

2010-11
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 2010-11
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
Other			
Develop a school-wide college-going culture			
Provide information and training to parents	7/1/2010	6/30/2011	\$400
Increase educational opportunity	7/1/2010	6/30/2011	\$27,700
Update courses to college preparatory level	7/1/2010	6/30/2011	\$0
Improve student motivation and effort			
Reward students who demonstrate academic improvement	7/1/2009	6/30/2011	\$13,300
Implement 8th period	7/1/2009	6/30/2011	\$10,000
Create a vision statement			
Greater community involvement	7/1/2010	6/30/2011	\$11,567
Vision statement become living relevant document	7/1/2010	6/30/2011	\$0
English-Language Arts			
Increase Academic Achievement in English Language Arts			
Staff collaboration to evaluate/adopt CA standards-aligned instruct'nl materials that meets MHS needs	7/1/2010	6/30/2011	\$14,000
Staff training on State Board-approved curriculum and implementation	7/1/2010	6/30/2011	\$107,000
Increase instructional time for students scoring low on CST	7/1/2010	6/30/2011	\$7,000
Increase professional development and collaboration	7/1/2010	6/30/2011	\$47,950
Promote sophisticated student writing	7/1/2009	6/30/2011	\$65,000
Determine student strengths and weaknesses to improve academic results	7/1/2009	6/30/2011	\$10,000
Mathematics			
Increase academic achievement in math			
Unwrap CA standards to ensure textbook, CST blueprints correlate and comply	7/1/2009	6/30/2011	\$3,000
Improve of instructional strategies and materials	7/1/2009	6/30/2011	\$5,000
Increase math instructional time	7/1/2009	6/30/2011	\$4,000
Provide greater opportunity for professional development	7/1/2009	6/30/2011	\$40,500
Math Field Day and Math Day	7/1/2009	6/30/2011	\$3,000
Determine student strengths and weaknesses to improve academic results	7/1/2009	6/30/2011	\$2,000
Provide alternate learning opportunities for underperforming students	7/1/2009	6/30/2011	\$46,000
Science			
Increase academic achievement in Science			
Improve instruction strategies and materials	7/1/2009	6/30/2011	\$5,000

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Increase professional development and collaboration	7/1/2009	6/30/2011	\$5,000
Determine student strengths and weaknesses to improve academic results	7/1/2009	6/30/2011	\$2,000
Collaboration of data analysis to guide student improvement strategies	7/1/2009	6/30/2011	\$7,200
English Language Development			
Increase academic achievement of all ELL students			
Improvement of instructional strategies and materials	7/1/2010	6/30/2011	\$6,450
Unwrap CA standards to ensure textbook, CST blueprints correlate and comply	7/1/2010	6/30/2011	\$4,655
Improvement of instructional strategies and materials	7/1/2009	6/30/2011	\$6,450
Students have appropriate textbooks	7/1/2010	6/30/2011	\$5,000
Provide Instructional Aides in classrooms	7/1/2010	6/30/2011	\$21,000
Enhance student's educational experiences	7/1/2010	6/30/2011	\$8,000
Increase professional development and collaboration	7/1/2010	6/30/2011	\$87,000
Increase involvement of staff, parents and community	7/1/2010	6/30/2011	\$8,750
Determine student strengths and weaknesses to improve academic results	7/1/2010	6/30/2011	\$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	7/1/2010	6/30/2011	\$4,000
Improve instruction strategies and materials	7/1/2010	6/30/2011	\$2,600
Extend after school educational opportunities	7/1/2010	6/30/2011	\$0
Increase professional development and collaboration	7/1/2010	6/30/2011	\$15,000
Increase and promote staff, parent and community involvement	7/1/2010	6/30/2011	\$500
Incorporate external educational environment	7/1/2010	6/30/2011	\$500
Assess and determine Special Ed program eligibility & improvements	7/1/2010	6/30/2011	\$2,000
Accomodate instructional time by student need	7/1/2010	6/30/2011	\$0
Improve instruction strategies and materials	8/1/2010	6/30/2011	\$0
History/Social Science			
Increase academic achievement in Social Studies			
Collaboration of data analysis	7/1/2010	6/30/2011	\$7,200
Improve instructional strategies and materials	7/1/2010	6/30/2011	\$0
Increase professional development and collaboration	7/1/2009	6/30/2011	\$5,000
Determine student strengths and weaknesses to improve academic results	7/1/2009	6/30/2011	\$2,000
Total Annual Expenditures for Current Site Plan: \$624,722.00			

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 : 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 Awareness Night - various representatives will be invited to the campus to present information regarding admission, areas of emphasis, and financial assistance available to students.
2. U.C. Merced Partnership - Parent Empowerment Program (PEP); UC Scholars Program.
3. Continue to fully implement AVID at all grade levels.
4. Counselors meet individually with all sophomore parents and students to develop a 4 year plan, college and career goals.
5. Maintain a Course Catalog and a-g updated handbook.

