

California Department of Education
District and School Support Division

Original

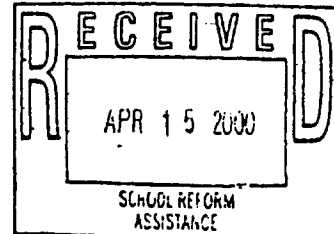
LEA Cover Page Form 1
(CDE use only)

Application #

**Immediate Intervention/Underperforming Schools Program
(II/USP)
DISTRICT APPLICATION FOR FUNDING
FOR ALL SCHOOLS**

Mail original
and two copies to:

School Reform Assistance Office
District and School Support Division
California Department of Education
721 Capitol Mall, 2nd Floor
Sacramento, California 95814



**Postmarked no later
than April 15, 2000**

Part I: Application Information: Complete for LEA submitting application for funding.

Name of Local Educational Agency (LEA): Merced City Elementary School District		Total Grant Amount Requested for all schools: \$ 997,280	
County/District Code: 24 65771 0000000		Dates of Project Duration: July 1, 2000 to June 30, 2002	
		Date of local governing board approval: 4/4/00	
District Superintendent: Alan Rasmussen		District Contact Person: Nanette Rahilly, Dir., SASS	
Address: 444 W. 23 rd St.		Address: 444 W. 23 rd St.	
City: Merced	Zip: 95340	City: Merced	Zip: 95340
Phone: 209/385-6600	Fax: 209/385-6393	Phone: 209/385-6671	E-mail:

Part II: Signature (Signature must be original. Use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all principals included in the application.

Alan Rasmussen

printed or typed name of superintendent

4-4-00
date

[Signature]
signature of superintendent

Dennis Jordan

printed or typed name of board president

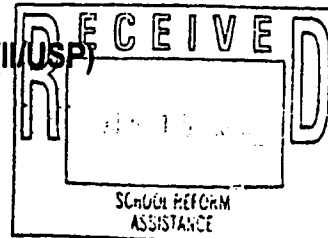
4/04/00
date

[Signature]
signature of board president

Application #

Immediate Intervention/
Underperforming Schools Program (II/USP)

**SCHOOL APPLICATION
For II/USP Funding**



Part I: Application Information: Complete for school submitting application for funding.

Name of applicant school:

Tenaya Middle

County/District/School Code:

24 65771 6025704

Total School Grant Amount Requested:

266,000

Dates of Project Duration:

July 1, 2000 to June 30, 2002

Principal: Pam Atkinson

External
Evaluator: Dan Steele

Address: 760 W. Eighth St.

Address: P.O. Box 999

City: Merced

Zip: 95340

City: Lake Arrowhead

Zip: 92352

Phone: 209/385-6687

Fax: 209/385-6365

Phone: 909/336-1495

E-mail:
info@pulliamgroup.com

Part II: Signatures (Signatures must be original. Use blue ink.)

The principal and the external evaluator submitting the application sign on behalf of all staff and parents/community members.

Pam Atkinson

printed or typed name of principal

3/29/00

date

signature of principal

Dan Steele

printed or typed name of external evaluator

date

signature of external evaluator

ATTENTION: ROGER AGARRE

Additional information for Tenaya per your request. Please call if you have questions.

8/4/00
5/25/00

TO: School Reform Assistance Office
District and School Support Division
California Department of Education
721 Capitol Mall, 2nd Floor
Sacramento, California 95814

Fax: 916 663-3011
663-3011

In response to your fax request to Tenaya Middle School, Merced City Elementary School District we are submitting the following information.

1. Disaggregated data for English Learners, Economically Disadvantaged & Gender
See attached revised charts.
2. Disaggregated data for Race/Ethnic groups
See appendix: Difficulty Scale and API, also pages 1-2 of the plan.
3. District information about conditions per Student Accountability Report Card
See pages 1-2 of the plan
4. District barriers to improvement in student achievement
See pages 15-16 of the plan
5. School Crime Statistics
See Attached
6. Revise budget to reflect 1998 CBEDS student count, reduce by \$16,344
See attached
7. Qualification for cost of External Evaluator
Lead evaluator will provide on-site and off-site services to include:
 - Plan implementation coaching for principal
 - Plan implementation coaching for leadership team
 - Site assistance in the monitoring and analysis of interim assessment data
 - Review and analysis of Spring 2001 SAT-9 data
 - Review and analysis of the Parent, Student, Staff survey
 - Phone consultation to the principal
 - Collect data, implement The Difficulty Scale process & provide data charts

- Distribute, collect, score and provide analysis of the Parent, Student, Staff survey

If you have any questions or need additional information, please contact The Pulliam Group at (909) 336-1495.

Summary of Data Analysis

Barriers

The academic achievement of Tenaya Middle School students is significantly impacted by several focus areas. These focus areas, or areas of concern, are further enhanced by isolated factors that contribute to issues connected to student achievement. The staff and planning committee have addressed the focus areas through three primary sources of data; 1.) standardized achievement scores, 2.) survey data from parents, students, and staff, and 3.) demographic information presented in The Difficulty Scale.

The first focus area affecting student achievement at Tenaya Middle School is in the area of reading and language arts. Students coming from low socio-economic homes do not display the language development skills of their counterparts who come from more advantaged homes. These students are less likely to be reading with fluency and continue to struggle with reading and language arts skills such as comprehension, spelling, vocabulary, language mechanics and language expression. Contributing factors to low reading achievement include the need for teacher preparation to meet the needs of an academically and linguistically diverse group of students and a lack of a strong, focused reading program. The staff acknowledges the need to address reading deficiencies of low achieving students.

Barrier

The next focus area pertains to English Language Learners. Contributing factors to the issues faced by the English Language Development students include a lack of parent supported learning at home, teacher professional development, a school wide curriculum that is articulated and consistently applied, and successful intervention programs.

Barrier

Another focus area is math. Teachers and parents recognize the difficulty students are experiencing with new, more rigorous math standards and have noted specific curricular areas where students need more assistance. Adding a stronger component on computational skills, and developing the necessary skills to successfully complete word problems will address the data related findings.

Barrier

Finally, there are two additional focus areas which affect student achievement. These focus areas, the scarcity of extended learning opportunities for students and a need

Barrier

to establish an effective parent/staff communication, involvement and education program will improve student achievement. After school type programs and summer school, while very helpful, do not currently reach a broad enough population to address the needs of a student population with a significant number of students in the 1st or 2nd quartile. And, with a diverse population and one that has a very high incidence of poverty, there are needs of parents on how to help their children with school work, learn English themselves and provide and enriching an stimulating environment for their children at home.

Barriers

SECTION I

An Introduction to Tenaya Middle School

Tenaya Middle School serves 815 students in grades 6-8 on a traditional schedule. A school staff of 28 classroom teachers, 11.5 certificated resource personnel, 2 classified instructional aides, 2 classified support staff, and a principal and assistant principal currently provide student services.

Pamela Atkinson was named principal of Tenaya Middle School in 1995. Prior to this assignment Pam was an assistant principal for 3 years and teacher for 14 years. Teachers on staff share 9.4 years average teaching experience with students. And, there are 8 new teachers, joining the staff within the last two years.

The school facility provides 31 regular classrooms, multi-purpose room/gym, teacher prep trailer, library, and an outdoor eating area. During the past several years only the teacher prep trailer has been added to the school facilities. Special services for students, such as Resource Specialist Programs, Computer Labs, and Categorical Programs are housed in classrooms. The school is 41 years old and is subject to relatively little vandalism or abuse.

Tenaya Middle School is a multi-community school. 80.3 percent of the students come from low socio-economic homes. The ethnic composition of the school's student population includes 50 % Hispanic, 17 % White, 7% Black, 26 % Asian. Students with a primary language other than English represent 42 percent of the student population.

