

District Name: McFarland Unified School CD Code: 15-73908

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

The No Child Left Behind (NCLB) Act of 2001 Section 1116(c)(7)(A) requires that LEAs identified for PI shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes. Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov.

Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

Although the district has a solid LEA Plan there is a lack of urgency and monitoring of recommendations. The district has provided necessary professional development although classroom observations reveal poor implementation of strategies, a need to focus on academic language instruction, and to fully implement adopted ELD curriculum in grades K - 12.

A number of the reforms and actions noted in this addendum have already been implemented. However, the fundamental system for program, teaching and learning needs of the district remain unchanged, such as the specific academic problems of low-achieving students.

It is evident from an analytical review of the district that the LEA Plan has failed to bring about increased students achievement for the following reasons:

- Although the LEA Plan was distributed throughout the District, it is apparent that it was not reviewed in-depth and/or embraced at the school sites.
- With limited review and discussion about the LEA Plan, there is an obvious lack of consistent implementation across the District.
- Inconsistent implementation across the District was very visible in the lack of specific timelines, little accountability for staff/administrators, and a general lack of intensive and cohesive plan for interventions.
- A universal sense of urgency regarding school/district accountability, as measured by the California STAR, CELDT, and CAHSEE assessments, is not present.

The District will specifically identify the fundamental teaching and learning needs of students to ensure the greatest opportunity for student achievement to the levels required by the NCLB statute.

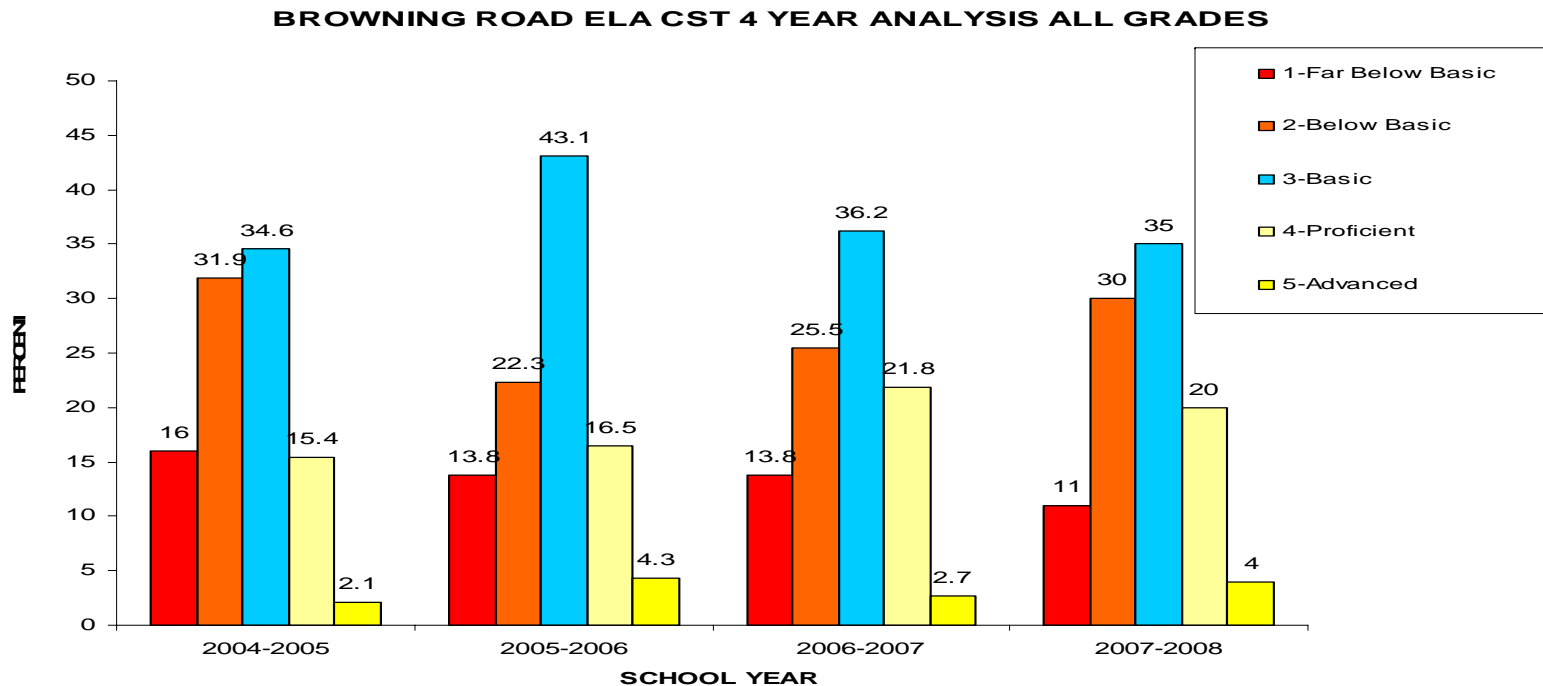
- The fundamental learning needs of the MUSD students, including special education students, are: reading, mathematics, and the acquisition of English for EL learners.
- The specific teaching needs are: teacher-directed professional development in the areas of English Language Development for EL students, direct explicit reading instruction in the content areas, and mathematics based on the State Curriculum Frameworks and the State Standards.
- The district's Special Education Program, its practices, and program support from mainstream teachers must be reviewed frequently to sustain quality, consistency, and continuous improvement. Leadership of the Special Education Program must be reviewed frequently to ensure that the program is taking advantage of the practices, policies, allowances, waivers, resources, and program supports allowed by State and Federal law, especially in the area of student accountability, as measured by the California STAR assessments.

Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

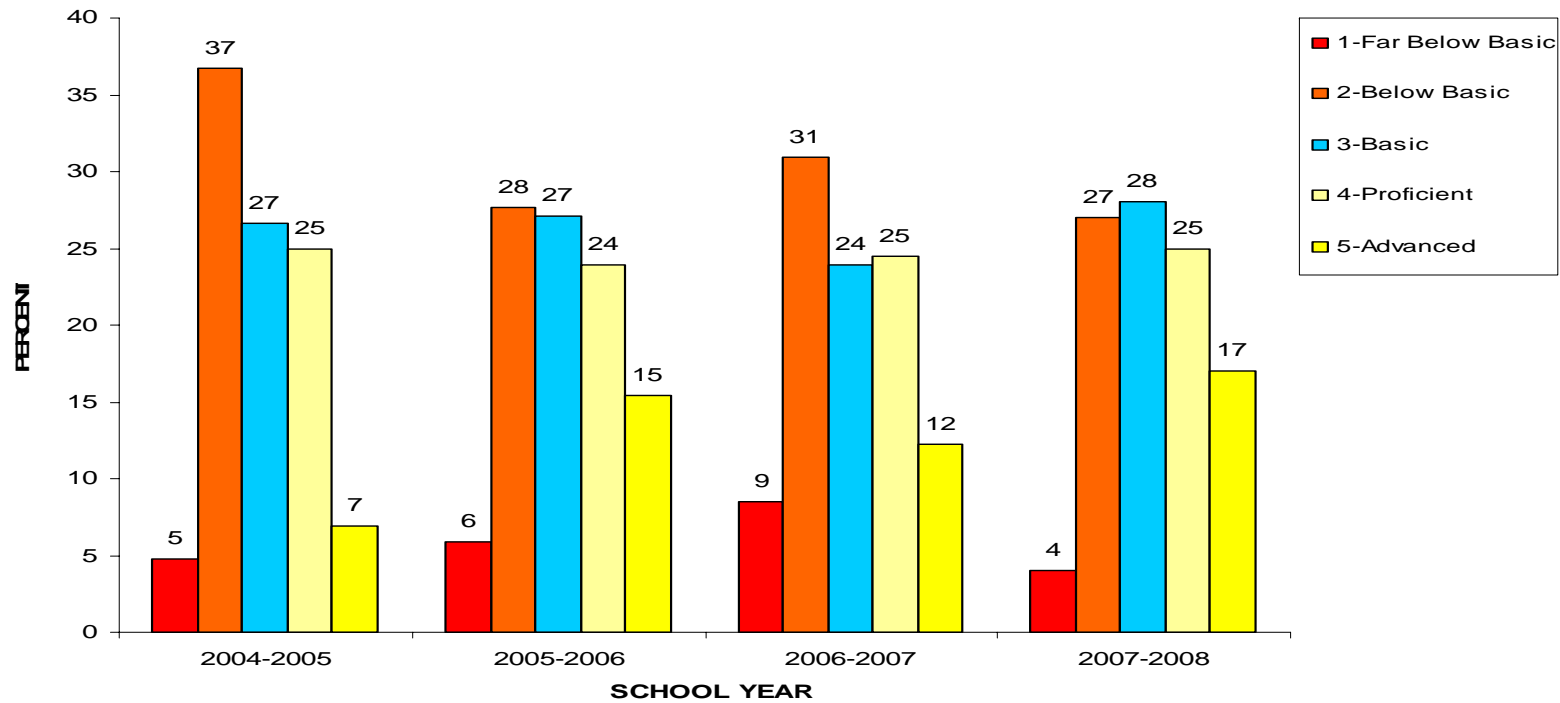
Please describe those goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (See DAS, Standards-based Curriculum, Instruction & Assessment, p.3-5)

