

The Single Plan for Student Achievement

School: McFarland Middle School
CDS Code: 15-73908-6106306
District: McFarland Unified School District
Principal: Louie Gomez
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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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School Vision and Mission

McFarland Middle School's Vision and Mission Statements

If McFarland is to provide students with an exemplary education, we must have a clear sense of the goals that we must accomplish in order to provide our students with academic excellence with rigorous instruction, authentic assessment, and intervention. We must also have goals that foster developmental responsiveness, social equity and an organizational structure and processes that form partnerships with students, staff and community. The following vision statement is intended to provide the standards that McFarland Middle School will strive to achieve and maintain:

- I. Curriculum We will strive to provide students with a common core curriculum complemented with a variety of elective courses and co-curricular activities. We will articulate the outcomes we seek for all students and monitor each student's attainment of those outcomes through a variety of indicators.
- II. School Climate We will strive to set a high priority on individual student success. Those within the school will make a concerted effort to communicate and demonstrate their concern for each student. As a result, each student will feel that he or she is valued as a member of the school community.
- III. Personnel We will operate on the premise that a school can only be as good as the personnel that it employs. Therefore, the Board and Administration will be committed to recruiting and retaining individuals with exceptional expertise in their respective fields.
- IV. Students The effectiveness of any school is assessed on the basis of the conduct, character, and achievement of its students. Therefore, we will accept responsibility for student learning, decisions, and actions. We will develop their skills to become more self-directed learners as they make the transition from 6th grader to 8th grader. We will help them become actively engaged in and give their best effort to academic and co-curricular pursuits. We will encourage them to contribute to school and community service. We will help them to conduct themselves in a way that contributes to a safe and orderly atmosphere and ensures the rights of others. We will provide programs that teach them to be considerate of others-teachers, staff, fellow students, visitors, etc.
- V. Community Partnerships We will strive to recognize the importance of establishing effective partnerships with the larger community-parents, residents, businesses, government agencies, and other educational systems. It such a school:

School Profile

McFarland Middle School is a 6th – 8th grade school located in the southwest part of the predominately agricultural community of McFarland, California. Feeder schools are the two local elementary schools, Kern Avenue and Browning Road. This school is one of five schools in the McFarland Unified School District, which encompasses 32 square miles and services approximately 3,100 students. McFarland is a small rural community (10,780) characterized by a high percentage of English Language Learner children and families, extreme poverty, and geographic isolation from resources and services. McFarland is located 25 miles north of Bakersfield in the county of Kern.

The school is the newest complex in the district with nineteen permanent classrooms and fifteen portable classrooms. There is a multi-purpose building, a library, a band room, a chorus room, a physical education building with an attached fitness center, two computer labs, a woodshop room, a home economics room, and (3) science lab classrooms. The total school population is 715 students: 253 sixth grade, 246 seventh grade, and 216 eighth grade. The school population is 95% Hispanic with 33% of those being English language learners.

The teaching staff consists of 40 teachers, 3 of whom are resource teachers and one special day teacher. There is one paraprofessional librarian. The district provides additional support staff such as the district psychologist, nurse, mental health therapist, and speech pathologist. There is a district math coach shared with all of the MUSD sites. In addition, an EL coordinator and a computer tech person are shared within the district. The site has a reading/literacy coach and a computer resource teacher who has one period off during the day to assist staff with technology needs, There are 4 Special Ed aides and 2 Title I aides.

The total instructional minutes for each grade level are 57,370/year which is divided into 8 periods over the 181 days as required by the state of California. Fourteen minimum days are scheduled per year with four scheduled before major holidays and ten scheduled to allow for parent conferences.

All students are enrolled in Language Arts and use SBE-adopted content core for an 80 minute, double period block . Those students who score two or more years below grade level in Language Arts are placed in a 160 minute block using a SBE-adopted stand-alone intervention program. All students are enrolled in math and use SBE-adopted content in an 80 minute double block period. All English Learners are given one 40 minute period of SBE-adopted ELD curriculum. All students have a fifteen minute advisement period where the GO program is shared with students. A 40 minute Intervention and enrichment period before and after lunch provides students who are struggling with assistance in those areas of need,

McFarland also provides opportunities for students to take electives such as woodshop, home ec, band, computers, and Spanish. An extensive after-school sports program and after-school tutoring program is also offered to all students but tutorials are mandated for those who receive two or more F's.