Tenaya students attend school from 8:55 a.m. in the morning to 3:35 p.m. in the afternoon. The student attendance rate is 95%. Interestingly, about 98% percent of students begin and end the school year at Tenaya, creating a good overall stability rate.

Disseminated
5/26/00
1/1/00

Students entering or exiting the school during the school year comprise a 34 percent mobility rate, causing moderate concern.

37 percent of students are achieving at or above grade level in core subject areas as indicated by the school's multiple measures. However, 70 - percent of students score in the first and second quartile of the SAT 9 in reading, math, or language arts and spelling. Due to the long term practice of progress report cards, parents and students are now beginning to understand student achievement in terms of grade level, standards-based proficiency. There are limited after school academic opportunities available for students.

Tenaya Middle School is one of 4 middle schools in the Merced City School District. The district provides instructional support to the schools with the services of an adequate Educational Services staff.

SARC
information

TO: School Reform Assistance Office
District and School Support Division
California Department of Education
721 Capitol Mall, 2nd Floor
Sacramento, California 95814

Fax: 916 663-3011

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- ✓ 6. Revise budget to reflect 1998 CBEDS student count, reduce by \$16,344
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COMPARISON OF 1998 and 1999 SAT-9 NPR AVERAGES

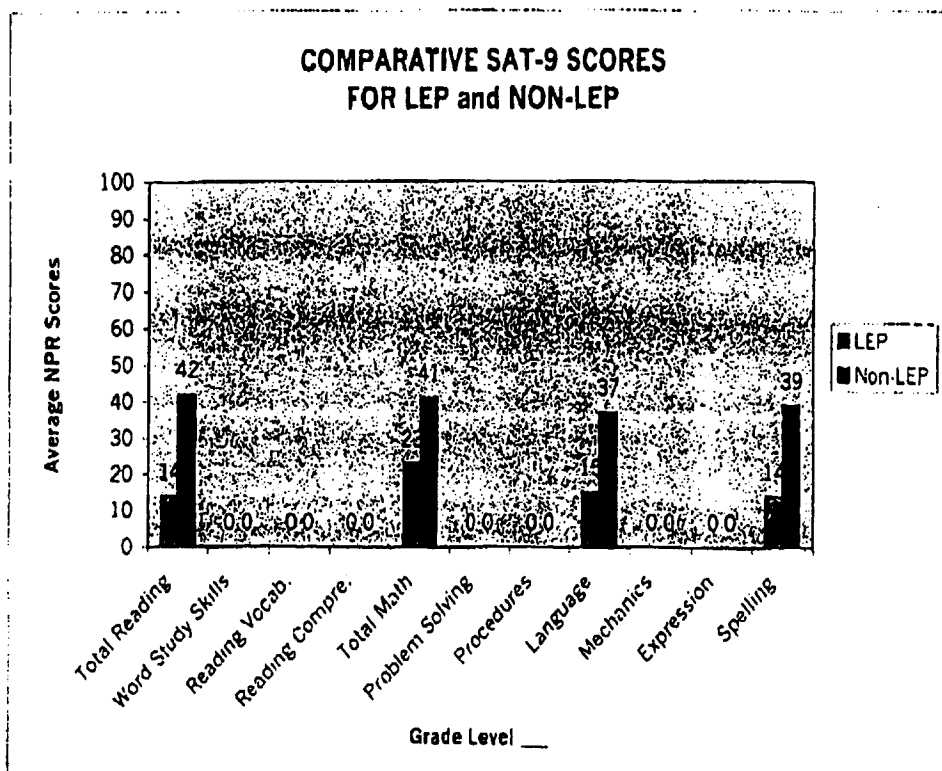
Comparative SAT-9 Data:

Merced City Elementary S. D.

Tenaya Middle School
Grade 6
LEP/Non-LEP

	LEP	Non-LEP	
Total Reading	14	42	28
Word Study Skills	0	0	0
Reading Vocab.	0	0	0
Reading Compre.	0	0	0
Total Math	23	41	18
Problem Solving	0	0	0
Procedures	0	0	0
Language	15	37	22
Mechanics	0	0	0
Expression	0	0	0
Spelling	14	39	25
			8

Results: On average, there is a pronounced gap between the Non-LEP and the LEP population at grade 6.



COMPARISON OF 1999 DISAGGREGATED SAT-9 NPR AVERAGES

Comparative SAT-9 Data:

Merced City Elementary S. D.

Tenaya Middle School

Grade 6

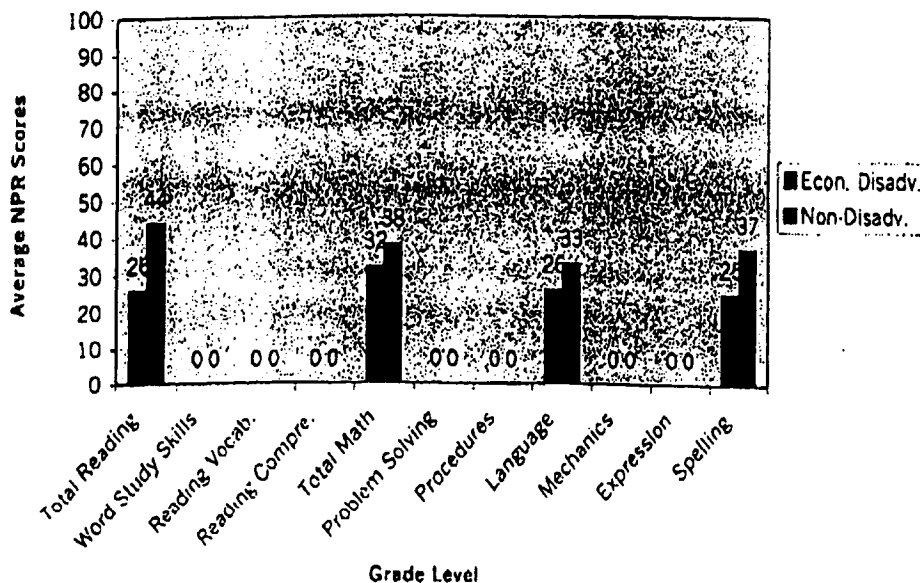
Disadv./Non-Disadv.

	Econ. Disadv.	Non-Disadv.	
Total Reading	26	44	18
Word Study Skills	0	0	0
Reading Vocab.	0	0	0
Reading Compre.	0	0	0
Total Math	32	38	6
Problem Solving	0	0	0
Procedures	0	0	0
Language	26	33	7
Mechanics	0	0	0
Expression	0	0	0
Spelling	25	37	12
			4

Results:

On average, there is a pronounced gap between the economically disadvantaged and the non-disadvantaged populations at grade 6.

