruction.

1. Edusoft – This website will be utilized to develop benchmark assessments within each course, analyze student data, determine strengths and weaknesses in specific content areas, accomplish student placement, and track student progress.
2. District ELD Coach will ensure that the Core ELD Curriculum is fully implemented with fidelity.

Measures :

- * Analyze data from assessments
- * "Walk throughs" and official observation documentation

People Assigned :

Teachers, ELD Coach

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	EduSoft licensing fee (1)	\$2,000

Goal Area : Mathematics

Goal Title : Increase academic achievement in math

Students will improve in the following areas:

AYP – 45.5% of students in all subgroups will attain proficiency in math as measured by the CST.
CAHSEE – 85% of students in all subgroups will pass the CAHSEE math test.

CST by Course

General Math – Increase the number of students who are proficient or advanced to 15%.

Algebra I – Increase the number of students who are proficient or advanced to 12%.

Geometry – Increase the number of students who are proficient or advanced to 6%.

Algebra II – Increase the number of who are proficient or advanced to 16%.

Sum. HS Math – Increase the number of students who are proficient or advanced to 35%.

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

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

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

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

Who are the focus students?

Grades 9-12, All students

What is the expected growth?

MHS population will meet California API mandated targets and AYP targets.

What data will be collected to measure student achievement?

CST, CAHSEE and CELDT data

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

The STAR, CAHSEE, and CELDT assessments will determine if targeted growth is met on all subtests.

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

Action Title: Unwrap CA standards to ensure textbook, CST blueprints correlate and comply

Means of Achievement: Alignment of instruction with content standards

Tasks :

Math teachers work collaboratively to unwrap the California Standards in order to ensure textbooks accurately address the standards, and review the essential standards from CST blueprints to correlate state-approved textbooks to the California Standards.

1. The department team will align and calendar essential state Mathematics content standards with the State Board-approved textbook materials and create a scope and sequence for the pacing of instruction. Bench-mark assessment binders are being developed.

2. All Teachers will fully implement the board-adopted textbooks and pacing guides for the Mathematics curriculum at all grade levels

Using data teams to analyze benchmark data.

1. The department team will analyze data during department meetings and target students for immediate upward movement.

2. District data techs will develop a master list of students by tested level to plan groups for interventions.

3. Teachers will identify in their individual classrooms each student's performance level on the California Standards test.

Measures :

* Department meeting agendas

* Daily objectives posted

* Textbook adoption process

People Assigned :

Teachers, Data Tech, Principal, Math Coach

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Consultant fees (1)	\$3,000

Action Title: Improve instructional strategies and materials

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. All teachers will deliver systematic, explicit, direct instruction.
2. Staff will schedule structured teacher planning time throughout the year within the Math department to share effective strategies and practices and to plan instruction and/or intervention.
3. Utilize Math Coach to provide classroom demonstration, modeling, and coaching support.
4. Math support teachers will use supplemental materials and programs such as: ALEKS, Math Facts, and Standards Plus.
5. Teachers will be trained in and use the Seven Strategies on a regular basis.

Measures :

- * Walk-throughs
- * Evaluations
- * Observations
- * Reflections

People Assigned :

Principal, Math Coach

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Materials cost (4)	\$5,000

Action Title: Increase math instructional time

Means of Achievement: Increased educational opportunity

Tasks :

Students will be enrolled in a minimum of three years of Mathematics. Students testing far below basic or below basic will be recommended for the intensive intervention math program.

1. Freshmen will be enrolled in Algebra 1A, Algebra CP, or Geometry CP.
2. Sophomores will be enrolled in Algebra 1B, Geometry CP, or Algebra II.
3. Juniors will be enrolled in Geometry, CAHSEE course, Geometry CP, Algebra II, or Pre-Calculus
4. Seniors have the option of enrolling in the CAHSEE course, Geometry CP, Algebra II, Pre-Calculus, or AP Calculus.
5. Students at the below basic and far below basic level (9th & 10th grade) will be enrolled in an extra math support class.
6. Students who have not passed the CAHSEE will be enrolled in a CAHSEE Math course.
7. Advanced Placement course offerings will be maintained and increased to ensure rigor in the classroom for all students.
8. After-school tutoring will be available several days per week. This will include CAHSEE prep course.

Measures :

- * Counselors will verify proper placement during 10th grade counseling sessions
- * Teachers will verify proper placement each year based on CST's, district benchmarks, and classroom's previous performance

McFarland High 2009-10 Single Plan For Student Achievement Report

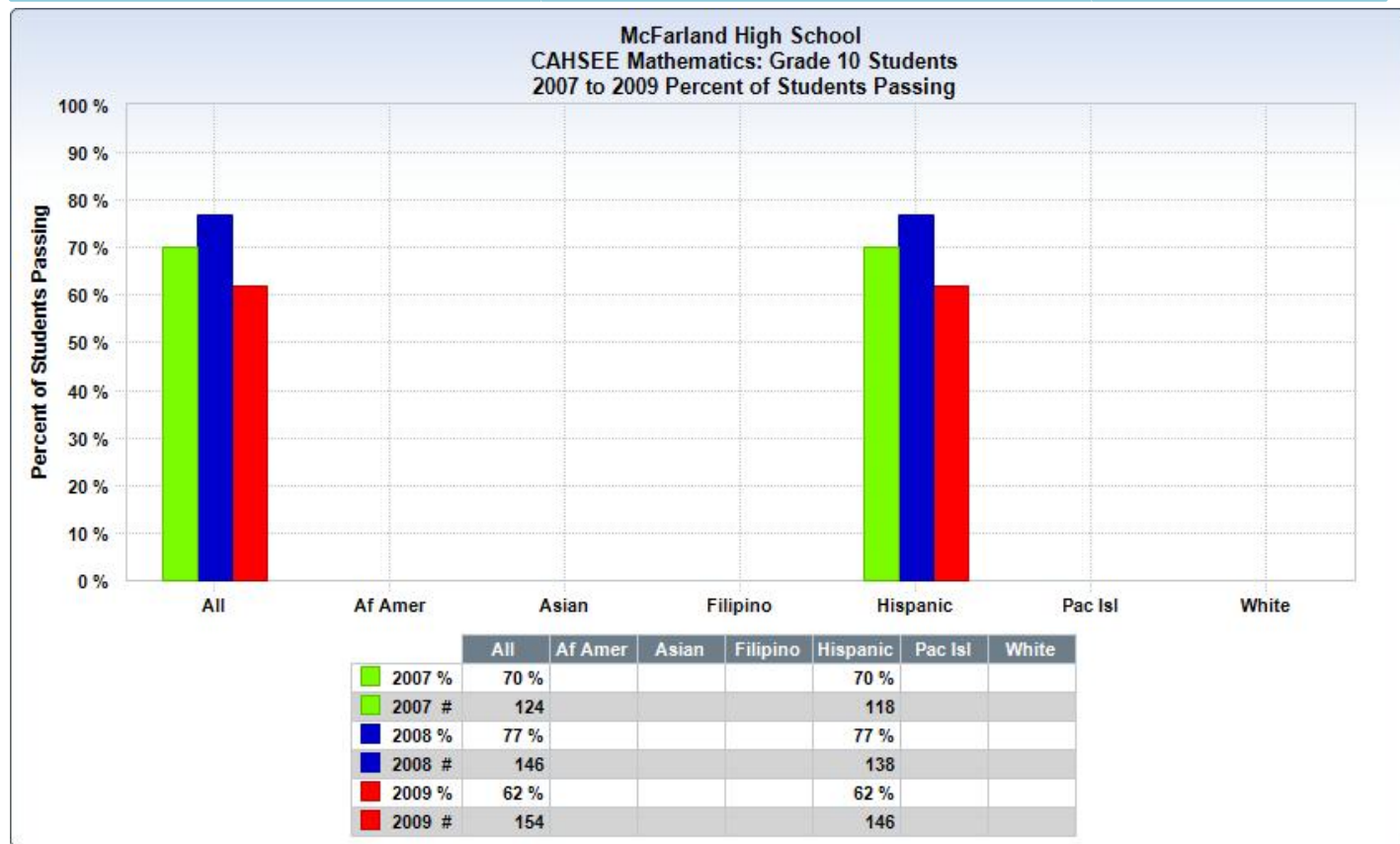
People Assigned :