The district will seek to reduce the percentage of students (LEA and subgroup) who score below proficient in the STAR/CAPA assessment in English/Language Arts and Mathematics by a percentage greater than 10 percent of that percentage from the preceding school year. This goal setting method will continue until it is determined that the non-safe harbor method (percentage of students at or above proficient) provides the more reasonable/reachable targets. Projection calculations estimate that if the LEA's AYP targets are met, this will result in the district meeting its API/NCLB targets.

The following charts represent a 4 year analysis of CST Results in E/LA and Mathematics for all school sites.



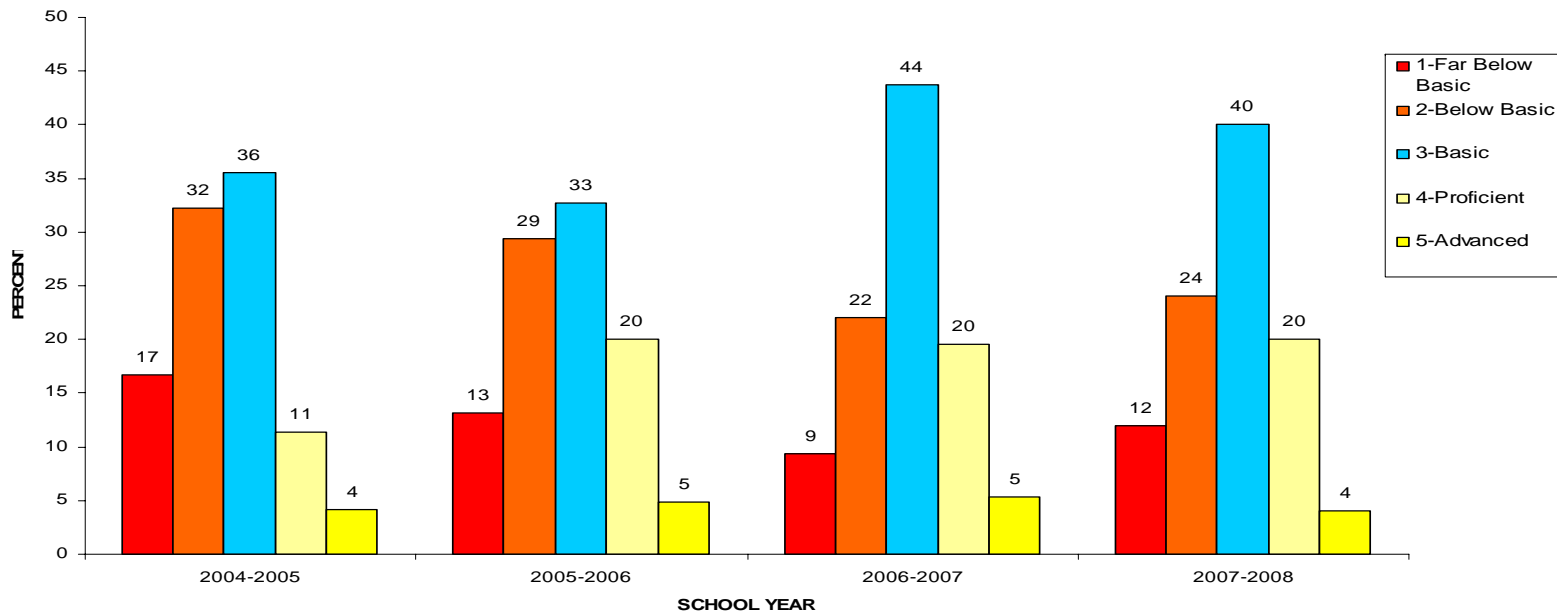
BROWNING ROAD MATH CST 4 YEAR ANALYSIS ALL GRADES



Browning Road Data Analysis

- The percentage of students who scored proficient or advanced in E/LA in 2004-2005 was 17.5, in 2005-2006 it was 20.8, in 2006-2007 it was 24.5, and in 2007-2008 it was 24.
- There was a steady increase of students scoring at proficient or advanced in E/LA during the four year analysis. The percentage of students who scored proficient or advanced in E/LA increased 6.5 percentage points during the four year period.
- The percentage of students who scored proficient or advanced in Math in 2004-2005 was 32, in 2005-2006 it was 39, in 2006-2007 it was 37, and in 2007-2008 it was 42.
- The percentage of students who scored proficient or advanced in Math increased 10 percentage points during this four year period.

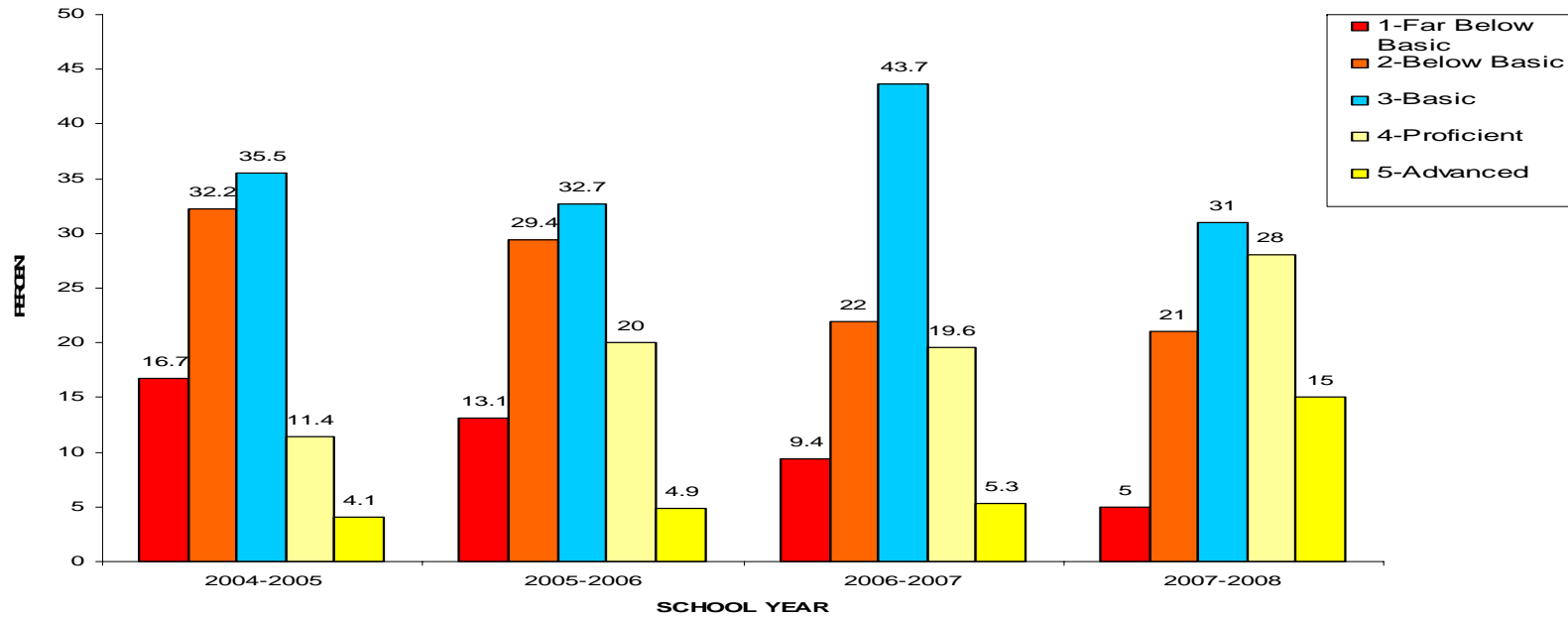
KERN AVENUE ELA CST 4 YEAR ANALYSIS ALL GRADES



