

The Single Plan for Student Achievement

School: McFarland High School
CDS Code: 15-73908-15341155
District: McFarland Unified School District
Principal: Lori Schultz
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

McFarland High School's Vision and Mission Statements

McFarland High School's Vision and Mission

The mission of McFarland High School is to accelerate student performance through great teaching and learning, and to provide each student with the optimal academic, artistic, athletic, and social opportunities to ensure that learning takes place through effective allocation of available resources.

McFarland High School is committed to educational quality, emphasizing the following:

- A positive learning environment.
- Student achievement in reading, writing, and math.
- Parental involvement in student progress.
- Respect and appreciation for each individual.
- Intellectual, physical, and emotional growth.
- Academic and social development.
- Goal oriented focus—preparing for a meaningful, productive future.
- Positive self-image through awareness and adoption of healthy lifestyles.
- High standards of personal integrity and responsibility.

School Profile

School Profile

McFarland High School is part of the McFarland School District located in the small rural community of McFarland with a population of approximately 15,000. McFarland's motto is "The Heartbeat of Agriculture" because of its major emphasis on agriculture production in almonds, grapes, oranges, roses, cotton, and dairy cattle in which most families are employed. Despite the agricultural basis for most employment, the mobility rate remains low which creates a relatively stable community. However, with a high percentage of non-English speaking families, with many experiencing extreme poverty, and in light of its geographic isolation devoid of resources and services, McFarland's challenges continues. Approximately 3,041 students, K-12, are enrolled in the McFarland Unified School District, and McFarland High School educates 830 of these students. The school's ethnic diversity consists of 93% Hispanic and 7% others with 100% able to participate in the free lunch program. In addition, McFarland High School's migrant population includes 33%, and 50% of these students are English Language Learners; the school does place an emphasis on accommodating limited English speaking students by offering three levels of ELD classes in the Academy Program. The high school also offers innovative programs such as AVID, a strong Agricultural program, a strong AP program, and a partnership with The College Board and Paramount Farming. Over the last four years, McFarland High School has witnessed three years of increase in student achievement, followed by last year seeing a slight decline in achievement.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Classroom Observations

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

- Formal and informal classroom observations are evidence of the following: Most teachers demonstrate strong instructional classroom management skills.
- Most teachers employ bell-to-bell instruction.
- Benchmark assessments are being administered quarterly in English, math, science, and social studies.
- Most teachers employed well planned lessons that are aligned with CA standards.
- Most teachers keep students engaged and focused on relevant, interesting lessons.
- There is a need for increased student use of academic language in the classroom.
- There is a need for increased student use of technology in the classroom.
- There is a need for English Learners to have more frequent opportunities to practice oral language skills.

Analysis of Current Instructional Program

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

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

- What assessments are currently being utilized at this school?
- How frequently are students assessed?

STAR	Yearly	CAHSEE	Yearly for 10th graders
graders	Twice a year for 11th graders	Quarterly	Four times a year for 12th
Benchmark Assessments	Yearly	CELDT	Yearly
APRENDA	Yearly	EAP	Yearly
for Special Ed. students	PSAT	Yearly	SAT
			Woodcock-Johnson
			Quarterly
			As needed

- What evidence suggests that data from these assessments is used to modify instruction to improve student achievement?

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

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

- What curriculum-embedded assessments does the school use?

McFarland High School uses curriculum embedded-assessments in all content areas. Curriculum embedded-assessments come in the form of quarterly benchmarks, chapter tests and quizzes, final exams, student presentation, and research projects.

- To what degree are all teachers using curriculum-embedded assessment data to modify classroom instruction? The majority of McFarland High School teachers use curriculum-embedded assessment data to modify instruction.
- How does curriculum-embedded assessment data modify classroom instruction?

The staff regularly reviews data from curriculum-embedded assessments and uses the conclusions from the analysis of the data to modify instruction to improve student achievement.

Staffing and Professional Development

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

- What is the percentage and number of NCLB compliant teachers at your school?

97% (36 teachers) are NCLB compliant.

- What is the district's plan and timeline for your school to be staffed with fully credentialed/NCLB compliant teachers?

The school plans to be staffed with fully credentialed / NCLB compliant teachers by August 2008.

- Have the non-compliant teachers been notified of the requirements and the plan?...and is there documentation of such?

Non-compliant teachers have been notified of the NCLB requirements and our Human Resources department has documentation of this.

- If high school, to what degree does the district provide fully credentialed/NCLB compliant 9th and 10th grade ELA, math, ELA/math intervention teachers?

All ELA, math, and ELA/math intervention teachers are fully credentialed / NCLB compliant.

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

- What is the number and percentage of teachers who are AB 466/SB472 trained in regard to their assignment, and specifically 9th/10th-grade ELA, Pre-algebra, algebra and ELA/mathematics intervention?

Six (75%) 9th and 10th grade ELA and math teachers have received AB466 training.

- What system is in place to analyze the credentialed staffing needs of the school?

Each spring the principal meets with the lead counselor to make decisions on staffing needs for the following year. Recently our need to increase the number of sections of English and math support classes has led to a need to hire an additional English and math teacher.