Counselors, Principal, Teachers

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
CAHSEE Intensive Instruction and Services	Teacher Salary (8)	\$2,500
Other Restricted Federal: Locally defined	Conference related expenses (7)	\$1,500



Action Title: Provide greater opportunity for professional development

Means of Achievement: Staff development and professional collaboration

Tasks :

Professional development and collaboration:

1. Staff Development 90-minute Early Release Days for site-based articulation and collaboration including but not limited to departmental meetings, school-wide meetings, preparation for WASC, and other school needs.
2. Staff members are encouraged to attend District, State, and County-sponsored conferences for professional development throughout the year. This is including but not limited to the programs already in effect in the school site: McDougal-Littell, AP Summer Institute, and California Mathematics Council.
3. A full-time academic coach will devote 60 days to assisting math teachers with implementation of curriculum and instructional strategies.
4. All new teachers will receive SB472 training.

Measures :

- * Agendas
- * Reports from members attending conferences
- * District records

People Assigned :

Principal, Paramount, Department Chair, District Support

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Conference related expenses, sub teacher (3)	\$5,000
Other Restricted Federal: Locally defined	Teacher Salary (1)	\$4,500
Targeted Instructional Improvement Block Grant	Teacher Training (4)	\$31,000

Action Title: Math Field Day and Math Day

Means of Achievement: Auxiliary services for students and parents

Tasks :

1. Math Field Day - students participate in the Math Field Day, including but not limited to that which is held at California State University, Fresno.
2. Math Day - students participate in the Math Day held at various venues.

Measures :

- * Pictures of students participating in the events
- * Recognition of performance and participation, including but not limited to the daily bulletin

People Assigned :

Teachers

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Math Field Trip (1)	\$500
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Math Day field trip (2)	\$2,500

Action Title: Determine student strengths and weaknesses to improve academic results

Means of Achievement: Monitoring program implementation and results

Tasks :

1. Pre/Post tests as well as Benchmarks will be used for student placement and targeted instruction.
2. Edusoft – this website will be utilized to analyze student data, determine strengths and weaknesses in specific content areas, to accomplish student placement, and to track student progress.
3. Student assessments are administered continuously throughout the year to monitor student progress. Staff will disaggregate data to institute change within their departments. They will meet on a regular basis to discuss their students' instructional needs. This data will be used to drive their instruction.

Measures :

- * Department meeting agendas

People Assigned :

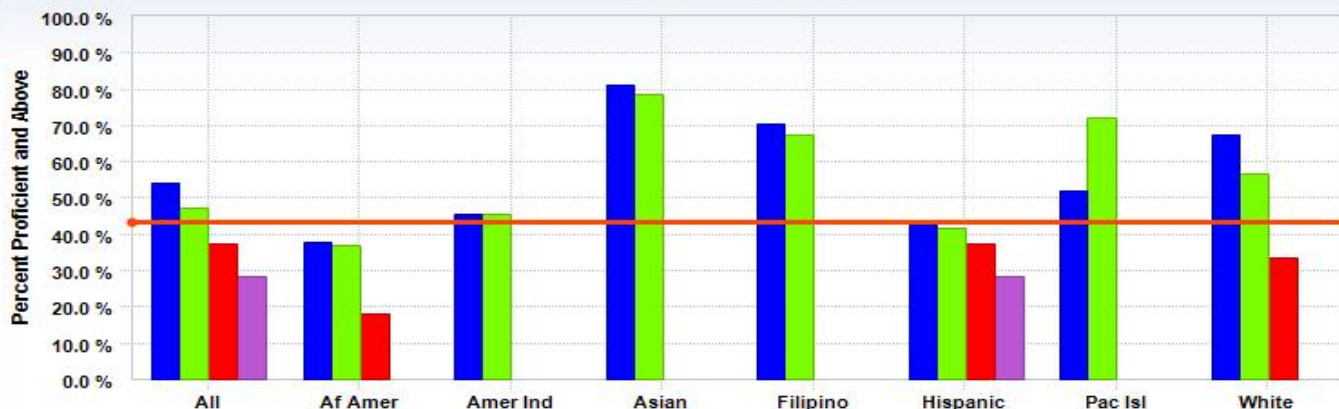
Teachers, Principal, Math Coach

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	EduSoft License Fee (2)	\$2,000

**McFarland High School Comparisons
Percent Proficient - Annual Measurable Objectives (AMOs)
2009 Mathematics**



2009 AYP Percent Proficient Target 43.5 %

	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
California %	54.2 %	37.6 %	45.6 %	81.0 %	70.4 %	43.8 %	51.9 %	67.4 %
California #	2,022,704	106,026	14,662	258,071	75,869	818,760	12,973	712,625
Kern County %	47.2 %	37.0 %	45.6 %	78.4 %	67.4 %	41.7 %	72.2 %	56.8 %
Kern County #	43,541	1,912	47	1,044	879	22,646	143	15,216
McFarland Unified District %	37.5 %	18.2 %				37.5 %		33.3 %
McFarland Unified District #	711	2				691		12
McFarland High School %	28.2 %					28.5 %		
McFarland High School #	71					68		

Goal Area : Science

Goal Title : Increase academic achievement in Science

As measured by the 2009 CST:

1. Increase the number of advanced students by 10%
2. Increase the number of proficient students by 10%
3. Increase the number of basic students by 10%
4. Decrease the number of below basic students by 15%
5. Decrease the number of far below basic students by 15%

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

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

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

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

Who are the focus students?