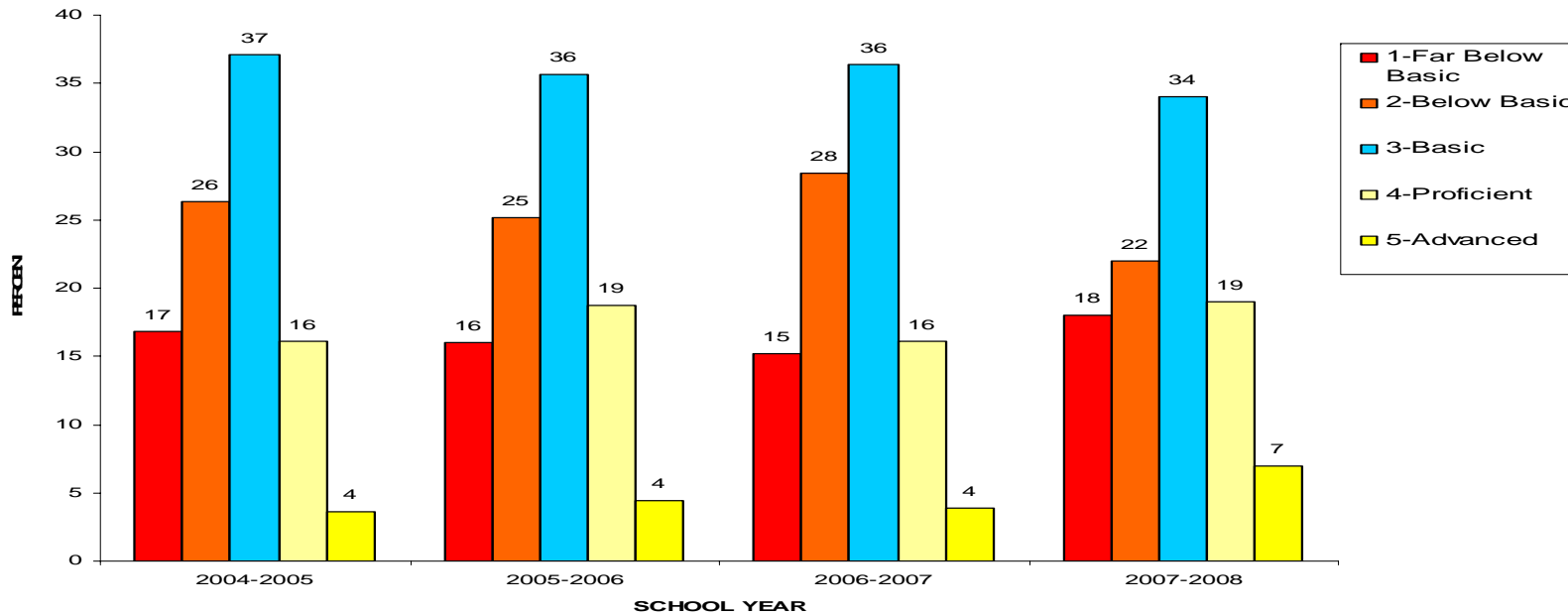
Kern Avenue Data Analysis

- The percentage of students who scored proficient or advanced in E/LA in 2004-2005 was 15, in 2005-2006 it was 25, in 2006-2007 it was 25, and in 2007-2008 it was 24.
- There was an increase of 10 percentage points of students who scored proficient or advanced in E/LA after the 2004-2005 school year, and that growth remained steady during the next three years. The percentage of students who scored proficient or advanced in E/LA increased 9 percentage points during the four year period.
- The percentage of students who scored proficient or advanced in Math in 2004-2005 was 15.5, in 2005-2006 it was 24.9, in 2006-2007 it was 24.9, and in 2007-2008 it was 43.
- The percentage of students who scored proficient or advanced in Math increased 27.5 percentage points during this four year period.

KERN AVENUE MATH CST 4 YEAR ANALYSIS ALL GRADES



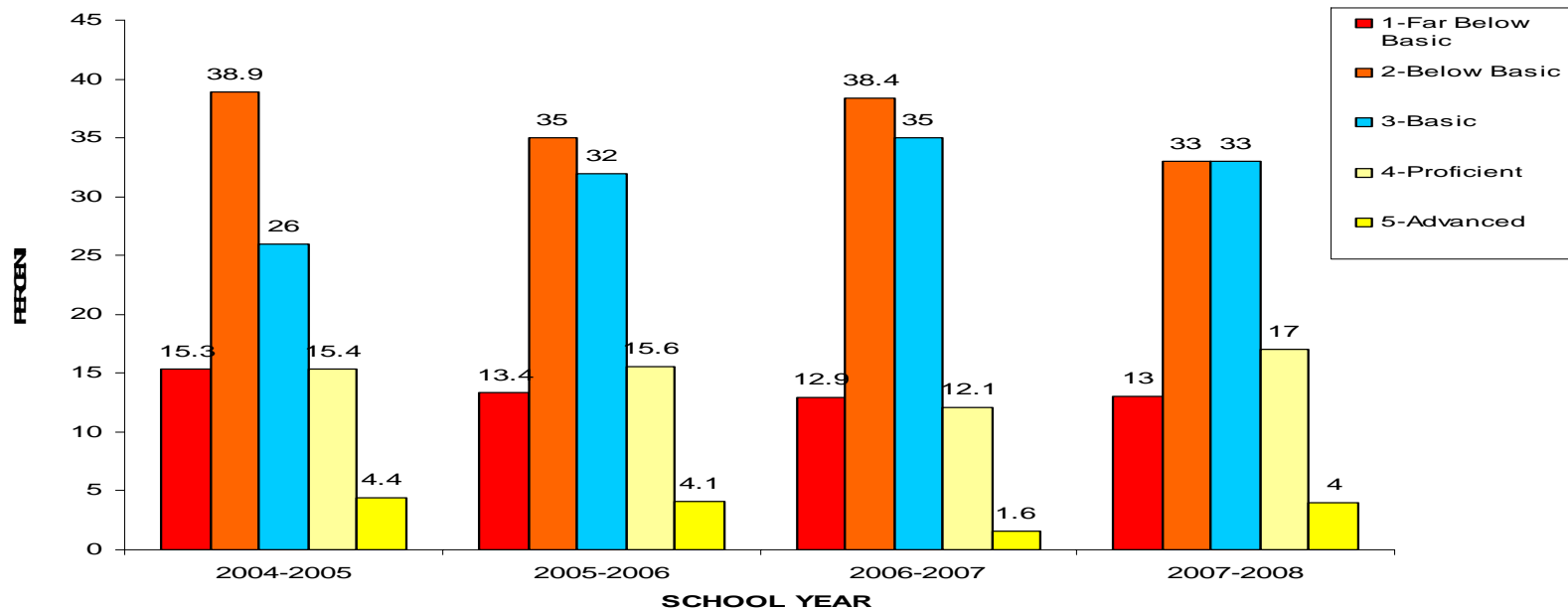
MIDDLE SCHOOL ALL GRADES ELA CST 4 YEAR ANALYSIS