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

- Describe how professional development needs are determined and how they are met.
- Describe how student performance data impacts the plan for professional development.
- What is the process to ensure that professional development opportunities are research-based?

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

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

- What is the process for providing instructional assistance and support to all teachers of ELA and mathematics?

ELA and math teachers receive instructional assistance and support through:

- The formal evaluation process
 - A formal team classroom walkthrough process
 - Informal peer coaching
 - Informal administrative classroom walkthroughs with written feedback
-
- In what manner and to what degree do ELA, mathematics and algebra teachers receive on-going support through school/district coaches or content experts?

On-going support through school / district coaches or content experts is very limited.

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

- How does the school/district facilitate and support teacher grade-level collaboration on a regular and frequent basis to focus on?

1) Use of curriculum-embedded assessments? 2) Review of student data to strengthen implementation of the adopted ELA and mathematics programs? 3) Review of student assessment data and the implications for instructional modifications? 4) Instructional decisions and lesson-plan delivery?

The District provides hourly pay for teachers to collaborate after their contract time. Teachers in English, math, science and social studies collaborate quarterly to analyze benchmark assessment data and to plan for instructional modifications.

- To what degree is collaborative planning and articulation utilized, both horizontally and vertically, to focus on standards-based instruction?

Collaborative planning and articulation is used in a limited degree to focus on standards-based instruction. Collaboration is typically within content areas and generally focuses on benchmark assessment data analysis.

Teaching and Learning

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

- Describe the process used to align curriculum, instruction, and materials.

All departments have used 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.

- Describe the materials review process to ensure alignment with grade-level content standards.

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.

- Describe the current level of implementation in classrooms and the on-going monitoring process.

Alignment of curriculum, instruction and materials to performance standards has been fully implemented.

- To what degree are standards addressed in all classrooms for all core content areas?

The assessment of standards is fully implemented in all core content area classrooms.

- What is the current level of teacher knowledge of grade-level or course-specific standards?

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.

- Describe the degree to which lesson objectives are currently aligned to grade-level or course-specific standards in all classrooms.

The vast majority of teachers' daily lesson objectives are aligned to course-specific standards.

- Describe the monitoring process that is in place to ensure that all lesson objectives and classroom instruction are standards-aligned.

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.

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

- What is the process to ensure that the school/district complies with and monitors the required instructional time for the adopted programs for ELA and mathematics?

Each year the principal completes an instructional minutes document which assures that the school is in compliance with the required instructional time for ELA and mathematics.

- To what degree is this time given priority and protected from interruptions?

High priority is given to protect required instructional time for ELA and mathematics.

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

- Describe the intervention programs offered as a separate, extended-period class, for all students requiring intensive intervention in ELA and mathematics to enable them to pass the CAHSEE.
- All 9th and 10th graders who are below basic or far below basic in either ELA or math are scheduled into a strategic support class for ELA and/or a strategic support class for math. Juniors and seniors who have not passed either the ELA or math CAHSEE tests are placed into CAHSEE ELA and/or CAHSEE math. How does your school ensure that all students are provided access to the ELA and mathematics courses and instruction that they need to master the ELA, Algebra I and mathematics skills tested on the CAHSEE?
- All 9th and 10th graders who are below basic or far below basic in either ELA or math are scheduled into a strategic support class for ELA and/or a strategic support class for math. Juniors and seniors who have not passed either the ELA or math CAHSEE tests are placed into CAHSEE ELA and/or CAHSEE math. Do your ELA and mathematics pacing schedules include information on when each lesson is expected to be taught and the sequence of content instruction?
- The ELA and mathematics pacing schedules include information on when each lesson is expected to be taught and the sequence of content instruction. Copies of these pacing guides are on file with the principal and the department chairs. How do you monitor the implementation of the ELA and mathematics course pacing schedules to ensure that they are used by all (ELA and mathematics) teachers?

To this point there has not been effective monitoring of the use of ELA and math pacing schedules. This is an administrative goal for the upcoming semester.

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

- List core materials in all subject areas for all student groups.

See attachment at the end of the SPSA.

- Describe how any lack of instructional materials is being addressed.

We do not have a lack of instructional materials at this time.

- Describe the student performance data analysis review process that is used to identify specific student instructional needs, including all significant subgroups.

Analysis of student performance data to identify instructional need takes place in the following ways:

- Analysis of individual student CST data of students who were in the teachers' previous year's classes.
- Analysis of individual student CST data of students in the teachers' current classes.
- Analysis by department of CST strand data.
- Analysis by the School Site Council of CST, API and AYP data by all subgroups (Hispanic, English Language Learners, Socio Economically Disadvantaged and Special Ed. students).
- Analysis of CAHSEE data and trends for the last several years.

- Describe the process to determine need for standards-aligned supplementary materials to meet identified student instructional needs and/or address gaps in core materials.

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.

- List supplemental materials provided to meet identified student needs.

See attachment at the end of the SPSA.

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

- Describe the degree to which the school/district provides state standards-aligned textbooks for all students enrolled in 9th and 10th-grade ELA, as well as all students enrolled in remedial mathematics or Algebra 1 courses.

SBE-adopted and standards-aligned materials are used in all ELA and all math classes.

Opportunity and Equal Educational Access

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

- Describe the criteria that the school uses to define “underperforming”.