COMPARATIVE SAT-9 SCORES
FOR ECONOMICALLY-DISADVANTAGED and NON-
ECONOMICALLY-DISADVANTAGED



COMPARISON OF 1998 and 1999 SAT-9 NPR AVERAGES

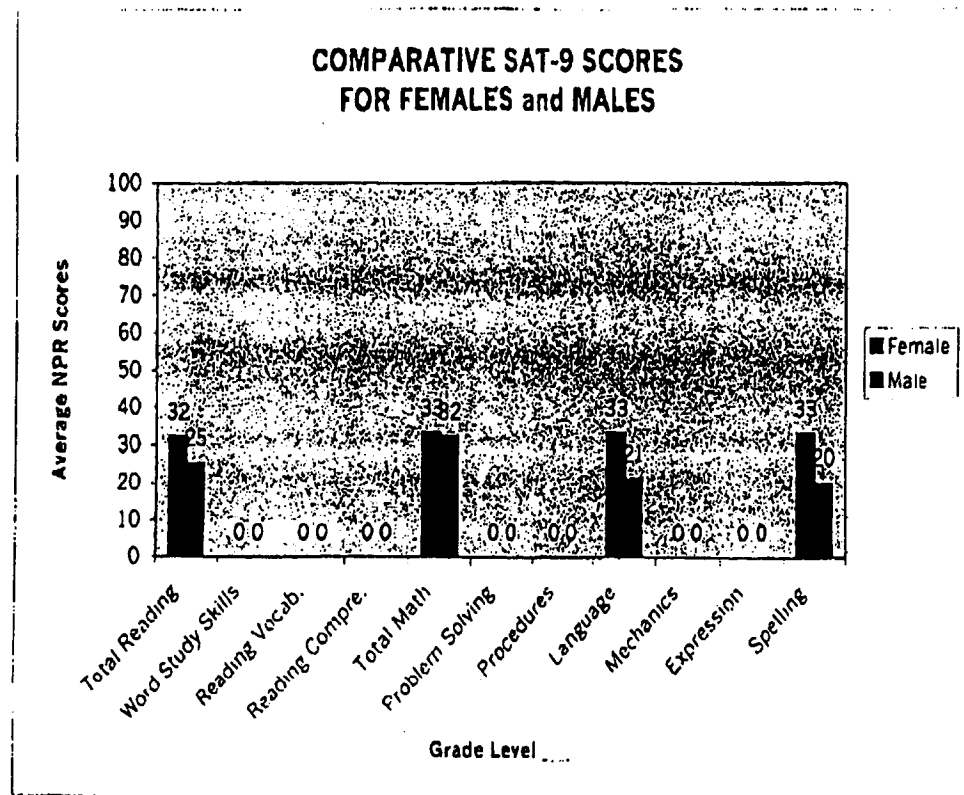
Comparative SAT-9 Data:

Merced City Elementary S. D.

Tenaya Middle School
Grade 6
Female/Male

	Female	Male	
Total Reading	32	25	.7
Word Study Skills	0	0	0
Reading Vocab.	0	0	0
Reading Compre.	0	0	0
Total Math	33	32	.1
Problem Solving	0	0	0
Procedures	0	0	0
Language	33	21	.12
Mechanics	0	0	0
Expression	0	0	0
Spelling	33	20	.13
			-3

Result: On average, there is a marked gap between the females and the males at grade 6.



COMPARISON OF 1998 and 1999 SAT-9 NPR AVERAGES

Comparative SAT-9 Data:

Merced City Elementary S. D.

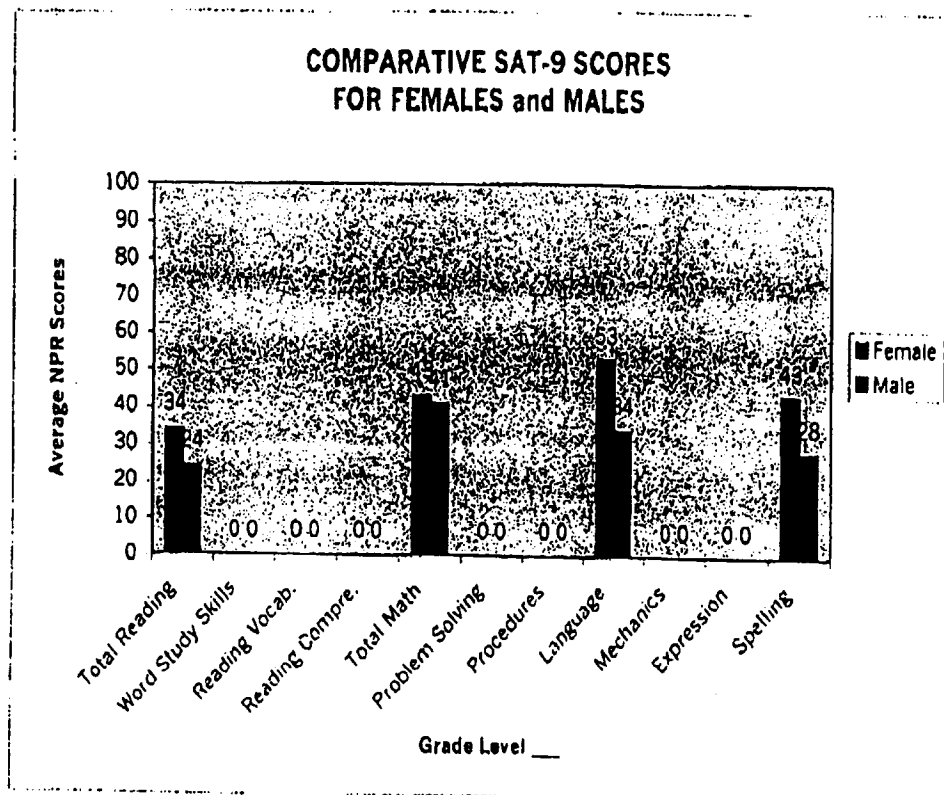
Tenaya Middle School

Grade 7

Female/Male

	Female	Male	
Total Reading	34	24	-10
Word Study Skills	0	0	0
Reading Vocab.	0	0	0
Reading Compre.	0	0	0
Total Math	43	41	-2
Problem Solving	0	0	0
Procedures	0	0	0
Language	53	34	-19
Mechanics	0	0	0
Expression	0	0	0
Spelling	43	28	-15
			-4

Result: On average, there is a pronounced gap between the females and the males at grade 7.



COMPARISON OF 1998 and 1999 SAT-9 NPR AVERAGES

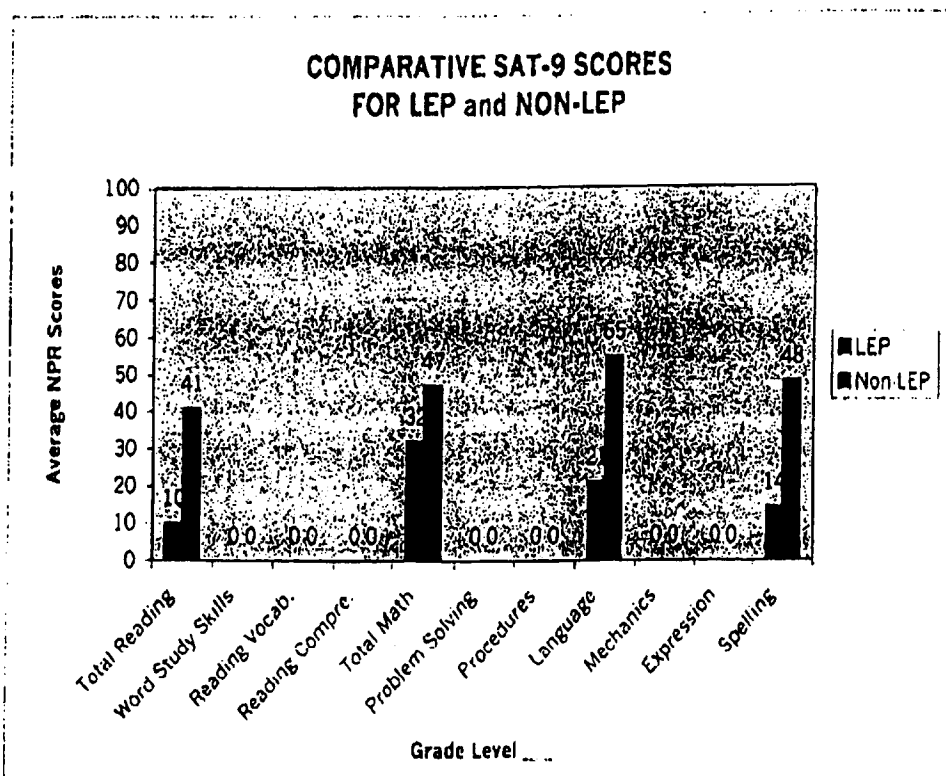
Comparative SAT-9 Data:

Merced City Elementary S. D.