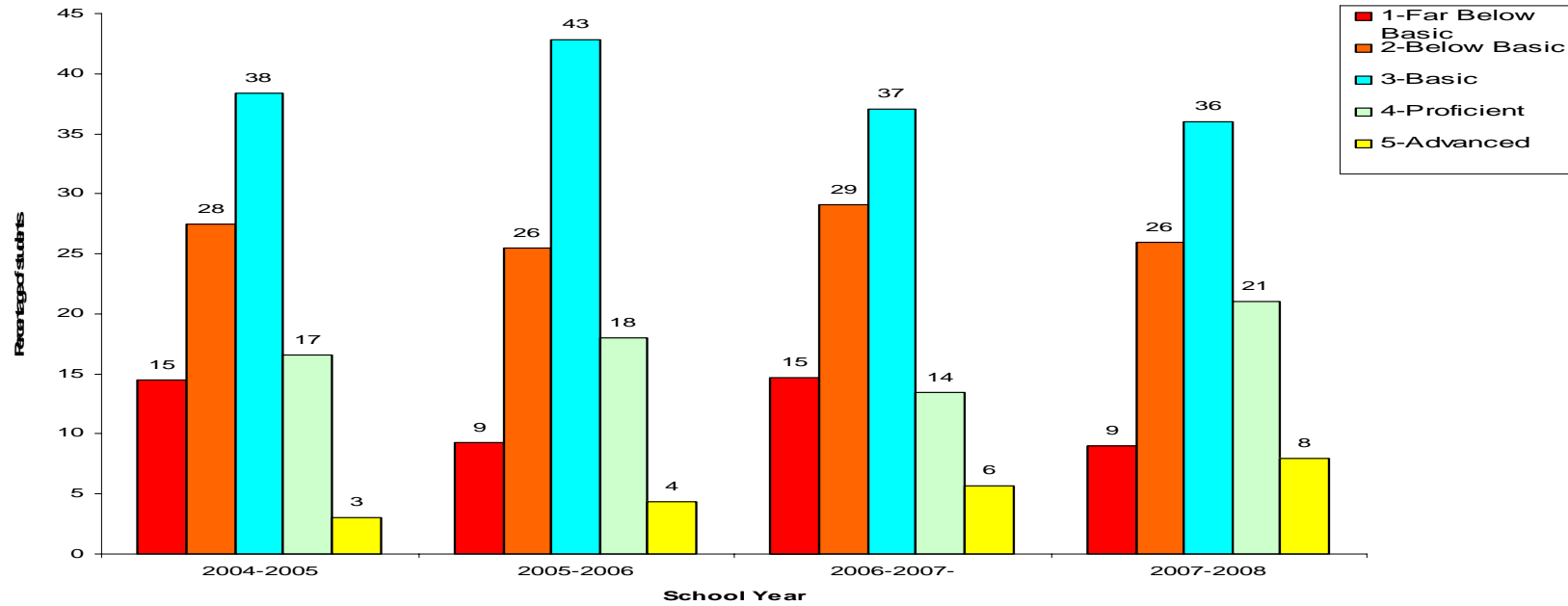
Middle School Data Analysis

- The percentage of students who scored proficient or advanced in E/LA in 2004-2005 was 20, in 2005-2006 it was 23, in 2006-2007 it was 20, and in 2007-2008 it was 26.
- The percentage of students who scored proficient or advanced in E/LA increased 6 percentage points during the four year period.
- The percentage of students who scored proficient or advanced in Math in 2004-2005 was 19.8, in 2005-2006 it was 19.7, in 2006-2007 it was 13.7, and in 2007-2008 it was 21.
- The percentage of students who scored proficient or advanced in Math increased 1.2 percentage points during the four year period.