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).

To assess the current conditions of McFarland Middle School and the McFarland Unified School District, several surveys were administered. The Academic Program Survey (APS) was administered during a staff meeting with all staff present. The staff were placed into groups with one Language Arts teacher, one Math teacher, one Science teacher, one Social Science teacher, one SPED teacher and one ELD teacher. This grouping allowed teachers to answer questions concerning textbook sufficiency, training, etc. with a member of each content area there to answer for their department. The surveys were collected and disaggregate by office staff. The results were shared with staff and the School Site Council.

The English Learner Subgroup Self Assessment Survey (ELSSA) was administered by the district's English Learner Committee. The membership of the English Learner Committee includes teachers from each school site, the district reading coaches, the English Language Development Coach, administrators and district administration. The CELDT data for 2006/20067– 2007/2008 was brought before the committee. With the data in front of them, the committee disaggregated the data to answer questions concerning our English Learner population and their progress toward meeting their growth targets. The representatives from each school site were then responsible for bringing the information back to their respective school sites.

McFarland Middle School also chose to administer a parent and staff survey. The survey chosen for the staff was the California Healthy Kids Survey – School Climate Survey. Teachers were told that it was anonymous and results were compiled by the administration with results given to the School Site Council at a regularly scheduled meeting and shared with staff at a staff meeting with discussion on how to improve areas of concern. Parent surveys were mailed to parents and results compiled by office staff were shared with staff, parents and SSC members.

The District Assistance Survey (DAS) was also completed by the District/School Liaison Team (DSLTL) which was composed of Site Principals, District administration, school board members, teacher union representatives and teacher representatives from each school site. This group met to compile summary data from the APS completed by all PI schools in the district including McFarland Middle School. They also looked at API and AYP results from each school in PI status including McFarland Middle School. This data was then used to complete the DAS.

Classroom Observations

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

Information is gathered on a daily basis through classroom walk-through observations. Administration has been trained by QES on what to observe and how to monitor classroom content instruction.

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

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)
4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

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

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

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

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

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)

Opportunity and Equal Educational Access

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

14. Research-based educational practices to raise student achievement

Parental Involvement

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

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)

Funding

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

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

- There is a need for mathematics interventions for all students who are more than two grade levels behind (K-8) and who are unable to demonstrate proficiency in 7th grade mathematics standards.
- The district and school need to improve communication with parents and community members on a regular basis so that parents and community members are informed about and understand the standards-based system.
- The LEA needs a more efficient system to ensure that LEA resources are directly linked to the LEA plan in all five goals of the plan and that the LEA plan regularly informs financial decisions in approving expenditures and allocations
- The district needs to promote and facilitate the acquisition of AB 472 training on the SBE-adopted core instructional materials in reading/language arts, mathematics and English Language Development. AB 472 training also needs to be facilitated on the SBE-intervention materials in reading/language arts, math and English Language Development.
- The district needs to provide comprehensive, ongoing professional development opportunities that focus on English Language Learners and the research-based strategies that best facilitate their reaching academic Proficiency.
- The district needs to provide comprehensive, ongoing professional development opportunities that focus on instruction in the content areas and across the curriculum for reading/language arts and mathematics with an emphasis on strategies for ensuring access to English language learners.
- The district needs to hire a full-time reading and math coach for McFarland Middle School.
- The district needs to develop pacing schedules and curriculum-embedded assessments for the ELD content standards.
- There is a need for lower class size for improved differentiation of instruction.