Grades 9-12, All students

What is the expected growth?

MHS population will meet California API mandated targets and AYP targets.

What data will be collected to measure student achievement?

CST, CAHSEE and CELDT data

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

The STAR, CAHSEE, and CELDT assessments will determine if targeted growth is met on all subtests.

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

Action Title: Improve instruction strategies and materials

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. Teaching delivery – all teachers will deliver systematic, explicit, direct instruction.
2. Collaboration – the department will utilize release time to implement structured teacher planning throughout the year to share effective strategies and practices, as well as to plan instruction and/or intervention.
3. Teachers will be trained in and use the Seven Literacy Strategies (Read-Alouds, K-W-L Charts, Graphic Organizers, Vocabulary Instruction, Writing to Learn, Structured Notetaking, Reciprocal Teaching) on a regular basis.

Measures :

- * 100% of teachers trained in Literacy Strategies
- * 100% of teachers utilizing early release time for structured planning, sharing of effective strategies and practices, as well as for instructional planning and intervention.
- * 100% of teachers delivering systematic, explicit, direct instruction.

People Assigned :

Teachers, Principal

Start Date : 7/1/2009

Completion Date : 6/30/2010

Action Title: Increase professional development and collaboration

Means of Achievement: Staff development and professional collaboration

Tasks :

1. Staff Development 90-minute Early Release Days for site-based articulation and collaboration will include but is not limited to: department meetings, school-wide meetings, preparation for WASC, and other school needs. Staff members encouraged to attend District, State, and County-sponsored conferences for professional development throughout the year.
2. All teachers will be trained in strategies and best practices relating to “Oral Language Development for English Learners”.

Measures :

- * 100% of teachers utilizing 90 minute early release days for site-based articulation and collaboration such as department meetings, school-wide meetings, preparation for WASC and other school needs
- * 100% of teachers will be encouraged to attend professional development conferences
- * 100% of teachers will be trained in strategies and practices for Oral Language Development for English Language Learners

People Assigned :

Principal

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA)	Conference related expenses, substitute teacher (2)	\$5,000

Action Title: Determine student strengths and weaknesses to improve academic results

Means of Achievement: Monitoring program implementation and results

Tasks :

1. Edusoft - this website will be utilized to develop benchmark assessments within each course, analyze student data, determine strengths and weaknesses in specific content areas, accomplish student placement, and to track student progress.
2. Core Benchmark Assessments - Summative Diagnostic Assessments, Quarterly Assessments, and Semester Assessments are in place and are to be administered in a timely manner to maintain on-going formal assessment of student progress.
3. Pacing guides developed from alignment of text to standards.
4. Standards and objectives posted daily in classroom.
5. Unit assessment developed that monitor progress toward mastery of standards.
6. Quarterly benchmark assessments that monitor progress toward mastery of standards.
7. Classroom observation to monitor fidelity to instructional program.

Measures :

- * 100% of teachers post standards and objectives daily
- * 100% of teachers follow pacing guide
- * 100% of teachers develop and administer unit assessments
- * 100% of teachers administer benchmark assessments
- * Weekly classroom observations by Principal, Assistant Principal, or Reading Coach
- * Monthly classroom observations by district personnel
- * 100% of teachers will use the Edusoft website to develop benchmark assessments for each course, analyze student data, identify content area, strengths and weaknesses, facilitate student placement, and track student progress.
- * 100% of teachers will use Summative Diagnostic Assessments, Quarterly Assessments, Benchmark Assessments, and Unit Assessments to maintain on-going formal assessment of student progress.

People Assigned :

Teachers, District Reading Coach, Principal and Assistant Principal, District Data Technician

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	EduSoft licensing fee (1)	\$2,000

Action Title: Collaboration of data analysis to guide student improvement strategies

Means of Achievement: Alignment of instruction with content standards

Tasks :

Teachers will collaborate on data analysis.

1. The department team will analyze data during department meetings and target students for immediate upward movement.
2. Collaboration – The department team, using aggregated data, (a master list of students in need of intervention) will identify in their individual classrooms each student's performance level on the California Standards test, and on quarterly benchmark assessments.

Measures :

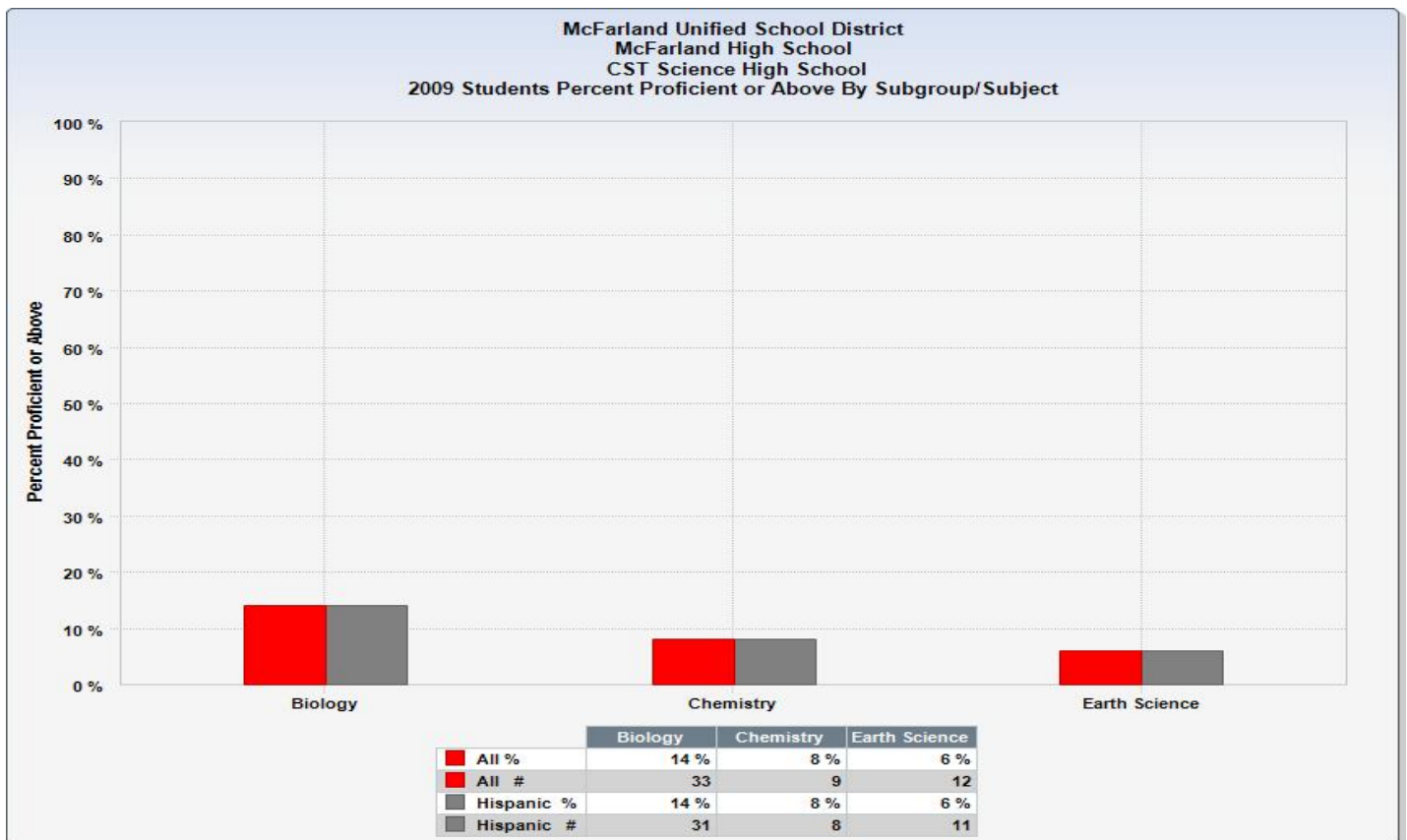
- * 100% of teachers will collaborate during department meetings to analyze data for the identification and targeting of students for immediate upward movement
- * 100% of teachers will collaborate with the department team, using aggregated data and a master list of students in need of intervention to identify individual student's performance level on the California Standards test as well as quarterly benchmark assessments.