Measures :

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

People Assigned :

Principal, counselors, UC Merced counselor, Career Center Technician

Start Date : 7/1/2010

Completion Date : 6/30/2011

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

Action Title: Increase educational opportunity

Means of Achievement: Increased educational opportunity

Tasks :

1. Provide college readiness training to students.
2. Complete four-year plans with all students.
3. Administer the PSAT to all 9th – 11th graders.
4. Train teachers on interpreting the summary PSAT reports.
5. Students will access College Board accounts for SAT registration, PSAT and College QuickStart along with career and college preparation.
7. Encourage the growth of AP courses and provide AP summer institute training for teachers.
8. Provide a comprehensive AVID program at all grade levels.
9. Provide AVID coordinator.
10. Provide field trips to colleges for 11th & 12th graders.
11. UC Scholars Program for grades 9-12. Provide PEP Academic Academies including CAHSEE.
12. Promote writing for personal statements, math, and English.
13. Renew Paramount/College Board grant annually.

Class Advisors

10. Provide one advisor for each grade level to facilitate class activities.

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 : 7/1/2010

Completion Date : 6/30/2011

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	AVID coordinator stipend (8)	\$4,000
Lottery: Unrestricted	Transportation, lodging (9)	\$8,000
Lottery: Unrestricted	Advisor stipends (10)	\$2,200

Action Title: Update courses to college preparatory level

Means of Achievement: Alignment of instruction with content standards

Tasks :

Staff should continue to focus on high expectations for all students by bringing all core classes up to at least the college preparatory level.

Establish strategies to assist students to cope with the high expectations of being in college preparatory classes.

Establish grading policies, homework policies, and sequencing policies to address the changes made to all core classes.

Measures :

Results of Benchmark tests

Identification of best practices in dealing with struggling students in CP classes.

Results of CST tests, AP tests, and CAHSEE

People Assigned :

Principal, Leadership Committee, QES Consultants, District Support personnel

Start Date : 7/1/2010

Completion Date : 6/30/2011

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 student 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: Staff collaboration to evaluate/adopt CA standards-aligned instructional materials that meets MHS needs

Means of Achievement: Alignment of instruction with content standards

Tasks :

ELA staff collaborates weekly to discuss the California Standards and to incorporate them into daily instruction that addresses CAHSEE test standards and CST standards. New textbooks have been selected that ensure all resource materials accurately address the standards. Benchmark tests are created from test bank questions in the Pearson literature series and from SchoolCity. Questions are selected following reviews of the essential standards from CST blueprints and are correlated to the California Standards. ELA teachers collaborate on data analysis. Time is set aside weekly for staff development and over 50% of that time is dedicated to making sure what is taught in the classroom correlates with California State Standards. The task is to continue to refine the process of selecting benchmark test questions that address each standard and to align classroom teaching with those standards.

1. The department has aligned and calendared essential state Language Arts content standards with State Board approved textbook materials. The department's new textbooks include universal access as well as differentiated instruction with every unit. This new curriculum offers greater support in writing with the online component - essay scorer. Students receive immediate feedback which improves their writing and grammar usage at quicker rates.
2. The department will also continue to collaborate lesson planning by grade level to insure each student receives equally rounded education. Teachers will also use common lesson planning to align and assess the areas needed for reteaching.
3. The department team will analyze data during department meetings and target students for immediate upward movement.

Measures :

- * Textbook adoption
- * Benchmark tests
- * Pacing Guides
- * Alignment across grade levels
- * Develop common assessments

People Assigned :

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

Start Date : 7/1/2010

Completion Date : 6/30/2011

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

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Tasks :

All staff will receive AB472 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 AB472 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.