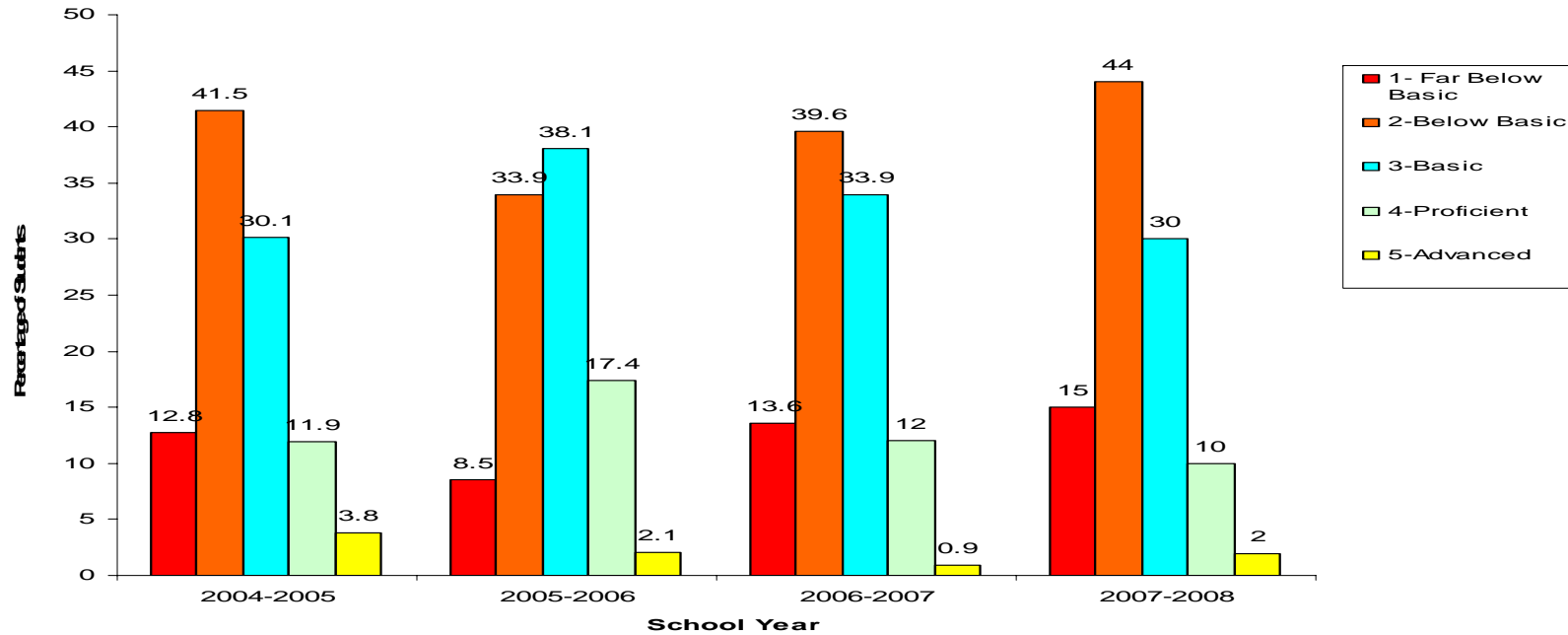
MS ALL GRADES MATH CST 4 YEAR ANALYSIS



ELA CST 4 YEAR COMPARISON ALL GRADE LEVELS

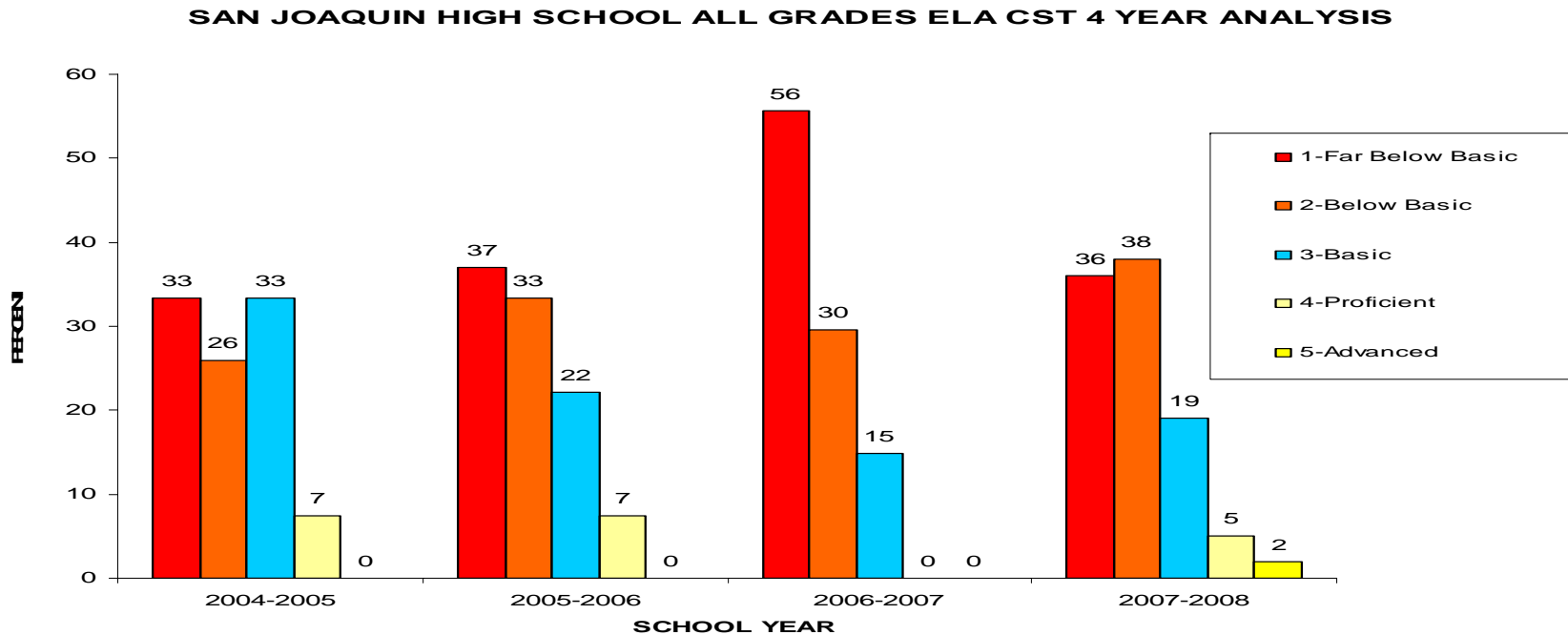


HS CST SCORES MATH LAST 4 YEARS ALL GRADES

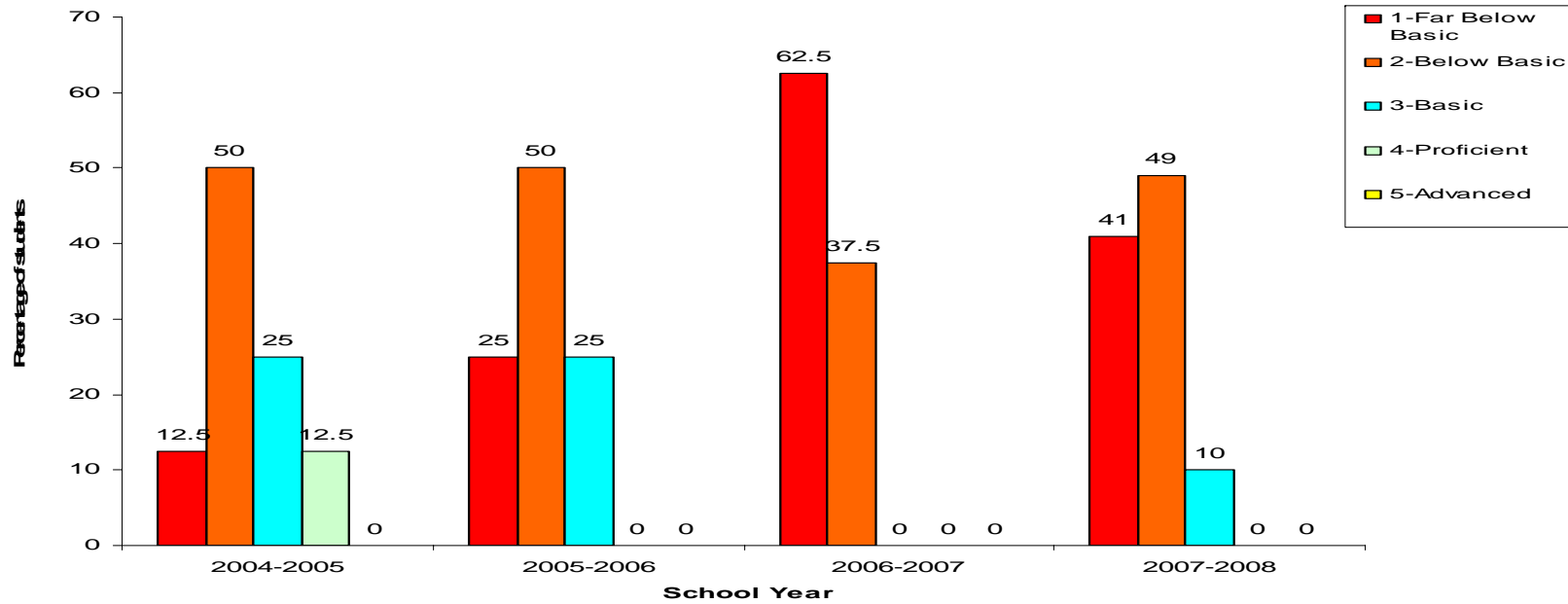


High School Data Analysis

- The percentage of students who scored proficient or advanced in E/LA in 2004-2005 was 20, in 2005-2006 it was 22, in 2006-2007 it was 20, and in 2007-2008 it was 29.
- The percentage of students who scored proficient or advanced in E/LA increased 9 percentage points during the four year period.
- The percentage of students who scored proficient or advanced in Math in 2004-2005 was 15.7, in 2005-2006 it was 19.5, in 2006-2007 it was 12.9, and in 2007-2008 it was 12.
- The percentage of students who scored proficient or advanced in Math decreased 3.7 percentage points during the four year period.



SJHS MATH CST 4 YEAR COMPARISON ALL GRADE LEVELS



San Joaquin High School Data Analysis

- The percentage of students who scored proficient or advanced in E/LA in 2004-2005 was 7, in 2005-2006 it was 7, in 2006-2007 it was 0, and in 2007-2008 it was 7.
- The percentage of students who scored proficient or advanced in Math in 2004-2005 was 12.5, in 2005-2006 it was 0, in 2006-2007 it was 0, and in 2007-2008 it was 0.

The following two charts summarize the District API and AYP data for the 2007-2008 school year.

District API Summary

	API				Met Growth Target		
	2008 Growth	2007 Base	2007-08 Growth Target	2007-08 Growth	School-wide	All Subgroups	Both Schoolwide and Subgroups
<u>MCFARLAND UNIFIED</u>	651	636	D	15			
Elementary Schools							
<u>Browning Road Elementary</u>	696	695	5	1	No	No	No
<u>Kern Avenue Elementary</u>	698	694	5	4	No	No	No
Middle Schools							
<u>McFarland Middle</u>	629	611	9	18	Yes	Yes	Yes
High Schools							
<u>McFarland High</u>	636	613	9	23	Yes	No	No
ASAM Schools							
<u>McFarland Independent</u>							
<u>San Joaquin High (Continuation)</u>	466*	421*	D	45			N/A

District AYP Summary

	Met 2008 Criteria for:					PI Status
	All Components	English-Language Arts	Mathematics	API	Graduation Rate	PI Status
<u>MCFARLAND UNIFIED</u>	No	No	No	Yes	No	Year 3
Elementary Schools						
<u>Browning Road Elementary</u>	No	No	Yes	Yes	N/A	Year 5
<u>Kern Avenue Elementary</u>	No	No	No	Yes	N/A	Year 4
Middle Schools						
<u>McFarland Middle</u>	No	No	No	Yes	N/A	Year 5
High Schools						
<u>McFarland High</u>	No	No	Yes	Yes	Yes	Not in PI
ASAM Schools						
<u>McFarland Independent</u>	No	Yes	Yes	Yes	No	Not T1
<u>San Joaquin High (Continuation)</u>	No	Yes	No	Yes	Yes	Not T1

Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
<p>Interventions</p> <p>1. MUSD will provide and monitor the implementation of standards-based, state-adopted curriculum for all students requiring reading intervention, including special education and English learner students at strategic and intensive levels. The district will provide SBE adopted intervention textbooks, teacher editions and teacher resources to all teachers of students with disabilities (SWD). <u>Timeline:</u> By September 15, 2008, students who need intervention will take a reading intervention placement test to assist teachers in the placement of these students. Multiple measures will be used to determine what students need reading intervention, for example CST results and reading assessments. By January 31, 2009 all intervention students will be assessed to determine if they need additional intervention services.</p> <p>2. MUSD will provide and monitor daily full implementation of K-12 mathematics interventions to all students, including special education and English learner students, who are scoring at the strategic and intensive levels. <u>Timeline:</u> By October 20, 2008, students who need intervention will take a math intervention placement test to assist teachers in the placement of these students. Multiple measures will be used to determine what students needed math intervention, for example CST results and math benchmarks. By the end of each quarter, all intervention students will be assessed to determine if they will require additional intervention services.</p> <p>3. The ancillary material for English Learners in mathematics is the SDAIE Support for English Language Learners that comes with the math state adopted curriculum. The district has provided teachers with training and support, which is provided by the District Math Coach. The ancillary materials for English Learners in English Language</p>	<p>1. Assistant Superintendent, Admin. Services</p> <p>Director of Categorical Program & Testing</p> <p>Special Projects Coordinator</p> <p>2. Assistant Superintendent, Admin. Services</p> <p>Director of Categorical Program & Testing</p> <p>District Math Coach</p> <p>3. Assistant Superintendent, Admin. Services</p> <p>Director of Categorical Programs</p>	<p>1. Language ! Lexia</p> <p>2.4th-7th Glencoe CA Math Triumphs 8th – UCLA Algebra Readiness 9th-10th Glencoe Algebra Readiness</p>	<p>1.\$54,200</p> <p>2. \$98, 000</p>	<p>1. Title II, Part D; and Title III</p> <p>2. Title 1</p>