“Underperforming” students are those that have performed at the below basic and far below basic performance levels on the CST.

- Describe specific services provided, materials used and the grouping process/strategies in place for service delivery.

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.

- List personnel (by position) providing services to underperforming students.

Eve Henderson	Linguistics Teacher
Beverly Meier	ELA 9 Support Teacher
Shari Gonzales	Algebra Support Teacher
Daniel Ridgeway	Algebra Support Teacher
Al Carter	Algebra Support Teacher
Keithie Tarver	Algebra Support Teacher
Daniel Diaz	ELD Teacher
Ermelinda Ozuna	ELD Teacher
Alvaro Luna	ELD Teacher
Cindy Bowman	CAHSEE Math Teacher
Gary Pierson	RSP Teacher
Leo Priesterbach	RSP Teacher
Elizabeth Ward	SDC Teacher

14. Research-based educational practices to raise student achievement

- Describe the research-based educational practices in place at this school (i.e. explicit direct instruction, teacher collaboration, standards-based curriculum, bench mark assessments, use of graphic organizers, etc.)
- Describe the degree of implementation of the research-based educational practices..

Research-based Educational Practices	Degree of Implementation
• Explicit direct instruction	High
• Teacher collaboration	Low
• Standards-based curriculum	High
• Benchmark assessments	High
• Use of technology as an instructional tool	Moderate
• Providing support for underperforming students	High
• Providing College Ed for all freshman	High
• Using a formal classroom walkthrough process	Moderate
• Using data analysis to guide school improvement	High
• Teachers participating in professional development	Moderate
• Involving parents in the educational process	Low

• How does the school/district monitor the implementation of research-based practices to ensure that they are in regular use in all classrooms?

Each time that an administrator does an observation or walkthrough he/she is looking to see that research -based practices are being implemented. Teachers are also given professional development opportunities to assist them in the implementation of research-based practices.

Parental Involvement

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

- What family resources are available to assist underperforming students, focusing on parent participation and support of school programs?
- 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. What school and district resources are available to assist underperforming students?
- School and District resources that are available to assist underperforming students are: English strategic support classes
- English intensive support classes
- Math support classes
- CAHSEE prep classes
- After school tutoring
- ELD support classes
- ELD Academy class
- Migrant Ed. Program
- Concurrent Enrollment Program
- What community resources are available to assist underperforming students?

There are no community resources available to assist underperforming students at this time.

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

- Describe the School Site Council and advisory committee memberships and activities.
- The School Site Council is made up of 16 members:
 - 4 Parents / Community members
 - 4 Students
 - 6 Teachers
 - 1 Principal
 - 1 Counselor

The School Site Council is responsible for developing the Single Plan for Student Achievement. The council must approve the plan, recommend it to the board for approval, monitor implementation of the plan and evaluate the results. The council must revise the plan annually including proposed expenditures of funds allocated to the school.

- Describe the monitoring and evaluation processes/activities related to the plan that determine the degree of program effectiveness.

Each year in the Fall the Site Council evaluated a variety of data to determine the degree of program effectiveness. The council analyzes both assessment data and student/parent/staff surveys. SPSA goals are compared to the most recent student achievement data to determine program effectiveness.

Funding

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

- Describe specific services provided, materials used, criteria for participation in each service, and the grouping process/strategies in place for service delivery by funding source.

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.

- List personnel (by position) providing services to under-performing students.

Eve Henderson	Linguistics Teacher	Beverly Meier	ELA 9 Support Teacher	Shari
Gonzales	Algebra Support Teacher	Daniel Ridgeway	Algebra Support Teacher	Al Carter
Algebra	Support Teacher	Keithie Tarver	Algebra Support Teacher	Daniel Diaz
Ermelinda Ozuna	ELD Teacher	Alvaro Luna	ELD Teacher	Cindy Bowman
Teacher	Gary Pierson	RSP Teacher	Leo Priesterbach	RSP Teacher
Teacher				Elizabeth Ward
				SDC

- Include SES services.

MHS employs the services of Extreme Learning. This SES provider uses the "Avanza" program to assist 11th and 12th graders who have not passed the CAHSEE. Supplemental instruction is on-line. Students are provided a laptop and internet service.

18. Fiscal support (EPC)

- Identify funding sources for materials/personnel for each service provided.
- Provide a budget indicating planned expenditures by categorical program.

Description of Barriers and Related School Goals

Barriers:

- Many students have limited English speaking ability.
- There is an obvious lack of parent participation.
- Many students come to us below grade level in core academic areas.
- There is limited time for teacher collaboration.