Measures :

1. 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.
2. 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.
3. Implement STAR Accelerated Reader Assessment Program. Continue to implement Silent Reading in home room with students encouraged to read AR books.
4. 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.
5. Orientations - all 9th grade students will receive freshmen orientation on research skills.
6. 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.
7. Supplemental Materials - the department will utilize supplemental materials: Read-On, 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, Language of Composition, Vocabulary Energizers, Thinking Maps, NexText, Sound and Sense, SCRIP T Best Practices, vocabulary from Latin & Greek roots and the Internet.
8. Writing Portfolios - all students will create writing portfolios (grades 9-12), which will culminate with activities during their senior year.
9. CAHSEE English
10. CAHSEE Academy

People Assigned :

Principal, Teachers, Department Chairs, Librarian

Start Date : 7/1/2010

Completion Date : 6/30/2011

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 II, Part D, Enhancing Education Through Technology, Formula Grants	Teacher Salary (6)	\$1,500
Lottery: Unrestricted	AB472 Teacher Training (1)	\$10,000
Lottery: Unrestricted	ELA Textbooks (3)	\$80,000

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. EL students scoring a 1 or 2 on the CELDT will be placed into a 2-hour intensive intervention program (Academy).
3. Core Curriculum - all students except those in Linguistics and Academy and Intervention will receive the English Language Arts core curriculum.
4. 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 : 7/1/2010

Completion Date : 6/30/2011

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 SB472 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 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: Pearson Literature, College Board, Project Write, CDE writing task force, CAFE, EAOP, and RIAP.
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 : 7/1/2010

Completion Date : 6/30/2011

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
Other Restricted Federal: Locally defined	Substitute Teacher (1)	\$1,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Conference related expenses, sub Teacher (2)	\$5,000

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, and poetry competitions.
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.
3. Use the "Avanza" program through Extreme Learning to assist 11th and 12th graders who have not passed the CAHSEE.

Measures :

People Assigned :

Department Chairs, Teachers, Principal

Start Date : 7/1/2009

Completion Date : 6/30/2011

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
CAHSEE Intensive Instruction and Services	Extreme Learning Contract Fee (3)	\$50,000

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. 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 :

People Assigned :

Teachers, Principal, District Support

Start Date : 7/1/2009

Completion Date : 6/30/2011

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

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 Teacher 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 (see Attachment B).

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 :

People Assigned :

Teachers, Data Tech, Principal, Math Coach

Start Date : 7/1/2009

Completion Date : 6/30/2011

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 of 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 and Math Facts.
5. Teachers will be trained in and use the Seven Strategies on a regular basis.

Measures :

People Assigned :

Principal, Math Coach

Start Date : 7/1/2009

Completion Date : 6/30/2011

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 Applied Geometry, CAHSEE course, Geometry CP, Algebra II, Pre-Calculus, or AP Statistics.
4. Seniors have the option of enrolling in the CAHSEE course, Geometry CP, Algebra II, Pre-Calculus, AP Statistics, 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 insure 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 :

People Assigned :

Counselors, Principal, Teachers

Start Date : 7/1/2009

Completion Date : 6/30/2011

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. Professional Development - all teachers will have the opportunity to receive the Springboard-vertical team training through College Board.
2. 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.
3. 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.
4. A full-time academic coach will devote 60 days to assisting math teachers with implementation of curriculum and instructional strategies.
5. All new teachers will receive AB472 training.

Measures :

People Assigned :

Principal, Paramount, Department Chair, District Support

Start Date : 7/1/2009

Completion Date : 6/30/2011

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
Lottery: Unrestricted	Academic Coach Salary (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 :

People Assigned :

Teachers

Start Date : 7/1/2009

Completion Date : 6/30/2011

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 develop benchmark assessments within each course, 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 :

People Assigned :

Teachers, Principal, Math Coach

Start Date : 7/1/2009

Completion Date : 6/30/2011

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

Action Title: Provide alternate learning opportunities for underperforming students

Means of Achievement: Increased educational opportunity

Tasks :

1. Provide Class.com licenses for up to 20 students.
2. Provide Extreme Learning SES for up to 30 students.

Measures :

People Assigned :

Principal

Start Date : 7/1/2009

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Class.com licenses (1)	\$10,000
Lottery: Unrestricted	Extreme Learning Contract fee (2)	\$36,000

Goal Area : Science

Goal Title : Increase academic achievement in Science

As measured by the 2008 CST:

Earth Science – Raise the number of students that are advanced or proficient to 24%

Biology – Raise the number of students that are advanced or proficient to 18%

Chemistry – Raise the number of students that are advanced or proficient to 16%

Physics – Raise the number of students that are advanced or proficient to 28%

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 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.
4. Purchase a Safari Montage System to provide quality videos.