The Academic Program Survey findings /Barriers

- Instructional Program – All core and intervention classes are using SBE approved curriculum. A concern was that the curriculum is not in daily use in all classrooms. The need for lower class size was identified.
- Instructional Time – Insufficient time is allocated for Reading/Language Arts core and intervention.
- School Principal’s Instructional Leadership Training – The Principal has received AB75 training but the Assistant Principal has not. Training for the assistant principal will be scheduled.
- Credentialed Teachers and Professional Development Opportunity –Most reading/language arts teachers have completed the AB 472, 40 hour training but not the 80 hour practicum. Math AB 472 training is also needed for math teachers. Not all teachers who teach ELD have the appropriate credentials. Staff development in the area of ELD standards-based instruction, SDAIE methodologies and differentiation of instruction is needed. Strategies for engagement and motivation of students was a high priority as well.
- Student Achievement Monitoring System – The district /school uses EduSoft to monitor the progress of students. Curriculum-embedded assessments are scheduled every 6-8 weeks. EduSoft allows staff and administration to disaggregate the data to provide timely data to teachers and principal to make decisions that will improve instruction. The need for benchmark assessments aligned to the content standards instead of the curriculum was identified.
- On-going Instructional Assistance and Support for Teachers –McFarland MS does not have a math coach on site to assist teachers inside the classroom. There is a math coach but she is shared by the district’s 3 other schools.
- Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal – The staff felt that more time to meet in grade level and department settings to talk about student progress and develop lesson plans was needed.
- Fiscal Support – It was felt that the district needed to be more supportive of expenditures budgeted for in school site plans and grants.

Barriers to Improved Student Academic Achievement

- Core SBE-adopted materials need to be used on a consistent, daily basis.

- Class size needs to be lowered for more effective instruction.
- Additional time needs to be scheduled for reading/language arts core and intervention.
- AB 75 training needs to be scheduled for the assistant principal at McFarland Middle School.
- AB 472 training needs to be scheduled for reading/language arts teachers, math teachers and intervention teachers who have not been trained.
- Teachers without proper authorization to teach ELD should be provided opportunities to gain certification.
- Professional development in the area of ELD standards-based instruction, differentiation, SDAIE methodologies, PLC's, Data Teams and student engagement need to be on-going.
- Pacing calendars and curriculum-embedded assessments need to be developed for ELD content standards so teachers know when each content objective is expected to be taught and in what sequence to ensure that English learners develop English language proficiency as rapidly and effectively as possible. Assessments need to be given every 6-8 weeks to monitor and inform instruction.
- A math coach should be hired for McFarland Middle School.

English Learner Subgroup Self Assessment (ELSSA) Findings/Barriers

- ELD instruction is not being implemented with fidelity. Some teachers are not using the EL modifications on a consistent basis. Some teachers are not using the ELD curriculum on a consistent basis as well.
- Pacing calendars for ELD standards need to be developed so that teachers know when each content objective is expected to be taught and in what sequence to ensure that English learners develop English language proficiency as rapidly and effectively as possible.
- Curriculum-embedded assessments for ELD content standards that correlate with ELD pacing schedule need to be developed and administered every 6-8 weeks to provide teachers the data necessary to make decisions that will improve instruction.
- Staff development in the area of ELD standards-based instruction, SDAIE methodologies, differentiation of instruction, and engagement need to be conducted for all staff.
- An ELD coach needs to be hired to provide instructional assistance and support to teachers in the delivery of comprehensive, specialized instruction for English learners.

The California Healthy Kids School Climate Survey 2007/08 – Staff Survey

The California Healthy Kids School Climate Survey was given to the McFarland Middle School Staff. All teachers and administrators completed the survey. The results were tallied by administration and disseminated at a subsequent staff meeting where a discussion of the results were held. Suggestions for improving areas of concern were also taken and presented to the School Site Council during its regularly scheduled, monthly meeting. The results of the survey showed the following areas of concern and possible barriers for student academic achievement:

Barriers to Student Academic Achievement

- 50% of the staff felt that the school provided adequate health services for students.
- 50% of the staff felt that the school did not encourage opportunities for students to decide things like class activities or rules.
- 40% of the staff felt that teachers did not believe every student could be a success.
- 74% of the staff felt that the students were not fit or healthy.
- 63% of the staff felt that students did not arrive at school alert and rested.
- 73% of the staff felt that students were not motivated to learn.
- 93% of the staff felt that students were not involved in extra curricular or enrichment opportunities.
- 52% of the staff felt that students were harassed or bullied moderately to severely.
- 63% of the staff felt that students were disruptive.
- 60% of the staff felt that gang related activities were a moderate to severe problem.