Tenaya Middle School
Grade 7
LEP/Non-LEP

	LEP	Non-LEP	
Total Reading	10	41	31
Word Study Skills	0	0	0
Reading Vocab.	0	0	0
Reading Compre.	0	0	0
Total Math	32	47	15
Problem Solving	0	0	0
Procedures	0	0	0
Language	21	55	34
Mechanics	0	0	0
Expression	0	0	0
Spelling	14	48	34
			10

Results: On average, there is a pronounced gap between the Non-LEP and the LEP population at grade 7.



COMPARISON OF 1999 DISAGGREGATED SAT-9 NPR AVERAGES

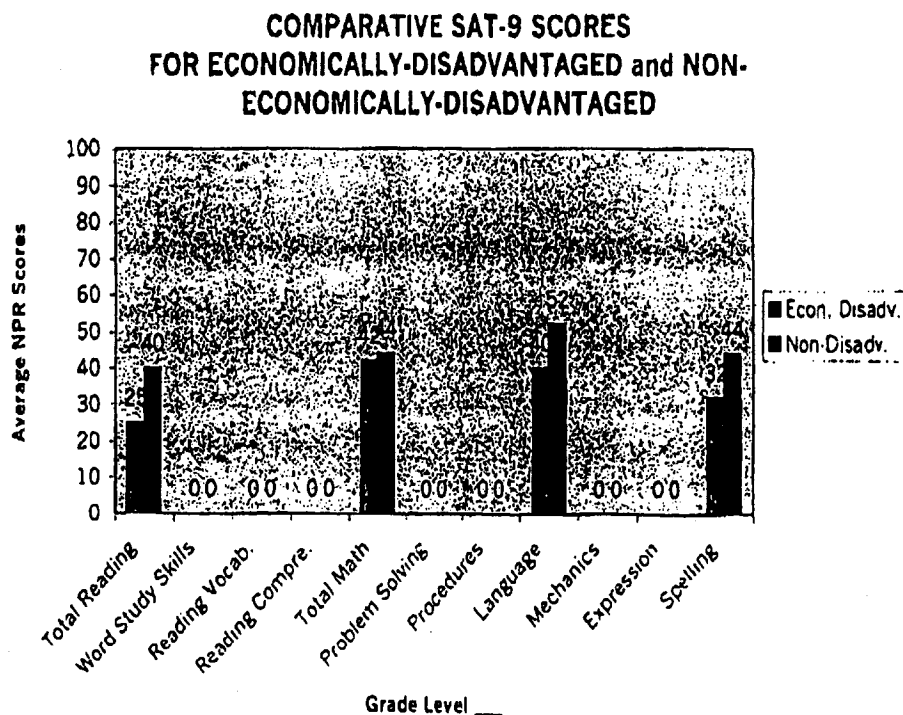
Comparative SAT-9 Data:

Merced City Elementary S. D.

Tenaya Middle School
Grade 7
Disadv./Non-Disadv.

	Econ. Disadv.	Non-Disadv.	
Total Reading	25	40	15
Word Study Skills	0	0	0
Reading Vocab.	0	0	0
Reading Compre.	0	0	0
Total Math	42	44	2
Problem Solving	0	0	0
Procedures	0	0	0
Language	40	52	12
Mechanics	0	0	0
Expression	0	0	0
Spelling	32	44	12
			4

Results: On average, there is a pronounced gap between the economically disadvantaged and the non-disadvantaged populations at grade 7.



COMPARISON OF 1998 and 1999 SAT-9 NPR AVERAGES

Comparative SAT-9 Data:

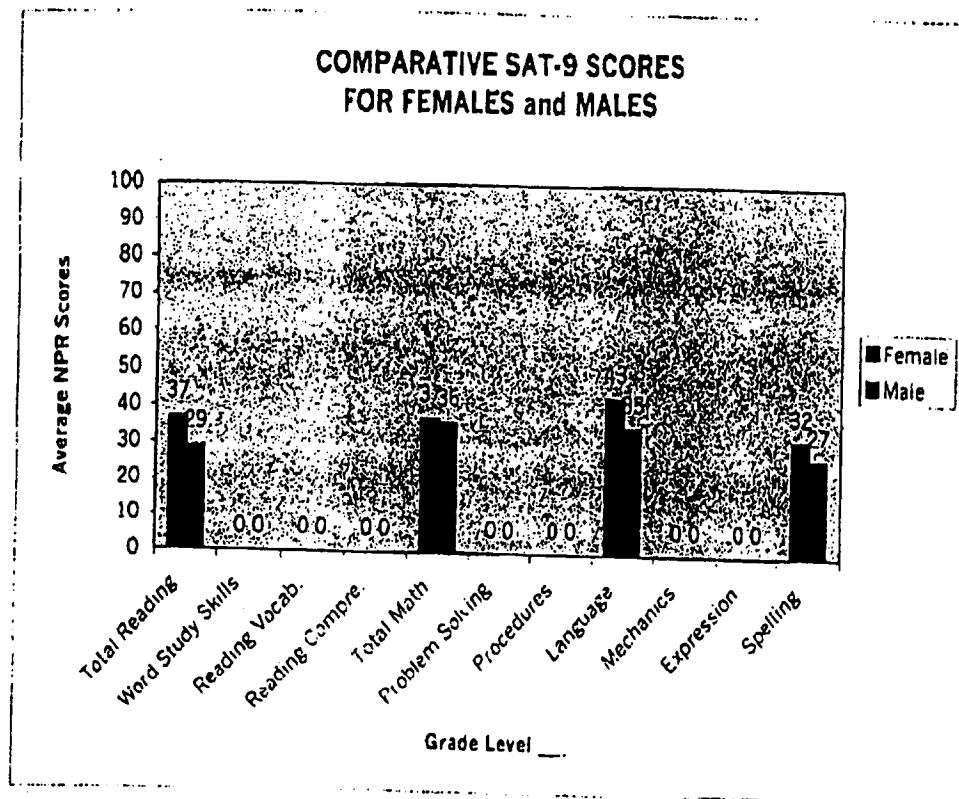
Merced City Elementary S. D.

Tenaya Middle School
Grade 8
Female/Male

	Female	Male
Total Reading	37	29
Word Study Skills	0	0
Reading Vocab.	0	0
Reading Compre.	0	0
Total Math	37	36
Problem Solving	0	0
Procedures	0	0
Language	43	35
Mechanics	0	0
Expression	0	0
Spelling	32	27

.8
0
0
0
0
.1
0
0
0
0
0
.5
-2

Result: On average, there is a marked gap between the females and the males at grade 8.