Measures :

People Assigned :

Teachers, Principal

Start Date : 7/1/2009

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title II, Part D, Enhancing Education Through Technology, Formula Grants	Safari system purchase (4)	\$5,000

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 :

People Assigned :

Principal

Start Date : 7/1/2009

Completion Date : 6/30/2011

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 :

People Assigned :

Teachers, District Coach, Principal

Start Date : 7/1/2009

Completion Date : 6/30/2011

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 :

People Assigned :

Teachers

Start Date : 7/1/2009

Completion Date : 6/30/2011

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

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. Replace previous Language Arts resources with California Standards aligned materials. Provide Professional Development for all teachers to utilize the materials effectively within the classroom.
2. 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.
4. Language Arts Department will provide leadership to the entire staff in incorporate writing across the curriculum.

Measures :

1. Obtain a schoolwide score of 350 on CAHSEE tests.
2. Implementation, use of, and analysis of quarterly benchmark tests.
3. Improvement on CSTs to 65% proficiency on Reading Comprehension.
4. Improvement on CSTs to 65% proficiency on Literary Analysis.
5. MHS will meet California mandated targets for API and AYP.

People Assigned :

Department Chair, Teachers, Principal, HR Department

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Teacher training (5)	\$4,500
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Teacher hourly (1)	\$1,950

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

Means of Achievement: Alignment of instruction with content standards

McFarland High 2010-11 Single Plan For Student Achievement Report

Tasks :

EL staff will collaborate examine 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 establish pacing guides and quarterly benchmark tests that address the essential state EL standards with the State Board-approved textbook materials.
2. Data/Department Team will analyze data during department meetings and target students for immediate upward movement. The department, 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 the quarterly benchmark assessments.
3. The department team will analyze data during department meetings and target students for immediate upward movement.
4. Engage in articulation meetings with middle school ELL staff to assure vertical consistency between grade levels and in the transition from middle to high school.

Measures :

1. Adoption of new textbooks for core CP classes that include support materials for struggling students and ELD students.
2. Adoption of new resources for 2 hour block intervention classes that include support materials for ELD students.
3. Pacing Guides
4. Alignment across grade levels.
5. Develop common assessments.

People Assigned :

Teachers, District Data Analysis Technician, Principal, All staff.

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Teacher hourly pay - pacing guides (1)	\$3,400
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Teacher hourly pay - analyze data (2)	\$1,255

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. Daily Oral Language and 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.

All staff will receive professional development in:

AB472 training

CLAD certification

“Oral language Development for ELD Students”

Measures :

Completion of AB 472 practicum binders

Implementation of structured professional development time

Certification of all teachers in CLAD/ELPD

People Assigned :

Teachers, Department Chair, Principal, HR Department

Start Date : 7/1/2009

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Teacher hourly pay (1)	\$1,950
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Teacher CLAD certification (2)	\$4,500

Action Title: Students have appropriate textbooks

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. All classrooms have the appropriate state-adopted standards-aligned English Language Development curriculum/textbooks for their students.
2. All teachers will fully implement the board-adopted textbooks and pacing guides for the English Language Development curriculum at all grade levels.
3. Students in core classes have a textbooks checked out to them for home use and have classroom sets in their classroom so that they do not have to put multiple large textbooks into their backpack.

Measures :

Printout of textbooks assigned to each student.
Computer based bar coded system for all books.

People Assigned :

Department Chairs, Teachers, Classified Staff, Administration

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Textbook, supplemental materials (1)	\$5,000

Action Title: Provide Instructional Aides in classrooms

Means of Achievement: Auxiliary services for students and parents

Tasks :

The goal is for all English Language Development teachers to be assisted by instructional aides. Due to budget cuts, this is not happening. The only instructional aides ae in Special Education and they are available to help students enrolled in mainstream classes.

Measures :

People Assigned :

HR Department

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Classified salary	\$21,000

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.

Students are placed in an English Language Development class based upon their CELDT and CST scores.