Parent Survey

Parents were asked to complete a parent survey that was mailed home. Parents were asked to return the survey to the office or send it with their child. Only 32 surveys were returned. These were tallied by the office staff and the results were shared at a staff meeting and School Site Council meeting. The results of the survey showed the following areas of concern and possible barriers for student academic achievement:

Barriers to Student Academic Achievement

The results of the parent survey were positive for the most part. What they did reveal was that few of our

Parents have access to the internet and therefore do not have access to our online grade, attendance and Homework information. It also revealed that parents do not know about the standards expected at each grade Level in content areas. It revealed that parents feel newsletters were the most effective form of communication

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	658	638	650	6	7	7	4	2	2	0	0	0
Growth API	676	724	740									
Base API	673	676	726									
Target	6	6	5									
Growth	3	48	14									
Met Target	No	Yes	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	646	626	636	410	404	366	647	638	646	61	55	59
Growth API	675	724	739	617	671	667	679	724	740	411	486	494
Base API	671	675	726	596	617	674	673	679	726	415	411	493
Target	6	6	5	10	9	6	6	6	5			
Growth	4	49	13	21	54	-7	6	45	14			
Met Target	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes			

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	--	--	100
Number At or Above Proficient	203	247	263	--	--		--	--		--	--	
Percent At or Above Proficient	30.9	38.7	40.5	--	--	--	--	--	--	--	--	--
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	Yes	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	99
Number At or Above Proficient	199	242	258	72	108	81	202	247	262	7	13	11
Percent At or Above Proficient	30.8	38.7	40.6	17.6	26.7	22.2	31.2	38.7	40.6	11.5	23.6	19.0
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	Yes	No	No	Yes	No	No	Yes	No	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	100	100	100	100	100	100	100	--	--	100
Number At or Above Proficient	251	274	298	--	--		--	--		--	--	
Percent At or Above Proficient	38.4	42.9	45.9	--	--	--	--	--	--	--	--	--
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	Yes	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	100	99	100	100	99	100	100	97	100	99
Number At or Above Proficient	246	270	293	127	147	122	250	274	298	7	10	9
Percent At or Above Proficient	38.3	43.1	46.1	31.2	36.4	33.3	38.9	42.9	46.1	11.9	18.2	15.5
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	Yes	No	No	Yes	No	No	No	No	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	1	1	13	19	38	54	12	17	6	9	70
7	5	7	25	36	25	36	7	10	8	11	70
8	5	6	26	33	25	32	15	19	7	9	78
Total	11	5	64	29	88	40	34	16	21	10	218

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
	#	%	#	%	#	%	#	%	#	%	#
6	3	4	15	18	43	51	14	17	9	11	84
7	6	7	30	35	30	35	7	8	12	14	85
8	5	6	27	31	28	32	17	20	10	11	87
Total	14	5	72	28	101	39	38	15	31	12	256

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	257	225	218
Percent with Prior Year Data	100.0%	99.6%	100.0%
Number in Cohort	257	224	218
Number Met	140	97	98
Percent Met	54.5%	43.3%	45.0%
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	25	236	24	220	24	214
Number Met	--	100	--	68	--	69
Percent Met	--	42.4%	--	30.9%	--	32.2%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	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	Yes	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