Goals:

- Increase the level of relevancy of teacher-to-teacher collaboration.
- Increase the level of parent participation in the educational process.
- Provide professional development opportunities that are aligned with the academic and developmental needs of our students.
- Increase student achievement in all academic areas and within all student subgroups.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	575	552	553	8	4	4	3	3	3	0	0	0
Growth API	670	664	701									
Base API	662	667	664	885								
Target	7	7	7									
Growth	8	-3	37									
Met Target	Yes	No	Yes									

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	562	543	541	347	329	292	556	552	550	60	62	48
Growth API	672	664	702	611	582	638	672	664	701	436	455	406
Base API	651	669	664	618	608	582	662	670	664	418	440	455
Target	7	7	7	9	10	11	7	7	7			
Growth	21	-5	38	-7	-26	56	10	-6	37			
Met Target	Yes	No	Yes	No	No	Yes	Yes	No	Yes			

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	99	100	100	100	100	100	100	100	--	--	
Number At or Above Proficient	77	68	71	--	--		--	--		--	--	
Percent At or Above Proficient	41.0	36.4	34.8	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	No	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	99	100	99	98	99	99	99	100	100	96	100
Number At or Above Proficient	76	68	68	22	19	18	75	68	71	0	2	0
Percent At or Above Proficient	41.5	36.8	34.5	20.4	18.1	15.5	41.4	36.4	34.8	0.0	10.0	0.0
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	No	No	No	No	No	No	No	No	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	100	100	75	100	100	100	100	100	--	--	
Number At or Above Proficient	80	77	94	--	--		--	--		--	--	
Percent At or Above Proficient	43.0	40.7	47.0	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	100	100	98	100	99	98	100	100	92	100	100
Number At or Above Proficient	80	76	90	30	20	41	77	77	94	1	3	1
Percent At or Above Proficient	44.0	40.6	46.6	28.0	18.7	36.6	42.8	40.7	47.0	4.5	14.3	5.6
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No	Yes	No	No	Yes	No	No	Yes	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	3	6	17	34	24	48	4	8	2	4	50
10	2	4	17	31	22	41	9	17	4	7	54
11	1	3	15	38	17	44	4	10	2	5	39
12	1	5	10	45	6	27	3	14	2	9	22
Total	7	4	59	36	69	42	20	12	10	6	165

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	4	6	21	34	28	45	7	11	2	3	62
10	3	5	20	31	26	40	11	17	5	8	65
11	1	2	17	40	17	40	5	12	3	7	43
12	1	4	11	48	6	26	3	13	2	9	23
Total	9	5	69	36	77	40	26	13	12	6	193

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	238	198	165
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	238	198	165
Number Met	91	78	81
Percent Met	38.2%	39.4%	49.1%
NCLB Target	54.6	56.0	57.5
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	34	209	24	186	20	156
Number Met	6	56	--	52	--	60
Percent Met	17.6%	26.8%	--	28.0%	--	38.5%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	No	*	No	*	No

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

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

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

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

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

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #1:
SCHOOL GOAL #1: Increase academic achievement in English Language Arts 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.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
The STAR, CAHSEE, and CELDT assessments will determine if targeted growth is met on all subtests.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with content standards:</p> <p>ELA staff collaborates to unwrap the California Standards in order to ensure textbooks accurately address the standards; and reviews the essential standards from CST blueprints to correlate state-approved textbooks to the California Standards. ELA teachers will collaborate on data analysis.</p> <p>1. The department team will align and calendar essential state Language Arts content standards with the State Board-approved textbook materials. The department is developing benchmark assessments from CST related items.</p> <p>2. The department team will analyze data during department meetings and target students for immediate upward movement (see Attachment B).</p> <p>3. 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.</p> <p>4. Supplements - materials will be purchased to implement the benchmark assessment binders.</p> <p>The Single Plan for Student Achievement</p>	<p>1. June 07 -August 08</p> <p>2. Ongoing</p> <p>3. Ongoing</p> <p>4. June 07 June 08</p>	<p>1. Teachers</p> <p>2. Teachers</p> <p>3. District Data Tech Principal All staff</p> <p>4. Principal & Secretary</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Improvement of instructional strategies and materials:</p> <p>All staff will receive AB466 training on State Board-adopted curriculum (Holt, McDougall-Littell, and Language! 3. All classrooms have the appropriate state- adopted, standards-aligned Language Arts curriculum/ textbooks for their students.</p> <p>1. Training – all new teachers will receive AB466 training by September 2008.</p> <p>2. Teaching delivery - all teachers will deliver systematic, explicit, direct instruction.</p> <p>3. Instruction - all teachers will fully implement the core and intervention English Language Arts curriculum at all grade levels.</p> <p>4. 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.</p> <p>5. 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.</p> <p>6. Implement STAR Accelerated</p>	<p>1. 9/2004 8/2008</p> <p>2. Ongoing</p> <p>3. Ongoing</p> <p>4. Ongoing</p> <p>5. Ongoing</p> <p>6. Ongoing</p> <p>7. Ongoing</p> <p>8. Ongoing</p> <p>9. Ongoing</p> <p>10. Ongoing</p>	<p>1. Principal Teachers</p> <p>2. Teachers</p> <p>3. Teachers</p> <p>4. Department Chair Teachers</p> <p>5. Teachers</p> <p>6. Teachers Department Chair Principal</p> <p>7. Teachers</p> <p>8. Teachers Librarian</p> <p>9. Teachers Department Chair Principal</p> <p>10. Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional time: 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.</p> <p>1. Below basic and far below basic students will be placed in an English Support class to support core curriculum.</p> <p>2. Far below basic 9th and 10th grade students will be placed in Linguistics Block (a 2 hour intensive intervention).</p> <p>3. EL students scoring a 1 or 2 on the CELDT will be placed into a 3-hour intensive intervention program (Academy).</p> <p>4. Core Curriculum - all students except those in Linguistics and Academy will receive the English Language Arts core curriculum.</p> <p>Advanced Placement course offerings will be maintained and increased.</p> <p>1. ELA teachers will have the opportunity to take AP training.</p>	<p>1. 7/08 8/08</p> <p>2. Ongoing</p> <p>3. Ongoing</p> <p>4. Ongoing</p> <p>1. Ongoing</p>	<p>1. Counselors</p> <p>2. Counselors</p> <p>3. Counselors</p> <p>4. Counselors</p> <p>1. Principal Teachers Paramount</p>				

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

Professional development and collaboration.