1. Beginning to Early Intermediate students are placed in an Intervention Fundamentals class.

2. High Early Intermediate and Intermediate students are placed in an Intervention two-hour block class.

3. High Intermediate to Early Advanced students are placed in core classes with a support ELD class.

4. Early Advanced and Advanced students are transitioned if CST scores are 325 or above. The students are then monitored for two years to ensure success in the core program.

Measures :

CELDT Results

CST Improvement

Success will be monitor the movement out of support classes for ELD classes.

People Assigned :

Teachers, Counselors

Start Date : 7/1/2010

Completion Date : 6/30/2011

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 SB 472 training through district and county trainings.
2. Staff Development 75-minute Early Release Days (site-based) to provide weekly 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 :

Completion of SB 472 practicum manuals.
 Agendas for weekly departmental/professional development meetings.
 Teachers encouraged to attend available trainings.

People Assigned :

Principal, Teachers, District Personnel, County Superintendent's Office, ELD Coach

Start Date : 7/1/2010

Completion Date : 6/30/2011

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. Open House - parents are invited to the school in May to review student accomplishments.
5. Monthly Newsletter - this is intended to increase communication with parents and students.
6. Special orientation night for all parents of freshmen to acquaint them with high school expectations.
7. Establishment of Parent Booster Club.

Measures :

Agendas for parent meetings
Newsletters

People Assigned :

Department Chair, Teachers, Principal, Receptionist, Counselor, Career Technician.

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	ELAC Supplies & materials (1)	\$250
Lottery: Unrestricted	Open House materials and postage (4)	\$500
Lottery: Unrestricted	Monthly Newsletter materials and postage (5)	\$8,000

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. SchoolCity: This new data program was adopted 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. This program is more user friendly and has a broader range of accessing data for teachers to use in increasing academic achievement.

2. District ELD Coach will ensure that the Core ELD Curriculum is fully implemented with fidelity.

Measures :

CELDT talks.

Departmental and like subject teachers reviewing and discussing data.

Protocols for analyzing data.

People Assigned :

Teachers, ELD Coach, QES coaches and trainers.

Start Date : 7/1/2010

Completion Date : 6/30/2011

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 :

CST Goals for 30 Special Ed students on the ELA portion of the test:

*7 out of 30 students will move from Far Below Basic to Below Basic

*7 out of 12 students will move from Below Basic to Basic.

1 out of 2 students will move from Basic to Proficient.

CST Goals for Special Education students on the Math portion of the test:

*10 out of 25 will move from Far Below Basic to Below Basic.

8 out of 10 students will move from Below Basic to Basic

*5 out of 7 students will move from Basic to Proficient.

Woodcock/Johnson III

Student grades from core classes.

CST results

People Assigned :

Special Ed Teachers and Regular Ed Teachers

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Textbook, supplemental materials (1)	\$4,000

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 within the regular classroom or pulled out for few distractions.
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 :

Edge resources for core subjects and ELD support.
Teacher prepared lessons

People Assigned :

Special Ed Teachers, District Office Special Ed. Support personnel, core teachers.

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Teacher hourly pay (2)	\$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.
 2. Special Ed. students can take advantage of the after school tutoring and the winter break or Saturday CAHSEE prep workshops offered to all students.

Measures :

Credit Recovery participation.
After school ELA participation.
Participation in extra-curricular activities

People Assigned :

Counselors, teachers

Start Date : 7/1/2010

Completion Date : 6/30/2011

Action Title: Increase professional development and collaboration

Means of Achievement: Staff development and professional collaboration

Tasks :

1. Staff Development 75-minute weekly 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 AB472 training on State Board-adopted curriculum - RSP/SDC teachers will receive AB472 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
Professional Development sign-in sheets
Required curriculum materials expected

People Assigned :

Principal, Director of Special Education, Department Chair

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Conference related expenses, substitute teacher (3)	\$5,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Classified salary (4)	\$10,000

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.
4. Participation in regularly scheduled schoolwide parent conference nights.

Measures :

1. Extent of participation at IEP's, and other scheduled parent conferences.
2. Participation in parent booster club, extra-curricular activities, student body activities.

People Assigned :

Special Education Teachers, Principal, Regular Ed Teachers, Receptionist

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Materials and postage	\$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.