<p>Arts in K-5 is the Open Court English Learner Support Guide (ELSG) and in grades 6-12 Holt has a book called Lesson Plans for Language Development and an Interactive Reader component that is used for support. The district has provided teachers with training and on-going support, e.g. Reading First, Achieve, and SB 472 ELPD. The ancillary materials for students with disabilities in elementary are Open Court Reading for Preschool, Modified core curriculum at grade level; discussion/work at ability level, Modified core math, Touch math, Supplemental core reading—at ability level, Family word programs, vowel bingo, cause and effect games, the pacing guide, OCR, Scholastic Sight Word Readers, Leap Frog Pads, LeapDesk, Think & Go Phonics, Step-up-to Writing, Handwriting Without Tears, Open Court at ability level, Language! ,Excel Math, Hands on manipulatives, Universal Access; the materials in middle school are Language!, Math Triumphs, and in high school they modify the core.</p>	<p>Special Project Coordinator</p> <p>Principals</p> <p>Site Coaches</p>			
<p><u>Timeline:</u> To ensure that these materials are taught with fidelity and consistency school site administrators will be visiting classrooms on a daily basis to monitor and make classroom observations. District staff will make bi-monthly visits to the sites to provide support and to monitor implementation of the programs. The exit policy for English Language Development support is the reclassification process that is outlined in the board adopted Master Plan.</p>				
<p>4. We will create a plan with specific policies and procedures for interventions across the district, including placement and exit criteria for students in need of strategic and intensive intervention.</p> <p><u>Timeline:</u> By April 2009, Review the currently designed plan with site principals and district administration. By May 2009, site principals will take the plan to site leadership teams for discussion. By June 2009, plan will be taken to board for approval. This plan will be approved and implemented for the 2009-2010 school year. By January 2010, plan will be reviewed to determine if modifications need to be made to the plan.</p>	<p>4. Assistant Superintendent, Admin. Services</p> <p>Director of Categorical Programs</p> <p>Special Project Coordinator</p> <p>Principals</p> <p>Site Coaches</p>			

<p>5. MUSD will support reading and language arts and math instruction interventions by providing and training district coaches. District coaches will provide support and training for appropriate staff members.</p> <p><u>Timeline:</u> Site coaches will meet with teachers on a daily basis and bi-monthly in their high priority meetings. By June 2009, all site coaches will ensure all their staff has received vocabulary training. Also, all reading coaches will attend four reading first modules to ensure they have the most recent training offered by reading first.</p> <p>6. MUSD will provide a data system, Edusoft, to measure and monitor all student progress in the core instructional and intervention programs for K-12 every 6 to 8 weeks with curriculum-embedded assessments.</p> <p><u>Timeline:</u> By June 2009, the district technology department will ensure all school sites have received on-going support on the data system, Edusoft. By October 2008, all school sites will have a computer resource teacher who will assist them on a daily basis with the data system.</p> <p>7. MUSD will hold quarterly collaboration meetings for Principals and Academic Coaches to review data and make ongoing decisions to guide reading and language arts and math interventions.</p> <p><u>Timeline:</u> At the end of each quarter, after benchmarks have been administered, school sites will meet to discuss this data. Once teachers have analyzed the data, they will modify their instruction to meet the needs of their students.</p> <p>Core Implementation</p> <p>8. MUSD will provide and monitor daily, the full implementation of the reading and language arts program, including instructional time requirements and additional time for reading intervention at K-12 for all students, including students with disabilities (SWD) and English Learners (EL), through monitoring class schedules, lesson plans, and classroom observations.</p> <p><u>Timeline:</u> School site administrators will be visiting</p>	<p>5. Assistant Superintendent, Admin Services Director of Categorical Program & Testing District Math Coach Special Project Coordinator</p> <p>6. Assistant Superintendent, Admin. Services Director of Categorical Program & Testing District Math Coach Special Project Coordinator</p> <p>7. Assistant Superintendent, Admin Services Director of Categorical Program & Testing District Math Coach Special Project Coordinator Director of Information Systems Principals Site Coaches</p> <p>8. Assistant Superintendent, Admin. Services Director of Categorical Programs</p>	<p>5.QES Leadership Training</p>	<p>5. \$1,037,469</p> <p>6.\$20,000</p> <p>7.\$123,000</p>	<p>5. High Priority, Title I, Reading First, EIA</p> <p>6. TIIG</p> <p>7.Title I</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------	----------------------------------------------------------------	--------------------------------------------------------------------------------------

<p>classrooms on a daily basis to monitor schedules, lesson plans, and make classroom observations. District staff will make bi-monthly visits to the sites to provide support and to monitor implementation of the programs.</p> <p>9. MUSD will provide and monitor daily, the full implementation of the mathematics program, including instructional time requirements and additional time for mathematics intervention at K-12 for all students, including EL and SWD, through monitoring class schedules, lesson plans, and classroom observations.</p> <p><u>Timeline:</u> School site administrators will be visiting classrooms on a daily basis to monitor schedules, lesson plans, and make classroom observations. District staff will make bi-monthly visits to the sites to provide support and to monitor implementation of the programs.</p>	<p>Special Project Coordinator</p> <p>Principals</p> <p>Site Coaches</p> <p>9. Assistant Superintendent, Admin. Services</p> <p>Director of Categorical Programs</p> <p>District Math Coach</p> <p>Principals</p> <p>Site Coaches</p>			
<p>English Language Development (ELD)</p> <p>10. MUSD will ensure that at least 45 minutes daily of English Language Development is provided to EL's in grades 1-12 and at least 30 minutes daily for Kindergarten, using ELD materials approved by CDE.</p> <p><u>Timeline:</u> All school site administrators will submit master schedules prior to the beginning of each school year, which will reflect the ELD schedule. The district will review the schedules to ensure all school sites are compliant.</p>	<p>10. Assistant Superintendent, Admin. Services</p> <p>Director of Categorical Programs</p> <p>Special Project Coordinator</p> <p>Principals</p> <p>Site Coaches</p> <p>11. Assistant Superintendent, Admin. Services</p> <p>Director of Categorical Programs</p> <p>Special Project Coordinator</p> <p>Principals</p>	<p>10.K-5 Hampton Brown Avenues 6-12 Visions</p>	<p>10.\$22,000</p>	<p>10.Title I, Title II Part A, Title III, EIA, High Priority,</p>
<p>Collaboration</p> <p>11. MUSD will provide and monitor weekly meeting time for teacher collaboration in grades K-8, and bi-monthly collaboration meetings for grades 9-12 for teachers (including teachers of SWD and EL) in interpreting data, modifying instruction, planning interventions, modifying instruction, differentiating instruction for SWD's and EL's according to language proficiency levels.</p> <p><u>Timeline:</u> All school site administrators will submit meeting agendas, prior to each teacher collaboration meeting, to the Assistant Superintendent. In August of 2008, district and site administrators will meet to</p>	<p>Special Project Coordinator</p> <p>Principals</p>			

<p>discuss and plan the teacher collaboration meetings for that school year. For the 2008-2009 school year, K-8 grade schools are on an early release schedule once a week to have teacher collaboration meetings. 9-12 grade schools are on an early release schedule twice a month to have teacher collaboration meetings.</p> <p>12. MUSD will provide and monitor the use of pacing guides to support use of curriculum-embedded assessments every 6-8 weeks in reading and language arts and Mathematics.</p> <p><u>Timeline:</u> The district will create a math pacing guide for the new math intervention adoption by January 2009, and it will be monitored for the next two years for adjustments.</p> <p>Data</p> <p>13. MUSD will implement and monitor K-12 math and language arts assessments (Intel Assess) to ensure all school sites are provided with standards-based assessments.</p> <p><u>Timeline:</u> By the end of each quarter, the district will provide each school site copies of their benchmark assessments to administer to their students. These benchmarks are aligned to the California state standards. At the end of each quarter, each site will review and analyze this data with their staff.</p>	<p>Site Coaches</p> <p>12. Assistant Superintendent, Admin. Services</p> <p>Director of Categorical Programs</p> <p>Special Project Coordinator</p> <p>Principals</p> <p>Site Coaches</p> <p>13. Assistant Superintendent, Admin. Services</p> <p>Director of Categorical Programs</p> <p>Special Project Coordinator</p> <p>District Math Coach</p> <p>Principals</p> <p>Site Coaches</p>	<p>13.Intel Assess</p>	<p>13.\$74,000</p>	<p>13.Title I</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------	--------------------	-------------------

Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Mathematics Curriculum Implementation

GOAL 1: MUSD will implement a new mathematics curriculum based on State standards and ensure that school sites meet their AYP targets for all subgroups, as measured by California Standards Tests and California High School Exit Exam.