People Assigned :

Teachers

Start Date : 7/1/2009

Completion Date : 6/30/2010



Goal Area : History/Social Science

Goal Title : Increase academic achievement in Social Studies

As measured by the 2008 CST:

Show improvement in World History and U.S. History

*Increase the number of advanced students to 5%

*Increase the number of proficient students to 20%

*Increase the number of basic students to 40%

*Decrease the number of below basic students to 25%

*Decrease the number of far below basic students to 10%

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

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

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

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

Who are the focus students?

Grades 10-12, All students

What is the expected growth?

MHS population will meet California API mandated targets and AYP targets.

What data will be collected to measure student achievement?

CST and CAHSEE data

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

The STAR, CAHSEE, and CELDT assessments will determine if targeted growth is met on all subtests.

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

Action Title: Collaboration of data analysis

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. The department team will analyze data during department meetings and target students for immediate upward movement.
2. Collaboration – The department team, using aggregated data, (a master list of students in need of intervention) will identify in their individual classrooms each student’s performance level on the California Standards test, and on quarterly benchmark assessments.

Measures :

- * Department PLCs: disaggregate data, pacing guide re-evaluation during the course of the year
- * Restructure Benchmarks to more closely reflect the needs of our students: concept and vocabulary
- * Implement an 8th period Intervention class for Social Studies support

People Assigned :

Teachers, Principal, District Data Tech

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Hourly teacher pay (1)	\$7,200

Action Title: Improve instructional strategies and materials

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. Teaching delivery – all teachers will deliver systematic, explicit, direct instruction.
2. Collaboration – the department will implement structured teacher planning time throughout the year to share effective strategies and practices, as well as to plan instruction and/or intervention.
3. Teachers will be trained in and use the Seven Literacy Strategies on a regular basis.

Measures :

- * Department PLCs during release time
- * Implement a 9th grade Social Studies/Freshman Studies class
- * Implement the use of Advanced Placement strategies across the department to improve critical thinking, analysis, and evaluation skills (need training in order to implement this)

People Assigned :

Teachers, Principal

Start Date : 7/1/2009

Completion Date : 6/30/2010

Action Title: Increase professional development and collaboration

Means of Achievement: Staff development and professional collaboration

Tasks :

Professional development and collaboration

1. Staff Development 90-minute Early Release Days for site-based articulation and collaboration will include but is not limited to: department meetings, school-wide meetings, preparation for WASC, and other school needs. Staff members encouraged to attend District, State, and County-sponsored conferences for professional development throughout the year.
2. All teachers will be trained in strategies and best practices relating to "Oral Language Development for English Learners".

Measures :

- * Departmental PLCs: Peer Support
- * Pre AP training (all teachers in the department)
- * AVID Social Studies training strand (should be made available to all new and returning teachers)
- * ELD training specific to the secondary Social Studies classroom

People Assigned :

Principal

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Conference related expenses, substitute teacher (1)	\$5,000

Action Title: Determine student strengths and weaknesses to improve academic results

Means of Achievement: Monitoring program implementation and results

Tasks :

1. Edusoft - this website will be utilized to develop benchmark assessments within each course, analyze student data, determine strengths and weaknesses in specific content areas, accomplish student placement, and to track student progress.
2. Core Benchmark Assessments - Summative Diagnostic Assessments, Quarterly Assessments, and Semester Assessments are in place and are to be administered in a timely manner to maintain on-going formal assessment of student progress.

Measures :

- * Pacing Guides/Standards posted
- * Departmental PLCs: Disaggregation of data
- * Regular, teacher-generated, standards-aligned assessments will be administered in each Social Studies classroom and will include a variety of methodologies
- * Quarterly benchmarks will be administered, evaluated, and updated

People Assigned :