COMPARISON OF 1998 and 1999 SAT-9 NPR AVERAGES

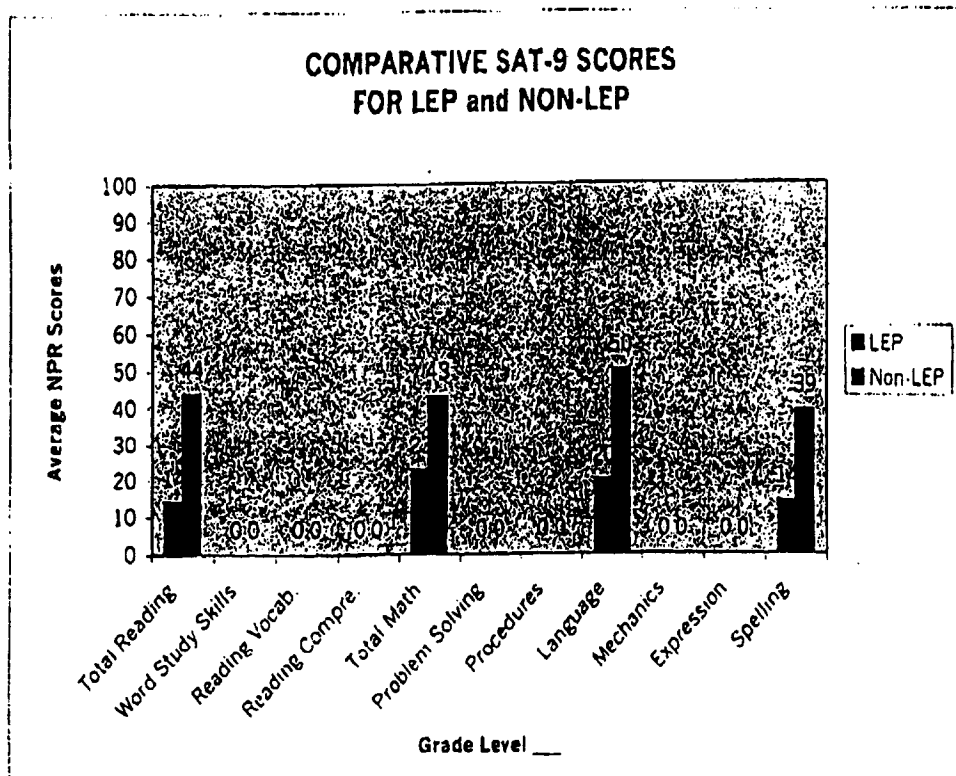
Comparative SAT-9 Data:

Merced City Elementary S. D.

Tenaya Middle School
Grade 8
LEP/Non-LEP

	LEP	Non-LEP	
Total Reading	14	44	30
Word Study Skills	0	0	0
Reading Vocab.	0	0	0
Reading Compre.	0	0	0
Total Math	23	43	20
Problem Solving	0	0	0
Procedures	0	0	0
Language	20	50	30
Mechanics	0	0	0
Expression	0	0	0
Spelling	14	39	25
			10

Results: On average, there is a pronounced gap between the Non-LEP and the LEP population at grade 8.



COMPARISON OF 1999 DISAGGREGATED SAT-9 NPR AVERAGES

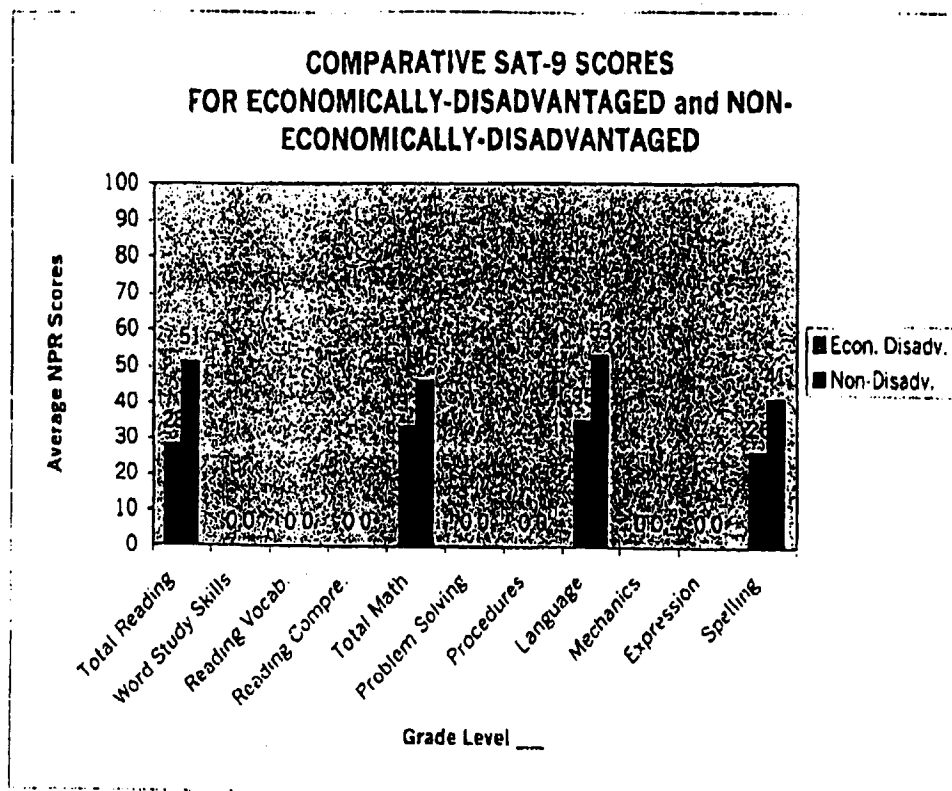
Comparative SAT-9 Data:

Merced City Elementary S. D.

Tenaya Middle School
Grade 8
Disadv./Non-Disadv.

	Econ. Disadv.	Non-Disadv.	
Total Reading	28	51	23
Word Study Skills	0	0	0
Reading Vocab.	0	0	0
Reading Compre.	0	0	0
Total Math	33	46	13
Problem Solving	0	0	0
Procedures	0	0	0
Language	35	53	18
Mechanics	0	0	0
Expression	0	0	0
Spelling	26	41	15
			6

Results: On average, there is a pronounced gap between the economically disadvantaged and the non-disadvantaged populations at grade 8.





CALIFORNIA SAFE SCHOOLS ASSESSMENT
School Crime Reporting Summary
School: TENAYA MIDDLE
CDS Code: 24-65771-6025704

CRIMES	SUSPECT				VICTIM				COST OF PROPERTY			
	Suspect Unknown	Gender		Classification Student at this school	Non- student	Gender		Student at this school	Classification			Type of Loss District /COE
		Male	Female			Male	Female		Certified employee	Classified employee	Other	
Use of Alcohol/Drugs	0	0	0	0	0							
Possession of Alcohol	0	0	0	0	0							
Possession of Drugs	0	4	2	6	0							
Possession of Paraphernalia	0	1	0	1	0							
Possession of Alcohol/Drugs for Sale	0	0	0	0	0							
Sale and/or Furnishing of Alcohol/Drugs	0	1	0	1	0							
Assault with a Deadly Weapon	0	1	0	1	0	1	0	1	0	0	0	
Battery	0	8	3	12	0	6	3	11	0	0	0	
Homicide	0	0	0	0	0	0	0	0	0	0	0	
Rubbery/Extortion	0	0	0	0	0	0	0	0	0	0	0	
Sex Offense(s)	0	1	0	1	0	0	1	1	0	0	0	
Arson (\$100 or more)	0	0	0	0	0							0
Burglary (any \$ amount)	0	0	0	0	0							0
Graffiti (\$100 or more)	0	0	0	0	0							0
Theft (\$50 or more)	0	2	0	2	0							1
Vandalism (\$100 or more)	0	0	0	0	0							0
Bomb Threat	0	0	0	0	0							0
Destructive/Explosive Devices	0	0	0	0	0							
Loitering/Truancy	0	0	0	0	0							
Possession of Weapon(s)	0	4	0	4	0							
TOTAL	8	23	5	28	0	5	4	13	0	0	0	1
												1
												\$50

Reporting Period: 07/01/1999 - 06/30/2000
 Revised: 05/08/2000

I certify that the information contained in this report is true and correct to the best of my knowledge.