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

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

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

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #1:
Goals and Strategies for Increasing Student Academic Performance Based upon our assessed needs in light of the student academic achievement data we reviewed, we have established the following goals and action steps over the next two years to improve student academic performance. School Goal #1: All student subgroups will improve their academic achievement in reading/language arts.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Monthly data team meetings with grade level/department review of student work, quarterly curriculum embedded benchmark assessments, publisher assessments and CST results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide the SBE recommended amount of instructional time for all reading/language arts core classes, intervention classes and ELD classes.	8/25/08 6/12/10	District Office, Principal SSC Leadership Team				
The most recent SBE-adopted core, intervention and ELD instructional materials will be used with fidelity on a daily basis following adopted pacing guides.	To Be Decided by the District	District Office Principal SSC Leadership Team				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administration and staff will visit Similar Schools that exhibit high success with target subgroups, in order to research ELD programs that are research based and highly effective	8/25/08-6/12/10	Principal SSC Leadership Team				
An ELD pacing schedule and curriculum-embedded assessments will be developed by the district to facilitate monitoring of academic growth of ELD students and progress towards mastery of ELD content standards.	8/25/08 - 6/12/09	District Office Personnel				
All reading/language arts teachers, intervention teachers and ELD teachers will receive AB472 training in their respective curriculum.	8/25/08 - 6/12/10	District Office Principal SSC Leadership Team				
Class size will be reduced through the QEIA grant.	8/25/08 - 6/12/10	District Office Principal SSC Leadership Team				
Provide a comprehensive professional development program that includes high quality training in direct instruction, differentiated instruction, academic language development, vocabulary building and engagement (ie: SIOP, Thinking Maps, QTEL, Marzano's vocabulary development, Step Up to Writing, Kagan, etc.) and technology.	8/25/08 - 6/12/10	District Office Principal SSC Leadership Team				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use early release days on Wednesdays for staff development and teacher collaboration. Use the daily 40 minute PLC period for teachers to disaggregate data from assessments, discuss student work, discuss how to meet the needs of students who are failing.	8/25/08 - 6/12/10	See above				
Accelerated Reader will be implemented school wide as an independent and free reading program with staff development offered in the execution of the program.	8/25/08 - 6/12/10	Principal SSC Leadership Team				
An after school program will be established that will work with students who are failing one or more classes. The program will be mandatory for those failing and optional for those students seeking extra help in class and homework.	8/25/08 - 6/12/10	District Office Principal SSC Leadership Team				
Implement parent homework support classes and evening parent education classes in reading and Language Arts. Classes to be held quarterly.	8/25/09 - 6/12/10	District Office Principal SSC Leadership Team				
The master schedule will be changed to allow for a team configuration. The schedule will also be changed to allow for common prep periods for the teams of teachers in order to allow for PLC and data team work to happen on a daily basis during a common PLC period over and above the contracted prep period.	8/25/08 - 6/12/10	District Office Principal SSC Leadership Team				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase of Standard Plus to be used in all intervention classes, Language Arts and Mathematics. Staff development will be provided in the program	1/12/09 - 6/12/09	Principal SSC Leadership Team				
All teachers will post, in their room, the Content Standard, Content objective and Language objective for the day, each day.	8/25/08 - 6/12/10	Principal SSC Leadership Team				
Promethian Boards, new computers and projectors to update existing equipment will be purchased over the next two years to encourage classroom engagement and use of technology.	8/25/08 - 6/12/10	District Office Principal SSC Leadership Team				

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:
All student subgroups will improve their academic achievement in mathematics.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Monthly data team meetings with grade level/department review of student work, quarterly curriculum embedded benchmark assessments, publisher assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide the SBE recommended amount of instructional time for all mathematic core and intervention classes	8/25/08 - 6/12/10	District Office Principal SSC Leadership Team				
Reduce class size through QEIA grant.	8/25/08 - 6/12/10	District Office Principal SSC Leadership Team				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The most recent SBE-adopted mathematics core instructional materials will be used with fidelity on a daily basis following adopted pacing guides.	8/25/08 - 6/12/10	District Office				
All mathematics teachers will receive AB472 training in their curriculum.	1/12/09 - 6/12/10	District Office Principal SSC Leadership Team				
A math coach will be hired for McFarland Middle School to assist teachers with math instruction.	1/12/09 - 6/12/09	District Office Principal SSC Leadership Team				
Provide a comprehensive professional development program that includes high quality training in direct instruction, differentiated instruction, content and technology with an emphasis on math concepts.	8/25/08 - 6/12/10	District Office Principal SSC Leadership Team				
Use early release Wednesdays for staff development and teacher collaboration.	See above	See above				
Provide after-school tutoring for students who are failing math. Provide homework after-school help for those seeking help on homework.	8/25/08 - 6/12/10	District Office Principal SSC Leadership Team				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a master schedule which places teachers in teams with common prep periods so that they may collaborate and use data teams to monitor progress of students. Also provide in the schedule a PLC period over and above the contracted prep so that professional development in content and PLC work may be conducted.	8/25/08 - 6/12/10	District Office Principal SSC Leadership Team				
Standards Plus will be purchased and used in intervention math classes	1/12/09 - 6/12/09	District Office Principal SSC Leadership Team				
All teachers will post, in their room, the Content Standard, Content objective and Language objective for the day, each day.	8/25/08 - 6/12/10	Principal SSC Leadership Team				
Promethian Boards, new computers and projectors to update existing equipment will be purchased over the next two years to encourage classroom engagement. and use of technology.	8/25/08 - 6/12/10	District Office Principal SSC Leadership Team				