Timeline for instituting and fully implementing the Mathematics curriculum during the 2009-10 School Year

The resolution to be adopted in the fall of 2009 will include the state approved K-8 Mathematics curriculum to be approved by the Governing Board of the McFarland Unified School District in the spring of 2009.

November 2008

The MUSD will form a Curriculum Advisory Committee for K-8 and 9-12 Mathematics (including EL and intervention curriculum). The committee's task will be to make a recommendation to the MUSD Governing Board relative to the adoption of Mathematics materials, designed to promote attainment of grade level standards by all students K-12.

January 2009

The Curriculum Advisory Committee will narrow the field to determine which publishers will be invited to make a presentation to the committee.

February 2009

The Curriculum Advisory Committee will select the top publishers and choose a standards-based instructional unit from their text to teach to students. The concept of the unit will be the same for all publishers, therefore the Curriculum Advisory Committee's site representative will teach each publisher's unit to a different set of students. The site representative may divide their own class into separate groups for this exercise or they may teach in another teacher's classroom.

March 2009

The Curriculum Advisory Committee will break into grade level teams to review/discuss each programs strengths and weaknesses. The committee will select the state-approved curriculum to be presented to the board.

April 2009

A public hearing will be held by the board, and a recommendation will be made to approve the committee's selection of the K-8 and 9-12 Mathematics programs.

June, July, August 2009

All materials will be purchased. MUSD will plan to have all Mathematics materials arrive before the end of the 2008-09 school year, to be distributed to school sites in June 2009. However, materials may continue to arrive in July and August and will be distributed to sites/teachers as received.

August 2009

Curriculum orders will be compared to current student enrollment and additional materials will be ordered and distributed as necessary. Staff development begins as subsequent implementation of the programs begin. Staff development continues throughout the school year.

- SB472 Mathematics training for teachers in grades K-6 is completed. Teachers will complete the 80 hour practicum within two years.
- All Math teachers attend four additional days of PD with curriculum publishers, which will be facilitated by district staff.

Person(s) Responsible: Assistant Superintendent, Director of Categorical Programs, District Math Coach

Total Cost for SB 472 training: Approximately \$2500.00 per teacher – Approximately \$312,500 for District

Total Cost of Additional Professional Development: Approximately \$2000.00 per teacher

September 2009

The resolution regarding sufficiency or insufficiency of instructional materials to be adopted in the fall of 2009 will include the state approved Math curriculum, to be approved by the Governing Board of MUSD in April, 2009.

Staff development continues throughout the school year.

- SB472 Mathematics training for secondary teachers will be held. Teachers will complete the 80 hour practicum within two years.

Person(s) Responsible: Assistant Superintendent, Director of Categorical Programs, District Math Coach, Principals

Total Cost of Additional Professional Development: Additional costs for follow up training based on site focus

Throughout the 2009-10 School Year, MUSD will continue to support full implementation of the new Mathematics curriculum with intensive and systematic Professional Development for teachers.

Funding

Total Cost: Approximately \$400,000 - Both E/LA and Math Instructional Materials will be purchased using IMFRP and Proposition 20 Funds.

Reading and Language Arts Curriculum Implementation

GOAL 2: MUSD will implement a new reading and language arts curriculum based on State standards to ensure that school sites meet their

AYP targets for all subgroups, as measured by California Standards Tests and California High School Exit Exam.

Timeline for instituting and fully implementing the E/LA curriculum during the 2010-11 School Year

The resolution to be adopted in the fall of 2010 and will include the state-approved K-8 E/LA curriculum to be approved by the Governing Board of MUSD in the spring of 2010.

November 2009

The MUSD will form a Curriculum Advisory Committee for K-8 and 9-12 E/LA (including EL and intervention curriculum). The committee's task will be to make a recommendation to the MUSD Governing Board relative to adoption of E/LA materials designed to promote attainment of grade level standards by all students K-12.

January 2010

The Curriculum Advisory Committee will narrow the field to determine which publishers will be invited to make a presentation to the committee.

February 2010

The Curriculum Advisory Committee will select the top publishers and choose a standards-based instructional unit from each text to teach to students. The concept of the unit will be the same for all publishers, so the Curriculum Advisory Committee's site representative will teach each publisher's unit to a different set of students.

The site representative may divide their own class into separate groups or may teach in another teacher's classroom.

March 2010

The Curriculum Advisory Committee will break into grade level teams to review/discuss each programs strengths and weaknesses. The committee will select the state approved curriculum to be presented to the board.

April 2010

A public hearing will be held by the board, and a recommendation will be made to approve the committee's selection of the K-8 and 9-12 E/LA programs.

June, July, August 2010

All materials will be purchased. MUSD will plan to have all E/LA materials arrive before the end of the 2009-10 school year, to be distributed to school sites in June 2010. However, materials may continue to arrive in July and August and they will be distributed to sites/teachers as they are received.

August 2010

Curriculum orders will be compared to current student enrollment and additional materials will be ordered and distributed as necessary. Staff Development begins as subsequent implementation of programs begins. Staff development continues throughout the school year.

- SB472 E/LA for teachers in grades K-6 is completed. Teachers will complete the 80 hour practicum within two years.
- All E/LA teachers will attend four additional days of PD with curriculum publishers, which will be facilitated by district staff.

Person(s) Responsible: Assistant Superintendent, Director of Categorical Programs, Special Project Coordinator

Total Cost for SB 472 training: Approximately \$2500.00 per teacher

Total Cost of Additional Professional Development: Approximately \$2000.00 per teacher

September 2010

The resolution regarding sufficiency or insufficiency of instructional materials to be adopted in the fall of 2010 and will include the state approved E/LA curriculum to be approved by the Governing Board of MUSD in April 2010. Staff development continues throughout the school year.

- SB472 E/LA for secondary teachers will be held. Teachers will complete the 80 hour practicum within two years.

Person(s) Responsible: Assistant Superintendent, Director of Categorical Programs, Special Project Coordinator

Total Cost for SB 472 training: Approximately \$2500.00 per teacher

Total Cost of Additional Professional Development: Approximately \$2000.00 per teacher

October/November 2010

SB472 ELPD for teachers in grades 7-12 will be held. Teachers will complete the 80 hour practicum within two years.

Person(s) Responsible: Assistant Superintendent, Director of Categorical Programs, Special Project Coordinator

Total Cost for SB 472 training: Approximately \$2500.00 per teacher

January/February 2011

SB472 ELPD for teachers in grades K-6 will be held. Teachers will be encouraged to use this 40 hour institute as 40 hours of the 80 hour requirement for either their E/LA or Mathematics portfolios.

Person(s) Responsible: Assistant Superintendent, Director of Categorical Programs, Special Project Coordinator

Total Cost for SB 472 training: Approximately \$2500.00 per teacher

March/April 2011

SB472 ELPD for new teachers teaching grades K-12 will be held. Teachers will complete the 80 hour practicum within two years.

Throughout the 2010-11 School Year

Person/s Responsible: Assistant Superintendent, Director of Categorical Programs, Special Project Coordinator

Total Cost for SB 472 training: Approximately \$2500.00 per teacher

Funding

Total Cost for SB 472: Approximately \$770,00 for District E/LA and ELD

Total Cost: Approximately \$400,000 - Both ELA and Math Instructional Materials will be purchased using IMFRP and Proposition 20 Funds.

Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

The District and school sites offer a variety of professional development opportunities to certificated staff. Historically this training has not been implemented consistently and coherently throughout the District, with the exception of the Reading First staff development program, which was limited to the district's Reading First program sites.

This has occurred for several reasons: each site plans professional development and collaboration time according to the perceived school site needs and beliefs; historically there have been limited or no funds for follow-up training and coaching; and trainings are strictly voluntary. The following is professional development in which all teachers will be required to participate:

1. Ensure that site collaboration time is structured and aligned with site and District goals; require site administrators to hold teachers accountable for productive use of structured collaboration time; provide training on how best to use this collaboration time, such as, analysis of student work, using data to drive instruction, etc.

Timeline: All school sites have time allotted for teacher collaboration meetings, beginning in the 2008-2009 school year. During these meetings, school site administrators are monitoring the collaboration time to ensure they are adhering to the goal and purpose of the meeting.

2. Provide training to all teachers on how to effectively Respond to Intervention.

Timeline: By December of 2008, district and site administrators who will be piloting this program will participate in RTI training. By June of 2009, Kern Avenue staff will participate in RTII training.

3. Provide training to general education teachers regarding full inclusion.

Timeline: By June of 2009, the Special Education department will train general education teachers regarding full inclusion.

4. All English/Language Arts and Mathematics teachers will participate in appropriate SB472 training provided by a state board of education approved provider (K-12).

Training Completion Rates for Current Textbook Adoptions:

105 teachers (91%) have met the AB 466/SB 472 40-hour Coursework Requirement for Language Arts. **27 teachers completed the 80 hour for English Language Arts.**

67 teachers (63%) have met the AB 466/SB 472 40-hour Coursework Requirement for Mathematics. The district will continue to offer this staff development to all their teachers. **0 teachers completed the 80 hour practicum for Mathematics.**

5. Ensure that all teachers working with English Language Learners meet California credentialing standards, including teachers of students with disabilities.

Timeline: By October 2008, all classroom teachers will be authorized to instruct EL students.

During the 2007-2008 school year, 159 out of 167 classroom teachers were authorized to instruct EL's. Currently, the district requires all new teachers to meet the requirements of instructing EL's prior to their employment.

By October 2008, all teachers assigned to instruct SWD's will have the proper special education credential authorizing those teachers to instruct these students. The district will continue to recruit and retain special education teachers who are authorized to instruct SWD's to ensure that all special education teachers continue to meet this requirements.

6. Provide AB75 training to site administrators (E/LA and Mathematics).

AB 430 Completion Rates: 5 out of 8 school site administrators have met the AB430 Administrative Training Program requirements for both English Language Arts and Mathematics. Of the remaining three administrators, 2 are currently enrolled in a program to meet the requirements. The remaining administrator completed 40 hours through the Los Angeles County Office of Education, but did not complete the remaining work during the two-year completion period. The district is working with the California Department of Education to resolve this issue.

Timeline: By June 2009, all school site administrators will participate in SB 472 English Learner Professional Development to assist them in the implementation of English learner programs.

By June 2009, all school site administrators, who are piloting RTI will be trained on the implementation of programs for SWD's, including Response to Intervention.

By June 2010, all school site administrators will be trained on the implementation of programs for SWD's, including Response to Intervention.

By January 2010, all school site administrators will participate in SB 472 Math Professional Development to assist them in the implementation of the new math adoption program.

By January 2011, all school site administrators will participate in SB 472 English Language Arts Professional Development to assist them in the implementation of the new E/LA adoption program.

English Learners

a. **Title III Status and Title I Program Improvement (PI) Status:** An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the space below. LEAs in Title III Year 4 are required to complete the online Action Plan and need not address Item 6.

b. **Title I Program Improvement Status Only:** *Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB.* (See Title III Accountability Report Information Guide available on the Title III Accountability Technical Assistance Web page at <http://www.cde.ca.gov/sp/el/t3/acct.asp>).

Please describe those goals and targets.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Please refer to the Title III Year 4 Action Plan that is attached to this plan.			\$385,208	Title I Part A, Part B, Title II Part A, Title III, EIA,

				TIIG, Title V Part A, ELAP, Pupil Retention Block Grant, High Priority
--	--	--	--	------------------------------------------------------------------------

Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how you will incorporate them.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Before, during, and after-school scaffolding and student support systems that are responsive to the needs of students will continue to be provided through a district and school collaboration.</p> <p>1.The district will provide after-school intervention and remediation programs throughout the 2008-2009 school year.</p> <p>2.The district’s Program Improvement schools are providing after school “Supplemental Services” via approved providers from September 2008 – June 2009</p> <p>3.The district will provide an extended year/summer school program from June – July 2009</p>	<p>Assistant Superintendent, Admin. Services</p> <p>Director of Categorical Program & Testing</p> <p>Special Projects Coordinator</p> <p>Principals</p>	<p>1. Lexia</p> <p>2. Supplemental Education Services Providers</p>	<p>1.\$41,800</p> <p>2. \$250,000</p> <p>3.\$200,000</p>	<p>1.ELAP, Title III</p> <p>2.Title I</p> <p>3.Title I</p>

Include strategies to promote effective parental involvement in the school.

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment.

The McFarland Unified School District works with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities through advisory, decision-making, and advocacy roles. School sites provide activities to support learning at home. Parent engagement is promoted throughout the district.

- School Site Council – Each school site council works with school site administration and staff to create a single plan for student achievement. The plan is the blueprint for the site’s operation and expenditures of categorical funds. Parents and community members have a strong voice in this process, which directly impacts the goals that each school sets for the school year. Throughout the year, the site plan is reviewed and modified to address the specific needs of the students. This continual dialogue creates an atmosphere of collaboration.
- DELAC and ELAC – Parents of EL(s) and school site/district administration meet to discuss the unique challenges in educating EL’s. This forum creates a safe environment for second language parents to not only receive information from the district, but also allows their voices to be heard. Bi-lingual staff facilitate the meetings to remove language barriers and encourage open communication. Parent recommendations are noted and addressed.

Parent involvement activities happen at both the district level and the school site level throughout the school year, which include:

- Notification of R-30
- Parent Conferences
- Back to School Night
- School Carnivals
- Open House
- Letters from Superintendent
- Letters from Principals
- Letters from Teachers
- Committees that parents serve on (i.e. School Site Council, ELAC)
- Williams/Valenzuela notifications
- School Accountability Report Cards
- Williams Notifications
- Parent Handbooks
- Newsletters

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: McFarland Unified School District

County District Code: 15-73908

Date of Local Governing Board Approval: September 9, 2008

District Superintendent: Gabriel McCurtis

Address: 601 Second Street

City: McFarland

Zip Code: 93250

Phone: 661-792-3081

FAX: 661-792-2447

**E-mail:
gmccurtis@mcfarland.k12.ca.us**

Signatures:

On behalf of LEAs, Participants included in the preparation of this Program Improvement Plan addendum:

Signature of Superintendent	Printed Name of Superintendent	Date
-----------------------------	--------------------------------	------

Signature of Board President	Printed Name of Board President	Date
------------------------------	---------------------------------	------

I certify that my organization has worked with the identified Program Improvement District to complete the requirements of NCLB Section 1116(c) and California *Education Code* Section 52055.57 (c).

Name of External Organization

Signature of External Organization Representative	Printed Name of External Organization Representative	Date
---------------------------------------------------	------------------------------------------------------	------

Address	Phone
---------	-------

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: McFarland Unified School District

County District Code: 15-73908

Date of Local Governing Board Approval: February 10, 2009

District Superintendent: Gabriel McCurtis

Address: 601 Second Street

City: McFarland

Zip Code: 93250

Phone: 661-792-3081

FAX: 661-792-2447

**E-mail:
gmccurtis@mcfarland.k12.ca.us**

Signatures:

On behalf of LEAs, Participants included in the preparation of this Program Improvement Plan addendum:

Signature of Superintendent	Printed Name of Superintendent	Date
-----------------------------	--------------------------------	------

Signature of Board President	Printed Name of Board President	Date
------------------------------	---------------------------------	------

I certify that my organization has worked with the identified Program Improvement District to complete the requirements of NCLB Section 1116(c) and California *Education Code* Section 52055.57 (c).

Name of External Organization

Signature of External Organization Representative	Printed Name of External Organization Representative	Date
---------------------------------------------------	------------------------------------------------------	------

Address	Phone
---------	-------