COE District Superintendent or Designee -- Printed Name

Telephone Number (including area code)

Signature

Date



CALIFORNIA SAFE SCHOOLS ASSESSMENT School Crime Reporting Summary School: TENAYA MIDDLE CDS Code: 24-65771-6025704

CRIMES	LEVEL					TIME		LOCALE				WEAPONS				
	Elementary School	Middle School	High School	District Program	County Program	School hours	Non-School hours	On Campus	Off Campus/School Sponsored	On School Bus	Directly to and from	Firearm	Shotgun	Handgun	Knife	Other type of weapon
Use of Alcohol/Drugs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Possession of Alcohol	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Possession of Drugs	0	2	0	0	0	2	0	2	0	0	0	0	0	0	0	0
Possession of Paraphernalia	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0
Possession of Alcohol/Drugs for Sale	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sale and/or Furnishing of Alcohol/Drugs	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0
Assault with a Deadly Weapon	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	1
Battery	0	11	0	0	0	6	3	6	0	0	3	0	0	0	0	11
Homicide	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Robbery/Extortion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex Offense(s)	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	1
Arson (\$100 or more)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Burglary (any \$ amount)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gratuity (\$100 or more)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Theft (\$50 or more)	0	2	0	0	0	2	0	2	0	0	0	0	0	0	0	0
Vandalism (\$100 or more)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bomb Threat	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Deadly/Offensive Devices	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Locking/Trapping	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Possession of Weapon(s)	0	2	0	0	0	2	0	2	0	0	0	0	0	0	1	0
TOTAL	0	21	0	0	0	18	3	18	0	0	3	0	0	0	1	2

Reporting Period: 07/01/1999 -- 06/30/2000
Revised 05/08/2000

California Department of Education
District and School Support Division

Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application for State Funds

**Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001-2002**

Name of District: Merced City School District
CDS Code: 24 65771 000000

Name of School: Tenaya Middle School
CDS Code: 24 65771 6025704

Contact Person: Pamela Atkinson	Phone: 209 385-6687	E-mail:
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SACS Resource Code: 7255

SACS Revenue Code: 8590

Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds	Amount of Matching Funds
	1000	Certificated Personnel Salaries		
		Teacher stipends	6,900	
		Substitutes	14,000	
	2000	Classified Personnel Salaries		
	3000	Employee Benefits		
	4000	Books, Materials, Supplies		
		Assessment materials	5,000	
		Literacy/math materials	15,695	
	5000	Services and Other Operating Expenses (Including Travel)		
		Evaluation ELD consultant	22,000 6,000	
		Professional development Travel and conference	12,000 6,405	
	6400	Capital Outlay (Equipment)		
		Classroom computers and printers	36,696	
				141,000 (1,15,17)
Total Amount Requested			\$124,656	

California Department of Education
District and School Support Division

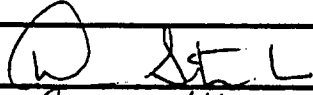

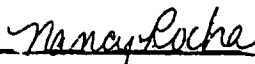
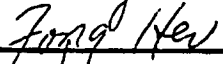
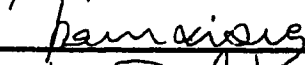
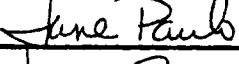
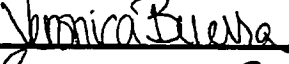
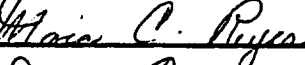
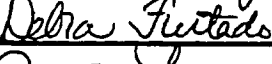
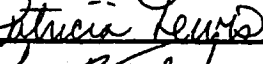
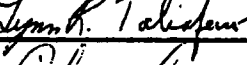

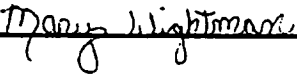
Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application for State Funds

**Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2000-2001**

Name of District: Merced City School District				
CDS Code: 24 65771 0000000				
Name of School: Tenaya Middle School				
CDS Code: 24 65771 6025704				
Contact Person: Pamela Atkinson			Phone: 209 385-6687	E-mail:
SACS Resource Code: 7255				
SACS Revenue Code: 8590				
Non-SACS Income Account Code: 8590				
SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds	Amount of Matching Funds
	1000	Certificated Personnel Salaries		
		Teacher Stipends	6,900	
		Substitutes	14,000	
	2000	Classified Personnel Salaries		
	3000	Employee Benefits		
	4000	Books, Materials, Supplies		
		Assessment materials	5,000	
		Literacy/math materials	33,656	
	5000	Services and Other Operating Expenses (Including Travel)		
		Evaluation	16,500	
		ELD Consultant	6,000	
		Professional development	18,193	
		Travel and conference	6,405	
	6400	Capital Outlay (Equipment)		
		Computer/printers	18,000	
				141,000. (1,15,17)
Total Amount Requested			\$124,656	

Action Plan Team Members' Signature Page

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan.

Typed or printed name and position	Signature	Date
External Evaluator: Dan Steele		
Pam Atkinson, Principal		3/7/00
Nancy Rocha, Parent		3/7/00
Fong Her, Community Liaison		3/7/00
Karen Xiong, Parent		3/7/00
Jane Paulo, Parent		3/7/00
Veronica Becerra, Community Liaison		3/7/00
Maria C. Reyes, Parent		3/7/00
Debra Furtado, Teacher		3/7/00
Patricia Lewis, Teacher		3/7/00
Lynn R. Taliaferro, Teacher		3/7/2000
Charlie Moua, Parent		3/8/00
Mary Wightman, Parent		3-8-00

**Public Schools Accountability Act
Immediate Intervention/Underperforming Schools Program (II/USP)
Action Plan Content Checklist**

The Action Plan document should contain the following sections pursuant to II/USP Action Plan requirements (E.C. Sections 52054[d][e][f]) noted on pages 2-3 of these guidelines. Indicate the Action Plan page number where each information is described or addressed. (Note: Items 1 through 4 are required; item 5 is recommended.)

1. School and District Information

Page #

a. Description of the school and district conditions identified in the school accountability report card	1-2
b. Identification of barriers to improvements in student achievement	15-16
c. Identification of strategies to remove school and district barriers	17-24
d. Inclusion of school and district crime statistics	Appn.
e. Inclusion of disaggregated data and description of other indicators for short-term growth targets and long-term performance progress of goals	11 Appn.

2. Short-Term Academic Objectives for Two Years

a. Set annual growth targets at least as high as those adopted by the SBE	25
b. Description of short-term academic objectives for a two-year period for progress toward growth targets as specified in the Academic Performance Index	26-27

3. Future Actions to Reach Objectives

a. Strategies for improvement of student academic performance	17-24
b. Strategies to involve parents and guardians	17-24
c. Effective allocation of resources	35-38
d. Effective management of the school	31-34
e. Identification and development of solutions that take into account the underlying causes for low performance by students	15-16

4. Expenditure Plan

a. Inclusion of an expenditure plan not exceeding \$168 per student describing how Local, state, and other available funds are used to match the II/USP funds	35-38
---	-------

5. Recommendations

a. Description of student academic performance based on SBE-adopted content Standards	8-10
b. Description of the engagement of parents, guardians, and the school community was involved in the planning and implementation of the Action Plan	3-7
c. Describe other areas of identified need; (Consider using Form 3b, "Recommended Format for Future Actions.")	
d. Description of an overall evaluation plan	28-30

II/USP Action Plan
for
Merced City Elementary School District
Tenaya Middle School

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Part I

School and District Information

Description of the School

Description of the Students & Community

SECTION I

An Introduction to Tenaya Middle School

Tenaya Middle School serves 815 students in grades 6-8 on a traditional schedule. A school staff of 28 classroom teachers, 11.5 certificated resource personnel, 2 classified instructional aides, 2 classified support staff, and a principal and assistant principal currently provide student services.

Pamela Atkinson was named principal of Tenaya Middle School in 1995. Prior to this assignment Pam was an assistant principal for 3 years and teacher for 14 years. Teachers on staff share 9.4 years average teaching experience with students. And, there are 8 new teachers, joining the staff within the last two years.

The school facility provides 31 regular classrooms, multi-purpose room/gym, teacher prep trailer, library, and an outdoor eating area. During the past several years only the teacher prep trailer has been added to the school facilities. Special services for students, such as Resource Specialist Programs, Computer Labs, and Categorical Programs are housed in classrooms. The school is 41 years old and is subject to relatively little vandalism or abuse.

Tenaya Middle School is a multi-community school. 80.3 percent of the students come from low socio-economic homes. The ethnic composition of the school's student population includes 50 % Hispanic, 17 % White, 7% Black, 26 % Asian. Students with a primary language other than English represent 42 percent of the student population.