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:
All English Learners will demonstrate improvement in English language development and percent proficient on AYP.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Monthly data team meetings with grade level/department review of student work, quarterly curriculum embedded benchmark assessments, publisher assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide the SBE recommended amount of instructional time for ELD classes and intervention classes in math and Language Arts for those EL students not meeting CST proficiency.	8/25/08 - 6/12/10	District Office Principal SSc Leadership Team				
Provide the most recent SBE-adopted ELD instructional material and insure that it is used with fidelity on a daily basis following the adopted pacing guide.	To be decided by district	District				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD Teachers will receive AB472 training in thier respective curriculum.	1/12/09 - 6/12/10	District Principal SSC Leadership Team				
Purchase of a new intervention program for ELD instruction and intervention for English Learners.	To be decided by District	District				
Provide a comprehensive professional development program that includes high quality training in direct instruction, diferentiated instruction, academic language development, vocabulary building and engagement (ie: SIOP, Thinking Maps, QTEL, Marzano's vocabulary development, Step Up to Writing, Kagan, etc.) and technology.	8/25/08 - 6/12/10	District Principal SSC Leadership Team				
Administration and staff will visit Similar Schools that exhibit high success with target subgroups, in order to research best ELD programs that are research-based and highly effective.	1/12/09 - 6/12/09	District Principal SSC Leadership Team				
Reduce class size in LA and ELD classrooms.	8/25/08 - 6/12/10	District Principal SSC Leadership Team				
Use Early Release Wednesdays for Professional development and data team collaboration among staff.	See 5 above	See 5 above				
All ELA/ELD teachers will post Content Standards, Instructional Objectives and Language Objectives for every lesson daily.	8/25/08 - 6/12/10	Principal SSC Leadership Team				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promethian Interactive White Boards and new computers to update existing computers will be purchased for classrooms with EL students to allow for student engagement via technology.	8/25/08 - 6/12/10	District Principal SSC Leadership Team				

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:
Provide students with a safe and positive school environment.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Referrals and reasons for referrals will be documented and tracked. A student survey will go out at the end of the year to compare to the beginning survey to see if student attitudes and experiences at school have improved. The counselor will keep a record of contacts that concern bullying and aggression at school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Character education will be provided during the advisement period each day. Programs will be investigated and purchased each year.	8/25/08 - 6/12/10	Principal Counselor Leadership Team				
Incoming 6th graders will be provided with an orientation using the WEB program. The orientation will occur the week before school starts and will allow students to get schedules, books, etc. early and get to know 8th grade buddies and the school.	8/20/08 - 6/12/10	Principal Web Leader Counselor Principal Leadership Team				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be provided positive incentives throughout the year for reaching reading goals, meeting attendance requirements, exhibiting positive behavior and good citizenship, etc.	8/25/08 - 6/12/09	Principal Student Body Counselor VP Principal Leadership Team				

Planned Improvements in Student Performance

School Goal #5

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

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

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Roberta Burgh	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lynn Hendricks	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lynn Runyan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kent McKee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wardena Pullam	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Ozuna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carmen Rico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Victoria Gonzales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ivan Sandoval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Carmen Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Roman Ozuna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category:	1	3	1	3	3

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

Recommendations and Assurances

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

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 1/15/09.

Attested:

Louie Gomez _____ Typed Name of School Principal	_____ Signature of School Principal	_____ Date
_____ Typed Name of SSC Chairperson	_____ Signature of SSC Chairperson	_____ Date