Special Ed. students participate in career awareness programs, student incentive programs, and student recognition programs

Measures :

Career/college plans developed with assistance of counseling staff.
Extent of participation in all programs offered to mainstream students.
Bakersfield College will meet with the Support Services staff.

People Assigned :

Counselors, Teachers, Activities director, Administration.

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	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. SchoolCity - 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/JohnsonIII
Psychologist's testing and transition questionnaires.
Vision and hearing

People Assigned :

Director of Special Education, Teachers, District Tech, School Psychologist

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	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 :

90% of students are mainstreamed for 92% of the day.
80% of students are mainstreamed for 85% of the day
10% are mainstreamed for less than 50% of the day
10% are mainstreamed at least 50% of the day

People Assigned :

Special Ed Teachers, Counselors, District Special Ed. Support Staff

Start Date : 7/1/2010

Completion Date : 6/30/2011

Action Title: Improve instruction strategies and materials

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. RSP?SDC teachers will deliver systematic, explicit, direct instruction within the regular classroom or pulled out for fewer distractions.
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 Strategies on a regular basis.

Measures :

1. Edge materials for general ed. and ELD.
Team teaching with the regular ed teachers.

People Assigned :

Speial Education teachers, regular education teachers, counselors, district Special Ed. support staff.

Start Date : 8/1/2010

Completion Date : 6/30/2011

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 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: 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.
3. The department has set the following goals for the school year:
 - Increase World History Advanced to 10%
 - Increase World History Proficiency to 20%
 - Increase Basic students to 35%
 - Decrease Below Basic students to 10 %
 - Decrease Far Below Basic students to 15%
 - Increase US History Advanced to 15%
 - Increase US History Proficient to 30%
 - Increase Basic students to 35%
 - Decrease Below Basic students to 15%
 - Decrease Far Below Basic students to 5%

Measures :

SchoolCity data analysis
 Benchmark formative data
 CST and CAHSEE data
 CELDT rates of level advancement

People Assigned :

Department Chair, Teachers, Principal, District Data Tech

Start Date : 7/1/2010

Completion Date : 6/30/2011

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 :

Data Collection
 Meeting agenda
 Inservices on use of new data system, SchoolCity

People Assigned :

Teachers, Principa, QES Consultants, Data Resource Techl

Start Date : 7/1/2010

Completion Date : 6/30/2011

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 :

People Assigned :

Principal

Start Date : 7/1/2009

Completion Date : 6/30/2011

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 :

People Assigned :

Teachers, Principal, District Coach

Start Date : 7/1/2009

Completion Date : 6/30/2011

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 : 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 :

People Assigned :

Principal, Teachers, Secretary

Start Date : 7/1/2009

Completion Date : 6/30/2011

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 :

People Assigned :

Principal

Start Date : 7/1/2009

Completion Date : 6/30/2011

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 (Called COUGARS). Site Council approval of COUGARS.
2. Purchase and install an electronic reader board in the front of the school.

Measures :

Planned meetings to revise vision statement.
Approval by staff and Site Council

People Assigned :

Principal, MOT Director, Site Council Chair

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Parent, student, and staff surveys (1)	\$200
Discretionary Block Grant – School Site	Reader Board (2)	\$11,367

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.

Integrating vision statement into WASC document.

Measures :

Vision Statement and ESLRs (COUGARS) are posted and internalized in the instructional planning of the school.
Alignment of Vision/COUGARS/Content standards.

People Assigned :

Site Council members, Administration

Start Date : 7/1/2010

Completion Date : 6/30/2011

McFarland High 2010-11 Single Plan For Student Achievement Report

Funding Programs Included in this Plan

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

Total Site Plan Budget : \$154,000

Total Annual Expenditures for Current School Plan: \$624,722

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
0	Unrestricted	\$100,000	\$0	\$100,000
1100	Lottery: Unrestricted	\$0	\$192,600	(\$192,600)
	Assess and determine Special Ed program eligibility & improvements		\$2,000	
	Greater community involvement		\$200	
	Increase and promote staff, parent and community involvement		\$500	
	Increase educational opportunity		\$14,200	
	Increase involvement of staff, parents and community		\$8,500	
	Meet the academic needs of students according to their Individualized Educational Plan		\$4,000	
	Provide alternate learning opportunities for underperforming students		\$36,000	
	Provide greater opportunity for professional development		\$31,000	
	Provide information and training to parents		\$400	
	Reward students who demonstrate academic improvement		\$800	
	Staff training on State Board-approved curriculum and implementation		\$90,000	
	Students have appropriate textbooks		\$5,000	
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$194,055	(\$194,055)
	Collaboration of data analysis		\$7,200	
	Collaboration of data analysis to guide student improvement strategies		\$7,200	
	Determine student strengths and weaknesses to improve academic results		\$18,000	
	Implement 8th period		\$10,000	
	Improve instruction strategies and materials		\$2,600	
	Improve of instructional strategies and materials		\$5,000	
	Improvement of instructional strategies and materials		\$12,900	
	Incorporate external educational environment		\$500	