1. Professional Development - all teachers will have the opportunity to receive the Spring Board vertical team training through College Board AP Summer Institutes, Jane Schaffer Writing Program and other appropriate professional development opportunities

2. Staff Development 90-minute Early Release Days for site-based articulation and collaboration will include but is not limited to: department meetings, school-wide meetings, preparation for WASC, and other school needs. Staff members encouraged to attend District, State, and County-sponsored conferences for professional development throughout the year. This includes but is not limited to the programs already in effect at the school site: Holt, McDougal-Littell, Language! 3, College Board, Project Write, CDE writing task force, CABE, and EAOP.

3. All teachers will be trained in strategies and best practices relating to "Oral Language Development for English Learners". Kate Kinsella will present a one day seminar to all teachers.

4. Instructional Aides - the District will provide training to instructional aides in a variety of instructional strategies to use in the classroom when working with "targeted students" identified by each teacher.

5. A full-time academic coach will devote 120 days to assisting ELA teachers with implementation of the Single Plan and Instructional strategies.

- 1. Ongoing
- 2. Ongoing
- 3. Ongoing
- 4. Ongoing
- 5. Ongoing

- 1. Principal Paramount
- 2. Principal
- 3. Principal
- 4.
- 5. Director of Categoricals

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Auxiliary services for students</p> <p>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.</p> <p>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.</p> <p>3. Use the "Avanza" program through Extreme Learning to assist 11th and 12th graders who have not passed the CAHSEE.</p>	<p>1. Ongoing</p> <p>2. Ongoing</p> <p>3. Feb 08 June 08</p>	<p>1. Department Chair</p> <p>2. Teachers</p> <p>3. Principal</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitoring program implementation and results.</p> <p>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.</p> <p>2. Writing Rubrics - departmental writing rubrics are in place to evaluate analytical writing.</p> <p>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.</p> <p>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.</p>	<p>1. August 06 August 07</p> <p>2. Ongoing</p> <p>3. Ongoing</p> <p>4. Ongoing</p>	<p>1. Teachers Principal District Support</p> <p>2. Teachers</p> <p>3. District Support Principal Teachers</p> <p>4. Teachers</p>				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #2:
SCHOOL GOAL #2: Increase academic achievement in math. 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 to 57% in the Measurement and Geometry strand. Algebra I – Increase the number of students who are proficient to 55% in Quadratics and polynomials strand. Geometry – Increase the number of students who are proficient to 67% in the Trig strand. Algebra II – Increase the number of students who are proficient to 74% in the Polynomials and Rational Expressions strand. Sum. HS Math – Increase the number of students who are proficient to 78% in the Algebra I and Algebra II strands.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
The STAR, CAHSEE, and CELDT assessments will determine if targeted growth is met on all subtests.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with content standards: 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.</p> <p>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.</p> <p>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.</p> <p>1. The department team will analyze data during department meetings and target students for immediate upward movement (see Attachment B).</p> <p>2. District data techs will develop a master list of students by tested level to plan groups for interventions.</p> <p>3. Teachers will identify in their individual classrooms each student's performance level on the California Standards test.</p> <p>Improvement of instructional strategies and materials: 1. All teachers will deliver systematic, explicit, direct instruction. 2. Staff will schedule structured</p> <p>Teacher Planning Time throughout the year within the Math department to share effective strategies and</p>	<p>1. June 07 July 08</p> <p>2. Ongoing</p> <p>1. Ongoing</p> <p>2. Each Spring</p> <p>3. Each Spring</p> <p>1. Ongoing</p> <p>2. Ongoing</p> <p>3. Ongoing</p> <p>4. Ongoing</p> <p>1. Ongoing</p>	<p>1. Teachers</p> <p>2. Teachers</p> <p>1. Teachers</p> <p>2. Data Tech</p> <p>3. Teachers</p> <p>1. Teachers</p> <p>2. Principal Teachers</p> <p>3. Principal Math Coach</p> <p>4. Teachers Math Coach</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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.</p> <p>1. Freshmen will be enrolled in Algebra 1A, Algebra CP, or Geometry CP.</p> <p>2. Sophomores will be enrolled in Algebra 1B, Geometry CP, or Algebra II.</p> <p>3. Juniors will be enrolled in Applied Geometry, CAHSEE course, Geometry CP, Algebra II, Pre-Calculus, or AP Statistics.</p> <p>4. Seniors have the option of enrolling in the CAHSEE course, Geometry CP, Algebra II, Pre-Calculus, AP Statistics, or AP Calculus.</p> <p>5. Students at the below basic and far below basic level (9th & 10th grade) will be enrolled in an extra math support class.</p> <p>6. Students who have not passed the CAHSEE will be enrolled in a CAHSEE Math course.</p> <p>7. Advanced Placement course offerings will be maintained and increased to insure rigor in the classroom for all students.</p> <p>8. After-school tutoring will be available several days per week. This will include CAHSEE prep courses.</p>	<p>1. Each Spring</p> <p>2. Each Spring</p> <p>3. Each Spring</p> <p>4. Each Spring</p> <p>5. Each Spring</p> <p>6. Each July</p> <p>7. Ongoing</p> <p>8. Ongoing</p>	<p>1. Counselors</p> <p>2. Counselors</p> <p>3. Counselors</p> <p>4. Counselors</p> <p>5. Counselors</p> <p>6. Counselors</p> <p>7. Principal</p> <p>8. Teachers Principal</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional development and collaboration:</p> <p>1. Professional Development - all teachers will have the opportunity to receive the Springboard-vertical team training through College Board (see attachment C).</p> <p>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.</p> <p>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.</p> <p>4. A full-time academic coach will devote 60 days to assisting math teachers with implementation of curriculum and instructional strategies.</p>	<p>1. Summer 07 Summer 08</p> <p>2. Ongoing</p> <p>3. Ongoing</p> <p>4. Ongoing</p>	<p>1. Principal Paramount</p> <p>2. Principal</p> <p>3. Department Chair</p> <p>4. Principal District Support</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Auxiliary services for students</p> <p>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.</p> <p>2. Math Day - students participate in the Math Day held at various venues.</p>	<p>1. Each year</p> <p>2. Each year</p>	<p>1. Teachers</p> <p>2. Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Assessments and Data Analysis</p> <p>1. Pre/Post tests as well as Benchmarks will be used for student placement and targeted instruction.</p> <p>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.</p> <p>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.</p>	<p>1. Ongoing</p> <p>2. Ongoing</p> <p>3. Ongoing</p>	<p>1. Teachers Principal Math Coach</p> <p>2. Teachers Principal</p> <p>3. Teachers Principal</p>				