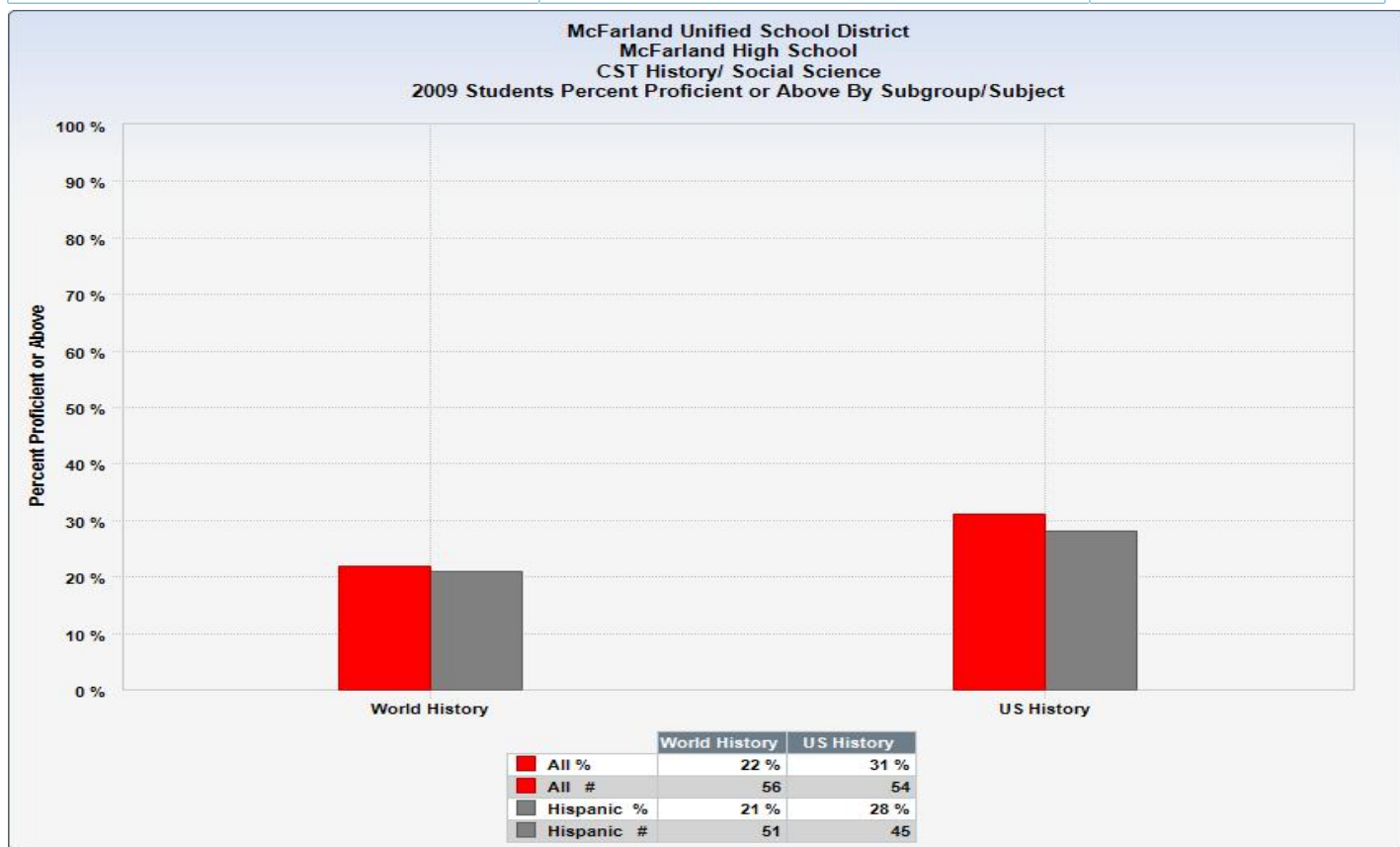
Teachers, Principal, District Coach

Start Date : 7/1/2009

Completion Date : 6/30/2010

McFarland High 2009-10
Single Plan For Student Achievement Report

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	EduSoft licensing fee (1)	\$2,000



Goal Area : Special Education

Goal Title : Increase the academic achievement of all Special Education students

By the end of the 2009-2010 school year, the Special Education students will demonstrate an increase at all grade levels as measured by the California Standards Test (Grades 9-11) and the California High School Exit Examination (10th grade results).

CST Goals for Special Ed students on the ELA portion of the test

- 7 out of 37 students will move from Far Below Basic to Below Basic
- 7 out of 25 students will move from Below Basic to Basic
- 1 out of 2 students will move from Basic to Proficient

CST Goals for Special Ed students on the Math portion of the test

- 10 out of 30 students will move from Far Below Basic to Below Basic
- 8 of 25 students will move from Below Basic to Basic
- 5 of 9 students will move from Basic to Proficient

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

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

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

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

Who are the focus students?

Grades All 9-12, Special Education students

What is the expected growth?

MHS population will meet California API mandated targets and AYP targets.

What data will be collected to measure student achievement?

CST, CAHSEE and CELDT data

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

The STAR, CAHSEE, and CELDT assessments will determine if targeted growth is met on all subtests.

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

Action Title: Meet the academic needs of students according to their Individualized Educational Plan

Means of Achievement: Alignment of instruction with content standards

Tasks :

The content standards for the Resource Specialist Program and Special Day classes are individualized to meet the academic needs of the students according to their Individualized Educational Plan.

1. Annual IEP's are required for individual students.
 2. Students will be mainstreamed according to their individual abilities.
 3. Students will receive daily tutorial support in connection with core curriculum such as English Language Arts, Social Studies, Mathematics, and Science.
 4. RSP/SDC teachers provide consultation with Regular Ed. teachers to determine best practices for student accommodations.
- All RSP/SDC teachers will utilize the appropriate state-adopted, standards-aligned curricula/textbooks for their students.
5. All teachers will fully implement all board-adopted textbooks and adapt appropriate pacing guides for Special Education students.

Measures :

- * Woodcock/Johnson III
- * Student grades from their regular classes

People Assigned :

Special Ed Teachers and Regular Ed Teachers

Start Date : 7/1/2009

Completion Date : 6/30/2010

Action Title: Improve instruction strategies and materials

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. RSP/SDC teachers will deliver systematic, explicit, direct instruction.
2. Staff will schedule structured teacher planning time throughout the year to share effective strategies and practices, and to plan instruction and/or intervention.
3. Teachers will be trained in and use the Seven Literacy Strategies on a regular basis.

Measures :

- * Language!
- * Team teaching with the Regular Ed teachers

People Assigned :

Special Ed Teachers

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Teacher hourly pay (3)	\$2,600

Action Title: Extend after school educational opportunities

Means of Achievement: Increased educational opportunity

Tasks :

Special Education students are extended the opportunity to participate in any intensive and/or after school program.

1. Partnership with College Board - My Road and College Ed for 9th and 10th grade students.

Measures :

- * Credit Recovery participation
- * Intensive 8th period ELA participation
- * Winter math academy

People Assigned :

Counselors

Start Date : 7/1/2009

Completion Date : 6/30/2010

Action Title: Increase professional development and collaboration

Means of Achievement: Staff development and professional collaboration

Tasks :

1. Staff Development 90-minute Early Release Days (site-based) for site-based articulation and collaboration, including but not limited to departmental meetings, school-wide meetings, preparation for WASC, and other school needs.
2. Special Education Coordinator will provide in-services to all staff.
3. Professional Conferences - staff are encouraged to attend District, State, and County-sponsored conferences for professional development throughout the year.
4. All staff will receive SB472 training on State Board-adopted curriculum - RSP/SDC teachers will receive SB472 training.
5. Math Curriculum Coach - Utilize District Math Coach/Reading Coaches to provide classroom demonstration, modeling, and coaching support.
6. Instructional Aides - All RSP/SDC teachers will be assisted with instructional aides

Measures :

- * Instructional strategies
- * Math Tier I
- * Math Tier II
- * Writing IEP's

People Assigned :

Principal, Director of Special Education

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title II, Part A, Teacher Quality	Conference related expenses, substitute teacher (3)	\$5,000
NCLB: Title II, Part A, Teacher Quality	Conference Related Expenses, substitute teacher (4)	\$3,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Classified salary (6)	\$30,000

Action Title: Increase and promote staff, parent and community involvement

Means of Achievement: Involvement of staff, parents and community

Tasks :

There is a need to increase parent involvement with a focus on student academics.