McFarland High 2010-11
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	Increase professional development and collaboration		\$61,000	
	Math Field Day and Math Day		\$3,000	
	Promote sophisticated student writing		\$15,000	
	Provide alternate learning opportunities for underperforming students		\$10,000	
	Provide greater opportunity for professional development		\$5,000	
	Staff collaboration to evaluate/adopt CA standards-aligned instruct'nl materials that meets MHS needs		\$14,000	
	Staff training on State Board-approved curriculum and implementation		\$15,000	
	Unwrap CA standards to ensure textbook, CST blueprints correlate and comply		\$7,655	
4035	NCLB: Title II, Part A, Teacher Quality	\$0	\$1,950	(\$1,950)
	Increase professional development and collaboration		\$1,950	
4045	NCLB: Title II, Part D, Enhancing Education Through Technology, Formula Grants	\$0	\$6,500	(\$6,500)
	Improve instruction strategies and materials		\$5,000	
	Staff training on State Board-approved curriculum and implementation		\$1,500	
4110	NCLB: Title V, Part A, Innovative Education Strategies	\$0	\$500	(\$500)
	Staff training on State Board-approved curriculum and implementation		\$500	
7055	CAHSEE Intensive Instruction and Services	\$0	\$52,500	(\$52,500)
	Increase math instructional time		\$2,500	
	Promote sophisticated student writing		\$50,000	
7091	Economic Impact Aid: Limited English Proficiency (LEP)	\$0	\$123,250	(\$123,250)
	Enhance student's educational experiences		\$8,000	
	Increase involvement of staff, parents and community		\$250	
	Increase professional development and collaboration		\$94,000	
	Provide Instructional Aides in classrooms		\$21,000	
7396	Discretionary Block Grant – School Site	\$0	\$23,867	(\$23,867)
	Greater community involvement		\$11,367	
	Reward students who demonstrate academic improvement		\$12,500	
5800	Other Restricted Federal: Locally defined	\$54,000	\$29,500	\$24,500
	Increase educational opportunity		\$13,500	
	Increase instructional time for students scoring low on CST		\$7,000	

McFarland High 2010-11
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	Increase math instructional time		\$1,500	
	Increase professional development and collaboration		\$3,000	
	Provide greater opportunity for professional development		\$4,500	
Total amount of categorical funds allocated to this school:		\$154,000	\$624,722	(\$470,722)

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
Shirley Oesch	Principal	661 792-3126	2/16/2011
Earl Bowman	Classroom Teacher	661 495-9954	2/16/2011
Jeff Brandon	Classroom Teacher	661 792 3126	2/16/2011
Shari Gonzales	Classroom Teacher	661 792-3126	2/16/2011
Beverly Meier	Classroom Teacher	661 792 3126	2/16/2011
Raul Murrietta	Classroom Teacher	661 792 3126	2/16/2011
Kathy Rowland	Classroom Teacher	661 792 3126	2/16/2011
Linda Ray	Parent or Community Member	661 792 2362	2/16/2011
Maria Ozuna	Parent or Community Member	661 979 7729	2/16/2011
Rosemary Rodriguez	Parent or Community Member	661 792-1288	2/16/2011
Milton Mar	Parent or Community Member	661 747 7030	2/16/2011
Lisa Marroquin	Parent or Community Member	661 792 6161	2/16/2011
Andrea Castillo	Secondary Student		2/16/2011
Lorena Garcia	Secondary Student		2/16/2011
Adriana Gonzalez	Secondary Student		2/16/2011
Alex Medina	Secondary Student		2/16/2011
Daniel Diaz	Other School Staff	661 792 3126	2/16/2011
Regina Bray-Cardoso	Other School Staff	661 792 3126	2/16/2011