<p>Provide alternate learning opportunities for underperforming students.</p> <p>1. Provide Class.com licenses for up to 20 students.</p> <p>2. Provide Extreme Learning SES for up to 30 students.</p>	<p>1. January 08 June 08</p> <p>2. January 08 June 08</p>	<p>1. Principal</p> <p>2. Principal</p>				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #3:
SCHOOL GOAL #3: 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 <ul style="list-style-type: none">• 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.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
The STAR, CAHSEE, and CELDT assessments will determine if targeted growth is met on all subtests.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with content standards:</p> <p>EL staff will collaborate to unwrap the California Standards for English Learners in order to ensure textbooks accurately address the standards; EL staff will review the essential standards from CST blueprints to correlate state-approved textbooks to the California Standards. English Language Development Teachers will take part in working collaboratively with the English Language Arts Department to ensure that the English Language Development standards are correlated and reinforced to meet the English Language Arts standards.</p> <p>1. The department team will align and calendar essential state EL standards with the State Board-approved textbook materials. They will then create a scope and sequence for the pacing of instruction.</p> <p>2. Data/Department Team - analyze data during department meetings and target students for immediate upward movement.</p>	<p>1. June 07 July 08</p> <p>2. Ongoing</p>	<p>1. Teachers</p> <p>2. Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Improvement of instructional strategies and materials.</p> <p>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.</p> <p>2. All English Language Development teachers will utilize daily Cornell Notes and warm-up activities (i.e. Daily Oral Language and journals).</p> <p>3. Teachers will be trained in and use the Seven Literacy Strategies on a regular basis.</p> <p>All staff will receive professional development.</p> <p>1. All teachers will receive AB466 training.</p> <p>2. All teachers will be CLAD certified</p> <p>3. All teachers will receive training in "Oral language Development for ELD Students".</p>	<p>1. Ongoing</p> <p>2. Ongoing</p> <p>1. Ongoing</p> <p>2. Ongoing</p> <p>3. Ongoing</p>	<p>1. Department Chair</p> <p>2. Teachers</p> <p>1. Teachers</p> <p>Principal</p> <p>2. Teachers</p> <p>HR Department</p> <p>3. Teachers</p> <p>Principal</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>All classrooms have the appropriate state-adopted standards-aligned English Language Development curriculum/textbooks for their students.</p> <p>1. All teachers will fully implement the board-adopted textbooks and pacing guides for the English Language Development curriculum at all grade levels.</p>	<p>1. June 07 June 08</p>	<p>1. Teachers</p>				
<p>Instructional Aides</p> <p>1. All English Language Development teachers will be assisted with instructional aides.</p>	<p>1. Ongoing</p>	<p>1. HR Department</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Students are placed in an English Language Development class based upon their CELDT and CST scores.</p> <p>1. Beginning to Early Intermediate students are placed in an Academy 1 ELD Class.</p> <p>2. High Early Intermediate and Intermediate students are placed in an Academy 2 ELD class.</p> <p>3. High Intermediate to Early Advanced students are placed in a transitional ELD class.</p> <p>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.</p>	<p>1. Ongoing</p> <p>2. Ongoing</p> <p>3. Ongoing</p> <p>4. Ongoing</p>	<p>1. Counselors</p> <p>2. Counselors</p> <p>3. Counselors</p> <p>4. Counselors</p>				
<p>Increased educational opportunity:</p> <p>All ELD students will have the opportunity to participate in various field trips that will enhance their educational experiences.</p> <p>1. Field Trips - students are exposed to different cultural and real world experiences as well as enhanced vocabulary to increase English language acquisition skills.</p>	<p>1. Ongoing</p>	<p>1. Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional development and collaboration:</p> <p>1. Professional Development - all teachers will have opportunity to receive the Springboard-vertical team training through College Board</p> <p>2. Staff Development 90-minute Early Release Days (site-based) to provide bi-monthly two-hour delays for site-based articulation and collaboration, including but not limited to departmental meetings, school-wide meetings, preparation for WASC, and other school needs.</p> <p>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.</p> <p>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.</p>	<p>1. Ongoing</p> <p>3. Ongoing</p> <p>4. Ongoing</p>	<p>1. Principal Paramount</p> <p>2. Principal</p> <p>3. Teachers Principal District Personnel</p> <p>4. ELD Coach</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased involvement of parents, including interpretation of student assessment results to parents</p> <p>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.</p> <p>2. Evening parent/teacher conferences will be held after the 1st and 3rd quarter grades each school year.</p> <p>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.</p> <p>4. Open House - parents are invited to the school in May to review student accomplishments.</p> <p>5. Monthly Newsletter - this is intended to increase communication with parents and students.</p>	<p>1. Monthly</p> <p>2. Twice each year</p> <p>3. Each Fall</p> <p>4. Each Spring</p> <p>5. Monthly</p>	<p>1. Department Chair</p> <p>2. Teachers</p> <p>Principal</p> <p>3. Teachers</p> <p>Principal</p> <p>4.</p> <p>5. Receptionist</p> <p>Principal</p> <p>Counselor</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitoring program implementation and results:</p> <p>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.</p> <p>1. Edusoft – This website will be utilized to develop benchmark assessments within each course, analyze student data, determine strengths and weaknesses in specific content areas, accomplish student placement, and track student progress.</p> <p>2. District ELD Coach will ensure that the Core ELD Curriculum is fully implemented with fidelity.</p>	1. Ongoing	<p>1. Teachers</p> <p>2. ELD Coach</p>				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