Tenaya students attend school from 8:55 a.m. in the morning to 3:35 p.m. in the afternoon. The student attendance rate is 95%. Interestingly, about 98% percent of students begin and end the school year at Tenaya, creating a good overall stability rate.

Students entering or exiting the school during the school year comprise a 34 percent mobility rate, causing moderate concern.

37 percent of students are achieving at or above grade level in core subject areas as indicated by the school's multiple measures. However, 70 + percent of students score in the first and second quartile of the SAT 9 in reading, math, or language arts and spelling. Due to the long term practice of progress report cards, parents and students are now beginning to understand student achievement in terms of grade level, standards-based proficiency. There are limited after school academic opportunities available for students.

Tenaya Middle School is one of 4 middle schools in the Merced City School District. The district provides instructional support to the schools with the services of an adequate Educational Services staff.

Part II

The Planning Process

Description of Planning Process

Planning Groups

Parent and Student Participation

The Planning Process

An II-USP planning process was initiated in October 1999 upon approval to work with The Pulliam Group as the External Evaluator. Dr. Dan L. Steele served as the Lead External Evaluator for Tenaya Middle School.

During the months of October and November, the II-USP legislation and support process was shared with all stakeholders. The Principal and a teacher leader attended a two-day conference with The Pulliam Group to learn about the planning process and to receive instructions regarding data gathering and teacher participation. Additionally, back at the school site, initial meetings were held with the school staff, the school's leadership team, and the Community Based Planning Committee to explain the school's academic position, SB 1 legislation, and planning process opportunities.

Prior to the end of November, the school hosted an open parent meeting. Approximately 30 parents attended this meeting to discuss the II-USP program to share their feelings and thoughts about the school with the External Evaluator and the Principal.

By the end of November, the External Evaluator had also conducted several principal interviews, visited classrooms, and discussed issues with teachers in an informal setting.

In December, the school staff and the Community Based Planning Committee hosted a meeting to review the data findings and begin the task of focusing improvement opportunities. The data presentation meetings included a review of the SAT 9 analysis, The Difficulty Scale, the Parent, Staff, and Student survey summaries. Classroom teachers were also involved in a grade level visitation designed to provide a comparative picture of instructional practices and standards based teaching and learning. At the

conclusion of this data review process the staff and the planning committee selected focus areas for academic intervention. The data driven findings are summarized on pages 15-16.

Exploring critical areas of student academic need (focus areas) involved both on site intensive reviews and a study of promising programs or strategies. New practices were considered only when the needs of students and the elements of the school could be matched to the elements of the successful schools where the program exists or research.

Intensive review findings and recommendations in the area of reading/language arts, student behavior, parent involvement/education, mathematics, English Language Learners and extended learning opportunities for students were considered as the staff and planning committee planned targeted interventions to meet the most significant academic needs of students. Section IV, Targeted Strategies for Academic Improvement, outlines each strategy supported by the staff, the planning committee, the district, and the Board of Education.

In addition to initiating new practices or strategies, a concerted effort was made to support the academic needs of students by focusing resources including, but not limited to instructional time, categorical funds, and staff assignments. As a result, some improvement strategies are not "additions" to the instructional program, rather alterations or deletions.

The Community Based Planning Committee recognized the need to maximize the use of short-term resources and plan for the loss of funds at the conclusion of the II/USP process. A three year transitional budget, moving from total II/USP support to school based, ongoing funding is outlined in Section VI.

Meetings were facilitated with the entire staff and the Community Based Planning Committee to identify strategies that best targeted the academic needs of Tenaya student needs. Draft II/USP plans were available for staff, parent, and community review.

Tenaya's II/USP plan was shared with the Board of Education on April 4th, 2000.

Planning Groups

Under the guidance of the Pulliam Group, Tenaya Middle School involved three planning groups in the planning process. The primary group is a Community Based Planning Committee; designed to adhere to the criteria outlined in SB 1. The staff comprised the second planning group. And, the existing School Site Council was involved as the third planning group.

The Community Based Planning Committee is comprised of (teachers, classified staff, parents and community members. The total membership agreed to commission the staff to participate in the planning process of reviewing data, focusing areas for improvement, and analyzing strategies for possible application. The Community Based Planning Committee engaged in the same planning steps as the staff, however the Committee respectfully reviewed the staff's work after exercising their own opportunity to examine and analyze data.

The school staff served as an integral part to the overall planning process. It is important to note that both the Community Based Planning Committee and the school staff did not think an effective change process could be enacted at the school site without an opportunity for classroom teachers and support staff to understand the issues related to low academic achievement. Teachers and classified staff completed surveys regarding factors that contribute to student achievement. Teachers participated fully in analyzing data by school, grade level, and sub-groups. Teachers also reviewed academic strategies and programs related to student needs and shared their recommendations with the Community Based Planning Committee.

Finally, even though there were a few individuals who served on the Community Based Planning Committee and / or were school staff members who were also members of the School Site Council, the third official planning group was the School Site Council. The SSC considered the focus areas of the two committees, the recommended strategies, and the issues of coordination and alignment with categorical programs currently in place.

Parent and Student Participation in the Planning Process

Tenaya parents had multiple opportunities to provide input to the planning process. In addition to the open parent/community meeting hosted by the school, a survey was distributed to parents and to 6th-8th grade students

The differences between high and low performing schools can be examined in many ways. Test scores offer an important measure, particularly for examining changes in performance over time for a large group of students. The test scores do not provide a school with information on the behaviors that impact scores. Therefore, parents and students were surveyed to build a more comprehensive picture about how student performance and behaviors might impact student achievement. Parents and students were surveyed in eight different domains. Each domain reflects a research based factor that is known to affect student achievement. The results of the surveys are outlined in Section III of this report.

Part III

Presentation of Data

Data Analysis / Data Findings

Student Performance Assessment

Difficulty Scale Analysis

Summary of Data Analysis/Barriers

Data Analysis / Data Findings

The following data supports the Academic Improvement Prescription and the Summary of Data Analysis on pages 15-16.

Standardized Achievement Testing / SAT 9

Student Performance Assessment

Staff, Parent, Student Survey

Report on Student Learning Environment

Difficulty Scale Analysis

Summary of Findings and Barriers

Standardized Achievement Testing / SAT 9
Student Performance Assessment

Key Terms

Slight	0-2.49% difference
Noticeable	2.5-4.99% difference
Marked	5.0-9.99% difference
Pronounced	10.0+% difference

1998 and 1999 SAT 9 NPR Averages: A Comparison Report

TOTAL READING

Reading is an area in need of intense attention. Averaged performance in the area of total reading ranges from 17 to 21 percentile points below the expected average of 50.

Marked improvement occurred at grade 7. These results indicate good progress in improving student performance in the area of total reading at grade 7 which brought their scores in line with other grade levels.

There was no improvement at grade 8 and a slight regression at grade 6. These results reflect no progress or even a step backward in improving student performance in the area of total reading at grades 6 and 8.

TOTAL MATH

Math is an area needing considerable attention. Averaged performance in the area of total math ranges from 8 to 17 percentile points below the expected average of 50.

Marked improvement occurred at grade 7. This result indicates good progress in improving student performance in the area of total math at this grade level.

A noticeable regression occurred at grade 6. This result reflects a lack of progress in improving student performance in the area of total math for these students.

A marked regression occurred at grade 8. This result reflects a step backward in terms of improving student performance in the area of mathematics-at grade 8.

LANGUAGE

Language is an area needing considerable attention. Averaged performance in the area of Language ranges from 7 to 23 percentile points below the expected average of 50.

Pronounced improvement occurred at grade 7. This result indicates excellent progress in improving student performance in the area of language.

No improvement occurred at grade 8. This result reflects a lack of real progress in improving student performance at grade 8 in the area of language.