1. IEP Scheduling - all Special Education staff schedule IEPs that will encourage maximum parental involvement.
2. "Back to School" Night - parents and students will be invited to attend "Back to School" Night in September at the high school to learn about teacher expectations and course curriculum.
3. Monthly Newsletter - this is designed to increase communication with parents and students.

Measures :

* All annual and 3-year IEP's have been attended by at least one parent or guardian

People Assigned :

Special Education Teachers, Principal, Regular Ed Teachers, Receptionist

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Materials and postage (3)	\$500

Action Title: Incorporate external educational environment

Means of Achievement: Auxiliary services for students and parents

Tasks :

Field Trips - trips are scheduled for Special Education students to participate in local college Special Education Support Services Day.

Measures :

* Bakersfield College - will meet with the Support Services

People Assigned :

Counselors

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Pupil Retention Block Grant	Transportation	\$500

Action Title: Assess and determine Special Ed program eligibility & improvements

Means of Achievement: Monitoring program implementation and results

Tasks :

All Special Education students are assessed every three years to determine their eligibility for the Special Education Program.

1. District-approved assessments include but are not limited to the Woodcock/Johnson 3, Visual-Motor Integration Test, and Learning Efficiency Test, all of which may be used to assess student eligibility.
2. Edusoft - this website will be utilized to develop benchmark assessments within each course, analyze student data, determine strengths and weaknesses in specific content areas, accomplish student placement, and to track student progress.
3. Online Assessment System - This software will be utilized to analyze student data, determine student placement, and drive instruction.

Measures :

- * Woodcock/Johnson III
- * Psychologist testing and Transition questionnaires
- * Vision and Hearing

People Assigned :

Director of Special Education, Teachers, District Tech

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	EduSoft licensing fee	\$2,000

Action Title: Accomodate instructional time by student need

Means of Achievement: Extended learning time

Tasks :

The instructional time within the RSP/SDC Program will vary according to students' Individualized Educational Plan.

1. Students are mainstreamed according to their IEPs to meet graduation requirements.
2. Students will be enrolled in core support classes according to Special Education students' IEPs.

Measures :

- * 80% of students are mainstreamed for 85% of the day
- * 10% are mainstreamed for less than 50% of the day

People Assigned :

Special Ed Teachers, Counselors

Start Date : 7/1/2009

Completion Date : 6/30/2010

Goal Area : Other

Goal Title : Develop a school-wide college-going culture

Develop a school-wide college-going culture at McFarland High School

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

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

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

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

Who are the focus students?

All students, parents, counselors, teachers and administrators

What is the expected growth?

Increase the number of students enrolling in college by 10%.

What data will be collected to measure student achievement?

Counselors and registrar to collect data on graduates attending college.

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

Comparison of '09 graduates with '10 graduates.

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

Action Title: Provide information and training to parents

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. College Night - various representatives will be invited to the campus to present information regarding admission, areas of emphasis, and financial assistance available to students.
2. UC Merced Partnership - Parent Empowerment Program (PEP); UC Scholars Program.

Measures :

- * Agendas/handouts
- * Parent signature sheets
- * Student enrollment in program

People Assigned :

Principal, counselors

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Refreshments for parents	\$400

Action Title: Increase educational opportunity

Means of Achievement: Increased educational opportunity

Tasks :

Provide college readiness training to students.

1. The Principal and counselor will attend collaborative meetings with other local schools.
2. Complete College-Going Culture planning spreadsheet.
3. Administer the PSAT to all 9th – 11th graders.
4. Train teachers on delivery of PSAT student reports.
5. Implement the SAT Readiness program.
6. Fully implement the “College-Ed” program with all 9th graders.
7. Encourage the growth of AP courses and provide AP training for teachers.
8. Provide a comprehensive AVID program at all grade levels: Provide AVID coordinator and field trips to colleges for 11th & 12th graders.
9. Class Advisors - Provide one advisor for each grade level to facilitate class activities.
10. Implement Link Crew - Freshman mentoring and retention program.

Measures :

- * Analysis of data
- * Teacher trainings and certifications
- * Selection of advisors
- * Hiring of additional staff
- * Pertinent agendas

People Assigned :

Principal, counselors, teachers, AVID coordinator

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Other Restricted Federal: Locally defined	600 PSAT tests (3)	\$1,000
Other Restricted Federal: Locally defined	SAT materials (5)	\$5,000
Other Restricted Federal: Locally defined	200 workbooks (6)	\$2,500
Other Restricted Federal: Locally defined	Conference related expenses (7)	\$5,000
Lottery: Unrestricted	Advisor stipends (10)	\$2,200
NCLB: Title V, Part A, Innovative Education Strategies	AVID coordinator stipend (8)	\$4,000
NCLB: Title V, Part A, Innovative Education Strategies	Transportation, lodging (9)	\$8,000
Pupil Retention Block Grant	Materials, Teacher Training & Stipend	\$6,075

Action Title: Update courses to college preparatory level

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. Staff should continue to focus on high expectations for all students by bringing all core classes up to at least the college preparatory level.
2. Bring all English 9, Biology, and Geometry classes up to the college preparatory level.
3. Bring all English 10 and World History classes up to the college preparatory level.

Measures :

- * Master schedule
- * Revision of courses of study that indicate college prep rigor

People Assigned :

Principal

Start Date : 7/1/2009

Completion Date : 6/30/2010

Goal Area : Other

Goal Title : Improve student motivation and effort

Improve student motivation and effort in standardized testing and academic work in the classroom 09-10.

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

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

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

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

Who are the focus students?

All students, parents, counselors, teachers, and administrators

What is the expected growth?

N/A

What data will be collected to measure student achievement?

Teacher survey to be administered each year.

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

Teacher survey administered each year

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

Action Title: Reward students who demonstrate academic improvement

Means of Achievement: Auxiliary services for students and parents

Tasks :

Reward students who have demonstrated improved academic performance.

1. In an effort to reward those students who have raised to a higher performance level on the CST we will take those students on a reward trip to Magic Mountain.
2. Academic Awards assembly to honor students' achievement each semester.

Measures :

- * Analysis of data
- * Expenditure records
- * Academic achievement and certificate awards
- * Medallion awards and assembly (t-shirts, lanyards, pencils, food certificates)
- * Early lunch release (quarterly)

People Assigned :

Principal, Teachers, Secretary

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Discretionary Block Grant – School Site	Admittance fees, transportation (1)	\$12,500
Lottery: Unrestricted	Certificates and Medallions (2)	\$800

Action Title: Implement 8th period

Means of Achievement: Alignment of instruction with content standards

Tasks :

Implement an 8th period intervention for students with 1.8 & below GPA.