SCHOOL GOAL #4: Increase the academic achievement of all Special Ed. students. <ul style="list-style-type: none">• By the end of the 2008–09 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 5 out of 37 students will move from Far Below Basic to Below Basic 7 out of 28 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 6 out of 26 students will move from Far Below Basic to Below Basic 11 of 37 students will move from Below Basic to Basic 6 of 15 students will move from Basic to Proficient
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
The STAR, CAHSEE, and CELDT assessments will determine if targeted growth is met on all subtests.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with content standards: 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.</p> <p>1. Annual IEP's are required for individual students.</p> <p>2. Students will be mainstreamed according to their individual abilities.</p> <p>3. Students will receive daily tutorial support in connection with core curriculum such as English Language Arts, Social Studies, Mathematics, and Science.</p> <p>4. RSP/SDC teachers provide consultation with Regular Ed. teachers to determine best practices for student accommodations.</p>	<p>1. Ongoing</p> <p>2. Ongoing</p> <p>3. Ongoing</p> <p>4. Ongoing</p>	<p>1. Special Ed Teachers</p> <p>2. Special Ed Teachers</p> <p>3. Special Ed Teachers</p> <p>4. Special Ed Teachers & Regular Ed Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Improvement of instructional strategies and materials:</p> <p>1. RSP/SDC teachers will deliver systematic, explicit, direct instruction.</p> <p>2. Staff will schedule structured teacher planning time throughout the year to share effective strategies and practices, and to plan instruction and/or intervention.</p> <p>3. Teachers will be trained in and use the Seven Literacy Strategies on a regular basis.</p>	<p>1. Ongoing</p> <p>2. Ongoing</p>	<p>1. Special Ed Teachers</p> <p>2. Special Ed Teachers</p>				
<p>All staff will receive AB466 training on State Board-adopted curriculum (McDougal-Littell, Holt, Language! 3, etc.).</p> <p>1. RSP/SDC teachers will receive AB466 training.</p>	<p>1. Ongoing</p>	<p>1. Special Ed Teachers</p>				
<p>All RSP/SDC teachers will utilize the appropriate state-adopted, standards-aligned curricula/textbooks for their students.</p> <p>1. All teachers will fully implement all board-adopted textbooks and adapt appropriate pacing guides for Special Education students.</p>	<p>1. Ongoing</p>	<p>1. Special Ed Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Math Curriculum Coach</p> <p>1. Utilize District Math Coach/Reading Coaches to provide classroom demonstration, modeling, and coaching support.</p>	1. Ongoing	1. Math Coach Reading Coach				
<p>Instructional Aides</p> <p>1. All RSP/SDC teachers will be assisted with instructional aides.</p>	1. Ongoing	1. Principal				
<p>Instructional time:</p> <p>The instructional time within the RSP/SDC Program will vary according to students' Individualized Educational Plan.</p> <p>1. Students are mainstreamed according to their IEPs to meet graduation requirements.</p> <p>2. Students will be enrolled in core support classes according to Special Education students' IEPs.</p>	<p>1. Ongoing</p> <p>2. Ongoing</p>	<p>1. Special Ed Teachers</p> <p>2. Counselors Special Ed Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased educational opportunity:</p> <p>Special Education students are extended the opportunity to participate in any intensive and/or after school program.</p> <p>1. Partnership with College Board - My Road and College Ed for 9th and 10th grade students.</p>	1. Ongoing	1. Counselors				
<p>Professional development and collaboration:</p> <p>1. Staff Development 90-minute Early Release Days (site-based) for site-based articulation and collaboration, including but not limited to departmental meetings, school-wide meetings, preparation for WASC, and other school needs.</p> <p>2. Special Education Coordinator will provide in-services to all staff.</p> <p>3. Professional Conferences - staff are encouraged to attend District, State, and County-sponsored conferences for professional development throughout the year.</p>	<p>1. Ongoing</p> <p>2. Ongoing</p> <p>3. Ongoing</p>	<p>1. Principal</p> <p>2. Director of Special Ed</p> <p>3. Director of Special Ed</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased involvement of parents, including interpretation of student assessment results to parents.</p> <p>There is a need to increase parent involvement with a focus on student academics.</p> <p>1. IEP Scheduling - all Special Education staff schedule IEPs that will encourage maximum parental involvement.</p> <p>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.</p> <p>3. Monthly Newsletter – this is designed to increase communication with parents and students.</p>	<p>1. Ongoing</p> <p>2. Each Fall</p> <p>3. Monthly</p>	<p>1. Special Ed Teachers</p> <p>2. Principal Teachers</p> <p>3. Principal Receptionist</p>				
<p>Auxiliary services for students and parents.</p> <p>1. Field Trips - trips are scheduled for Special Education students to participate in local college Special Education Support Services Day.</p>	<p>1. Ongoing</p>	<p>1. Counselors</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitoring program implementation and results:</p> <p>All Special Education students are assessed every three years to determine their eligibility for the Special Education Program.</p> <p>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.</p> <p>2. Edusoft - this website will be utilized to develop benchmark assessments within each course, analyze student data, determine strengths and weaknesses in specific content areas, accomplish student placement, and to track student progress.</p> <p>3. Online Assessment System - This software will be utilized to analyze student data, determine student placement, and drive instruction.</p>	<p>1. Ongoing</p> <p>2. Ongoing</p> <p>3. Ongoing</p>	<p>1. Director of Special Ed</p> <p>2. Teachers</p> <p>3. District Tech</p>				