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: 2/16/2011
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:
11. Attested by School Principal:
12. Attested by School Site Council Chairperson:

Shirley Oesch

 Typed name of school principal

 Signature of school principal

 Date

Raul Murrieta

 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 school has added a Data Specialist to assist teachers and administration to assess progress and set goals for learning. 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. Data analysis is the predominant topic at the weekly staff development meetings and at the all-day, non-student staff development days. Protocols for assessing data have become a institutionalized for the staff. 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):

Quarterly benchmarks are analyzed for each student, each class, each preparation, and each department. The analysis of those data provide for discussions of strategies that will guide instruction both in the classroom and in other programs such as CAHSEE preparation and after-school tutoring. The Language Arts Department has adopted new curriculum and is experimenting with using textbook driven test items versus question banks supplied from School City.

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

There was only one teacher who was not highly qualified under the No Child Left Behind Act. That teacher was not in a core class. Two other teachers who were highly qualified in Special Education were still in the verification process for special settings. They were, however, properly certificated in the subjects they were teaching.

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

The current principal is an interim who has not gone through AB 75 training. However the principal has attended some of the trainings for teachers geared to maximum utilization of the materials adopted for Language Arts and the strategies that support use of those materials.

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

Currently, all but two of the math teachers have completed the SB 472 (AB466) training. Those two teachers are new to the school and are in the process of completing the training. All Language Arts teacher have completed the training except for one teacher who has been hired within the last month. She will be completing the training as soon as the complete series is offered.

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

At MHS, weekly 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.

McFarland High 2010-11 Single Plan For Student Achievement Report

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 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):

Two times per month, teachers meet by departments to develop departmental strategies and policies. In addition, departmental data is analyzed and departments break into common preparation groups to coordinate pacing guides and to develop benchmark tests. The collaboration of teachers within each department often leads to concerns or ideas that should be addressed schoolwide. Those concerns or ideas go to the Leadership Committee for discuss and possible action. The staff is now at the point where they can identify which State Standards need additional attention in the classroom. By analyzing the benchmark test data, they can determine areas by teacher and by department which need to be retaught.

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

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):

The high school is running 63 minutes classes for all subjects. In addition, if a student qualifies, they receive an additional support class in Language Arts, Algebra or ELD support. Some students are enrolled in classes that meet for over 2 hours and they receive instruction utilizing intervention materials and strategies. There are also 2 hour very small classes in mathematics and language arts for students who require intensive intervention.

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

All classes have pacing guides which coordinate with quarterly benchmark tests. Teachers meet and discuss how the pacing is going and what modifications need to be made to keep teachers moving along at a rate that will accommodate teaching to all of the State Standards. The school has made intervention classes a priority and has planned the schedule to provide the necessary classes. In addition, after school tutoring is offered to any students who are in danger of falling behind.

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):

All core subjects are utilizing SBE-adopted and standards aligned instructional materials, including intervention materials. The teachers have been trained in the use of these materials and work with district coaches to assure that the materials, the strategies, and the assessments are properly used.

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):

Under the direction of the DAIT program and QES consultants, teachers are regularly apprised of the most current research-based educational practices to raise student achievement. In addition, the evaluation procedures for teachers includes observations on the degree to which the teachers implement these practices within their daily lessons. There is a common language that all teachers understand and evolved from a series of quality in-service programs that have been on-going for years. Teachers are very tuned into a wide variety of student engagement strategies and feedback techniques.

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

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 and Language Arts Coaches
- * QES Consultants
- * 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):

Parents have input into any program of the school through the Site Council and through the Parent Support Group. The Site Council reviews budgets, SIG grant issues, and programs related to school programs. Community representatives take an active role in school affairs. Especially active on campus is the local Lions Club which is on campus, at MUSD Board meetings, and generally aware of what is going on at the school. Classroom teachers do the actual planning, implementation and evaluation of consolidated application programs under the leadership of the MUSD Director of Categoricals and Testing.

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 student 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):

The administration works closely with McFarland Unified School District Chief Business Officer and the Director of Categorical Funding to assure funding for programs that are vital for the success of the students. With diminished financial resources, collaboration that assures input from the school and district become more and more important and a good working relationship is vital to dealing with tough financial times. Categorical Funds are the source of much of the support of intervention for struggling and ELD students.

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.