Measures :

- * Data
- * Attendance records
- * Academic achievement

People Assigned :

Principal

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Teacher Salaries	\$10,000

Goal Area : Other

Goal Title : Create a vision statement

The shareholders need to create a vision statement which reflects the school's core values and expected school-wide learning results. These need to be living documents, embraced by all shareholders, guiding all aspects of school culture, and revisited annually.

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

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

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

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

Who are the focus students?

Grades 9-12, All students

What is the expected growth?

See Goals 1-6

What data will be collected to measure student achievement?

CST, CAHSEE, and CELDT

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

Student, parent, and teacher surveys will be used to evaluate progress toward this goal.

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

Action Title: Greater community involvement

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. Staff, parents, and students will revise the MHS Vision Statement and ESLRs.
2. Utilize the electronic marquee in the front of the school to keep parents and community members informed of school activities, meetings, and school events.

Measures :

- * Revised WASC report (MHS Vision Statement and ESLR's); embedded in school philosophy
- * Visual observation of new electronic marquee and messages displayed

People Assigned :

Principal

Start Date : 7/1/2009

Completion Date : 6/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Parent, student, and staff surveys (1)	\$200

Action Title: Vision statement become living relevant document

Means of Achievement: Alignment of instruction with content standards

Tasks :

The MHS Vision Statement and ESLRs will become living relevant documents that guide our actions and decision making.

Measures :

- * Reviewed with the staff at the beginning of the year
- * Reviewed in Leadership meetings
- * Embedded in school philosophy

People Assigned :

Site Council members

Start Date : 7/1/2009

Completion Date : 6/30/2010

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Funding Programs Included in this Plan

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

Total Site Plan Budget : \$919,484

Total Annual Expenditures for Current School Plan: \$507,980

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
1100	Lottery: Unrestricted	\$48,243	\$9,100	\$39,143
	Greater community involvement		\$200	
	Increase and promote staff, parent and community involvement		\$500	
	Increase educational opportunity		\$2,200	
	Increase involvement of staff, parents and community		\$5,000	
	Provide information and training to parents		\$400	
	Reward students who demonstrate academic improvement		\$800	
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$151,397	\$183,300	(\$31,903)
	Assess and determine Special Ed program eligibility & improvements		\$2,000	
	Collaboration of data analysis		\$7,200	
	Determine student strengths and weaknesses to improve academic results		\$18,000	
	ELA staff collabrt'n to evaluate/adopt CA standards-aligned instruct'l materials that meets MHS need		\$14,000	
	Implement 8th period		\$10,000	
	Improve instruction strategies and materials		\$2,600	
	Improve instructional strategies and materials		\$5,000	
	Increase professional development and collaboration		\$72,000	
	Math Field Day and Math Day		\$3,000	
	Promote sophisticated student writing		\$15,000	
	Provide greater opportunity for professional development		\$5,000	
	Staff training on State Board-approved curriculum and implementation		\$26,500	
	Unwrap CA standards to ensure textbook, CST blueprints correlate and comply		\$3,000	
4035	NCLB: Title II, Part A, Teacher Quality	\$0	\$9,950	(\$9,950)
	Increase professional development and collaboration		\$9,950	

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4110	NCLB: Title V, Part A, Innovative Education Strategies	\$0	\$12,500	(\$12,500)
	Increase educational opportunity		\$12,000	
	Staff training on State Board-approved curriculum and implementation		\$500	
7055	CAHSEE Intensive Instruction and Services	\$2,500	\$2,500	\$0
	Increase math instructional time		\$2,500	
7090	Economic Impact Aid (EIA)	\$0	\$12,950	(\$12,950)
	Improvement of instructional strategies and materials		\$7,950	
	Increase professional development and collaboration		\$5,000	
7091	Economic Impact Aid: Limited English Proficiency (LEP)	\$212,810	\$114,105	\$98,705
	Correlation & Compliance of CA Standards within textbook adoption, CELDT, and CST blueprints		\$4,655	
	Enhance student's educational experiences		\$8,000	
	Improvement of instructional strategies and materials		\$6,450	
	Increase involvement of staff, parents and community		\$1,000	
	Increase professional development and collaboration		\$94,000	
7158	Instructional Materials: Williams Case	\$80,000	\$85,000	(\$5,000)
	Staff training on State Board-approved curriculum and implementation		\$80,000	
	Students have appropriate textbooks		\$5,000	
7390	Pupil Retention Block Grant	\$118,094	\$6,575	\$111,519
	Incorporate external educational environment		\$500	
	Increase educational opportunity		\$6,075	
7394	Targeted Instructional Improvement Block Grant	\$190,695	\$31,000	\$159,695
	Provide greater opportunity for professional development		\$31,000	
7395	School and Library Improvement Block Grant	\$43,864	\$0	\$43,864
7396	Discretionary Block Grant – School Site	\$17,881	\$12,500	\$5,381
	Reward students who demonstrate academic improvement		\$12,500	
5800	Other Restricted Federal: Locally defined	\$54,000	\$28,500	\$25,500
	Increase educational opportunity		\$13,500	
	Increase instructional time for students scoring low on CST		\$7,000	
	Increase math instructional time		\$1,500	
	Increase professional development and collaboration		\$2,000	

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	Provide greater opportunity for professional development		\$4,500	
Total amount of categorical funds allocated to this school:		\$919,484	\$507,980	\$411,504

School Site Council Membership

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

Name	Represents	Contact Info	Reviewed Plan Date
David Yanney	Principal	661 792-3126	10/15/2009
Earl Bowman	Classroom Teacher	661 792 3126	10/23/2009
Jeff Brandon	Classroom Teacher	661 792 3126	12/9/2009
Shari Gonzales	Classroom Teacher	661 792-3126	12/9/2009
Beverly Meier	Classroom Teacher	661 792 3126	12/9/2009
Raul Murrietta	Classroom Teacher	661 792 3126	12/9/2009
Gary Pierson	Classroom Teacher	661 792 3126	12/9/2009
Linda Ray	Parent or Community Member	661 792 2362	12/9/2009
Susana Bustillo	Parent or Community Member	661 792 9316	12/9/2009
Rosemary Rodriguez	Parent or Community Member	661 792-1288	12/9/2009
Gerardo Marquez	Parent or Community Member	661 792 6041	12/9/2009
Lisa Marroquin	Parent or Community Member	661 792 6161	12/9/2009
Claudia Campos	Secondary Student	661 792-0112	12/9/2009
Lorena Garcia	Secondary Student	661 792-6879	12/9/2009
Anais Perales	Secondary Student	661 792-0612	12/9/2009
Ana Nunez	Secondary Student	661 792-3482	12/9/2009
Daniel Diaz	Other School Staff	661 792 3126	12/9/2009
Regina Bray-Cardoso	Other School Staff	661 792 3126	12/9/2009