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
SCHOOL GOAL #5: 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%
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
The STAR, CAHSEE, and CELDT assessments will determine if targeted growth is met on all subtests.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers will collaborate on data analysis.</p> <p>1. The department team will analyze data during department meetings and target students for immediate upward movement (see Attachment B).</p> <p>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.</p>	<p>1. Ongoing</p> <p>2. Ongoing</p>	<p>1. Teachers</p> <p>2. Teachers</p>				
<p>Improvement of instructional strategies and materials:</p> <p>1. Teaching delivery – all teachers will deliver systematic, explicit, direct instruction.</p> <p>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.</p> <p>3. Teachers will be trained in and use the Seven Literacy Strategies on a regular basis.</p>	<p>1. Ongoing</p> <p>2. Ongoing</p>	<p>1. Teachers</p> <p>2. Principal Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional development and collaboration</p> <p>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.</p> <p>2. All teachers will be trained in strategies and best practices relating to "Oral Language Development for English Learners".</p>	1. Ongoing	<p>1. Principal</p> <p>2. Principal</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitoring program implementation and results</p> <p>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.</p> <p>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.</p>	<p>1. Ongoing</p> <p>2. Ongoing</p>	<p>1. Teachers District Coach</p> <p>2. Teachers Principal</p>				
<p>Improve technology in the classroom.</p> <p>1. Purchase a Safari Montage System to provide quality videos.</p>		<p>1. Principal</p>				

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Martin Schmidt	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shari Gonzales	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beverly Meier	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Darlene Good	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earl Bowman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ken Despot	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raul Murrieta	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regina Cardoso	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Borcky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marco Padilla	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Linda Ray	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cristina Tafoya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Joshua Cornil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maritza Duran	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Anais Perales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Scott Robles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category:	1	6	1	4	4

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

<input type="checkbox"/> State Compensatory Education Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
<input type="checkbox"/> English Learner Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
<input type="checkbox"/> Special Education Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
<input type="checkbox"/> Gifted and Talented Education Program Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
District/School Liaison Team for schools in Program Improvement	<hr style="border: 0; border-top: 1px solid black;"/> Signature
Compensatory Education Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
Departmental Advisory Committee (secondary)	<hr style="border: 0; border-top: 1px solid black;"/> Signature
Other committees established by the school or district (list):	<hr style="border: 0; border-top: 1px solid black;"/> Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Lori Schultz		
Typed Name of School Principal	Signature of School Principal	Date

Raul Murrieta		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date