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	6	2	5	4

Recommendations and Assurances

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

Approval Date

1. School Site Council Members
2. Plan Review Due Date:
3. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
 - English Learner Advisory Committee
 - State Compensatory Education Advisory Committee
 - Special Education Advisory Committee
 - Gifted and Talented Education Advisory Committee
6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
8. Public Notice Due Date:
9. District Governing Board Annual Review Due Date:
10. This School Plan was adopted by the School Site Council at a public meeting on: 4/22/2010
11. Attested by School Principal: 4/22/2010
12. Attested by School Site Council Chairperson: 4/22/2010

David Yanney

Typed name of school principal

Signature of school principal

Date

Raul Murietta

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Analysis of Current Educational Practice

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

McFarland High School is a data driven school. The staff regularly reviews data from the below mentioned assessments and uses the conclusions from the analysis of the data to modify instruction to improve student achievement. The staff uses both individual and school-wide data. Departmental data teams collaboratively analyze data in an effort to identify content strands in which instruction needs to be modified. Student achievement goals are set each year using the conclusions drawn from the analysis of assessment data. Our schools focus is to develop daily strategies to provide differentiated instruction in order to achieve mastery.

1. STAR - Yearly
2. CAHSEE - Yearly for 10th graders (Twice a year for 11th graders and Four times a year for 12th graders)
3. Benchmark Assessments - Quarterly
4. CELDT - Yearly
5. APRENDA - Yearly
6. EAP - Yearly
7. Woodcock-Johnson - As needed for Special Ed. students
8. PSAT - Yearly
9. SAT - Quarterly

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

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

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

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

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

At MHS, bi-monthly staff development meetings are conducted and aligned with state standards and school plan goals. The process of the school plan is driven by current data in order to achieve our goals for the following year. MHS has a comprehensive staff development program that is supported and aligned with our school plan goals. The process of the school plan supports our analysis of data to establish goals for the upcoming year. Each spring the principal meets with the lead counselor to make decisions on staffing needs for the following year. Our Benchmark assessments continue to be evaluated to ensure alignment to standards. Data from the Benchmark assessments are used to plan future instruction and our focus on a vast array of instructional strategies, including differentiated instructional practices are implemented to support students' needs.

Professional development needs are based around our SPSA goals. The analysis of data leads our school site council to plan various achievement goals and a professional development plan is set in place which will enhance our teachers' ability to meet these goals. Our SPSA professional development plan focuses on:

- * English language development for ELL students
- * Improved instructional strategies and delivery in content areas
- * Preparing selected teachers to be well-qualified to teach AP courses

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

At MHS, 100% of our 39 teachers are CLAD credentialed. We have also designated four core areas of approximately 20 students per class to provide an intensive reading instruction for students' more than two grade levels below in reading. Counselors and administration work with staff to ensure a personal touch when placing students to match learning styles with teaching styles.

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

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

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McFarland High School is committed to ensuring that our curriculum is aligned with state standards. Staff development regularly focuses on integrating these standards into the classroom.

All departments use the California state standards within their discipline to align their curriculum to performance standards. Teachers use these standards on a regular basis to guide their daily instruction. The materials review process begins with obtaining a list of State approved materials. All members of each department are then given an opportunity to review the materials being considered for adoption. The members of the department then work collaboratively to recommend an adoption. The department chair and principal then present the proposed adoption to the instructional materials committee which then makes their recommendation to the Board of Education.

Alignment of curriculum, instruction and materials to performance standards has been fully implemented. The assessment of standards is fully implemented in all core content area classrooms. The current level of teacher knowledge of grade-level or course-specific standards is very high for most teachers. We have a few first year teachers who are growing in their knowledge of these standards. The vast majority of teachers' daily lesson objectives are aligned to course-specific standards. Each time that an administrator does an observation or walkthrough he/she is looking to see that lesson objectives and instruction are aligned with State standards. Notes are taken to this effect and written feedback is given to teachers.

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

We, as a staff, continue to look for strategies to make the content more accessible. Limitations to success in this arena include:

- * Outgrown facilities
- * Overpopulated classrooms
- * A significant number of Teachers teaching on their prep
- * Insufficient staffing in administration, classified, certificated, and security.

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

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

Standards based textbooks and supplemental materials are available to every student enrolled in each class. We utilize many different resources to make standards based content more accessible. Once achievement gaps have been identified, then collaborative efforts on the part of department teams, site council team, WASC teams, and the administrative team, determine what instructional materials will be recommended to the instructional materials committee to help strengthen the curriculum in each core area.

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

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

"Underperforming" students are those that have performed at the below basic and far below basic performance levels on the CST. Underperforming students are placed in strategic intervention classes in both ELA and math. These classes are used to support the core curriculum. Regular Ed. students scoring in the far below basic performance level in ELA are placed in an intensive support two hour class called Linguistics. Juniors and Seniors who have not passed the CAHSEE are placed in CAHSEE support classes in both ELA and math. ALL EL students are placed in ELD support classes which support ELA core curriculum and ELD standards. Special Ed. students have the opportunity to be placed in RSP or SDC classes and/or to receive the assistance of instructional aids in their classes. See the attachment at the end of the SPSA for a list of materials used.

In addition to the support classes, those students in danger of dropping out due to academic, behavior, and attendance issues are placed into the Success 101 Program (a 2 hour block of math and English). A Linguistics course is offered to the lowest 10% of 9th and 10th graders needing intensive instruction in reading and writing.

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

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

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A variety of resources to assist family, school, district and the community at large include:

- * Supplemental counselor
- * UC Scholars Program
- * PEP meeting (Parent Empowerment Program)
- * ELAC (English Language Advisory Committee)
- * Math Coach/ELD Coach
- * AR Coach
- * Parent Newsletter - Each month parents receive a newsletter. The newsletter contains "High School Parents Still Make a Difference". This informative letter provides parents with helpful tips for assisting underperforming students.
- * Success 101 Program
- * Link Crew
- * AVID
- * Infinite Campus Parent Portal
- * Back-to-School Night
- * Parent Conferencing
- * College Night
- * Parent-Student-Counselor Meetings
- * Parent involvement on School Site Council

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

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

At MHS, there are numerous programs available to enable under-performing students to meet standards including:

- * AVID
- * Agriculture/FFA
- * Vocational Education
- * Strategic Tutoring
- * 10th grade counseling for At-Risk students
- * Credit Recovery
- * CAHSEE Academies
- * ELD Program
- * Special Education
- * Migrant Education.

19. Fiscal support (EPC):

Nine Essential Program Components

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