Marked regression occurred at grade 6. The degree of regression indicates a step backward relative to student performance in the area of language.

SPELLING

Although spelling is an area seemingly requiring intense attention, it should be remembered that spelling will be relegated to subtest status in the future. Averaged performance in the area of spelling ranges from 15 to 23 percentile points below the expected average of 50.

Marked improvement occurred at grade 7. This result indicates good progress in improving student performance in the area of spelling at this grade level.

Marked regression occurred at grades 6 and 8. These results reflect a lack of progress in improving student performance at grades 6 and 8 in the area of spelling.

SUB-POPULATIONS

LEP and NON-LEP

An extremely pronounced gap exists between the LEP and NON-LEP sub populations in all four content areas for grades 6 through 8. Intense attention should be given to closing this gap.

FEMALE and MALE SUB-POPULATIONS

A marked gap exists between the female and male sub populations in most subtest areas for grades 6 through 8 with females typically outperforming males.

ECONOMICALLY DISADVANTAGED and NON-DISADVANTAGED

A pronounced gap exists between the economically disadvantaged and the non economically disadvantaged sub populations in all subtest areas at all grades 6 through 8.

* See Data tables in Appendix for further information

Report on Student Learning Environment

Survey Findings

The parents and students hold generally positive views of the school although they dip when asked about safety. The certificated staff holds a much more negative view on average in most domains although it becomes more positive on learning culture and curriculum and instruction.

Key Points by Domain

Overall Student Learning Culture

- Some student concern with counseling
- Parents show concern regarding counselors and uncertainty on whether teachers have same expectations for students and the way they treat all students, regardless of race, with equal respect

Expectations for Success

- Teachers are positive in this area on how they work with their students but express a mixed response on whether they believe their students can and want to learn
- Only 20% believe that 9 out of 10 of their students will graduate from high school
- They report frequent disruptions of learning
- Parents and students report frequent disruptions of learning
- Students express concern regarding whether their teachers expect them to graduate

Administrative Leadership and Support

- Teachers express some concern with leadership
- Concern from teachers regarding the priority of staff development, discipline, use of resources
- Parents more positive
- Students report concern regarding fairness of discipline

Curriculum and Instruction

- Support staff do not give teachers high marks in this area
- Teachers report difficulty in managing student behavior
- Teachers believe that school does not have effective intervention programs
- Most teachers report that they do not contact students' parents
- Many students report students acting up in class

Assessment and Feedback

- Teachers do not believe that standardized tests measure achievement accurately and report the same regarding interim assessments
- Only one third of teachers report that they believe other teachers use assessment to improve instruction

Parent Involvement

- Parents and students positive
- Teachers have a different opinion in this area

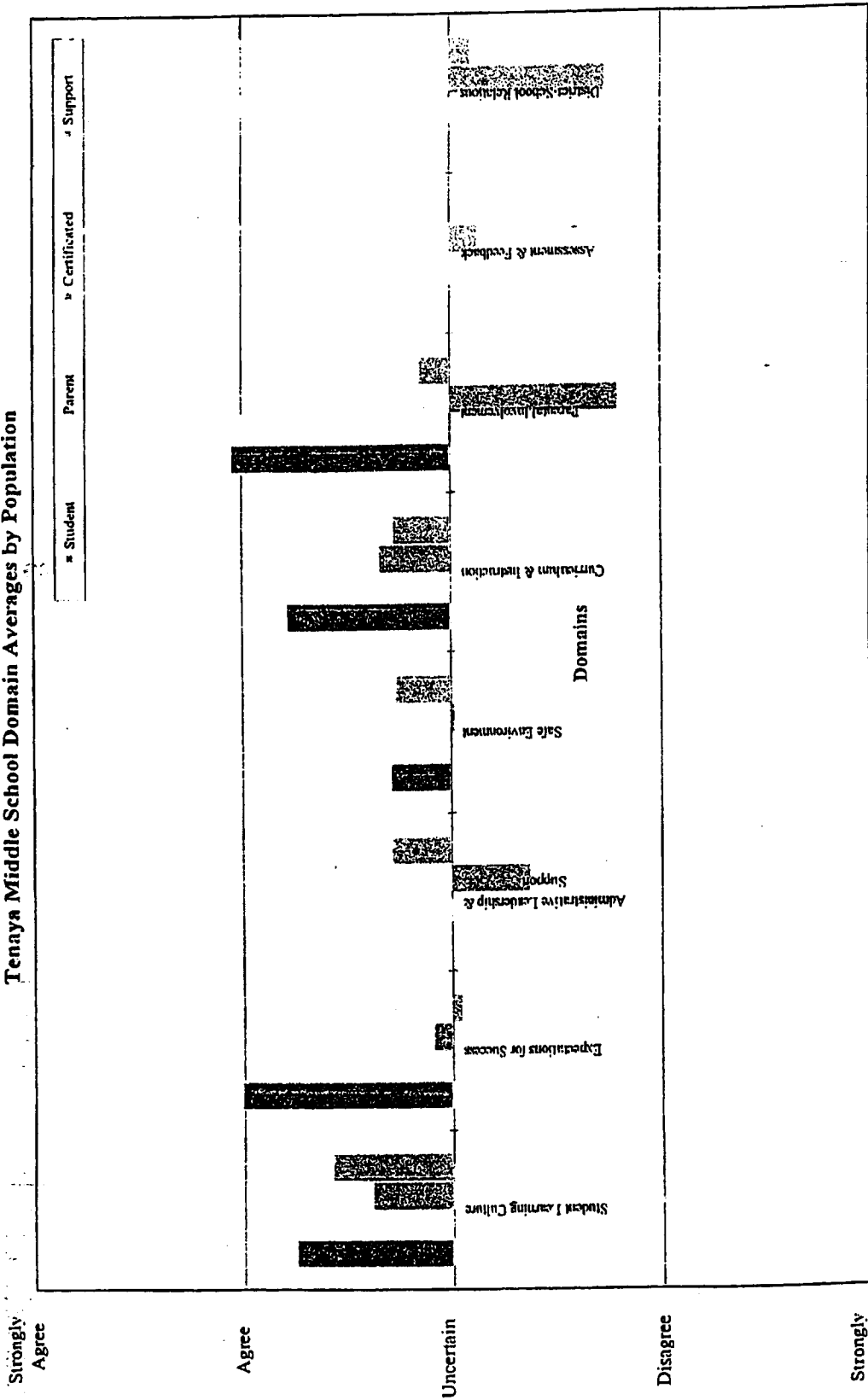
Safe Environment

- Most groups agree that students feel safe on campus, however teachers are less positive in this area
- Students feel that there are issues with gangs and drugs and campus appearance

District-School Relations

- Parents and support staff express uncertainty here with teachers expressing more negative viewpoints
- Teachers also express concern over availability of resources and the effectiveness of district staff development

Tenaya Middle School Domain Averages by Population



Domain averages are not displayed for some populations as scores within that domain are not applicable

Difficulty Scale Analysis

Tenaya Middle School is significantly impacted by several variables that may be affecting student achievement. In order to produce higher student academic achievement, the staff should be encouraged to look for creative ways to address the following:

1. 80.3% free and reduced lunch rate indicates a strong likelihood that working parents or guardians may not have the academic skill or time to help their student learn at home.
2. 42% of Tenaya's students are English Learners creating a need for teachers to attend to language acquisition needs as well as teach academic grade level content standards.
3. 8 teachers are beginning teachers. The principal and support staff must spend a large amount of time assisting and supporting.
4. Categorical money for the school is quite healthy. Why doesn't student achievement reflect these expenditures?
5. Suspension rates (234) are higher than usual for a middle school of 815 students.
6. In addition to the factors mentioned above, the principal has 41 special day class students to care for. Should these students be transported to another campus that faces less challenges?

Summary of Data Analysis

Barriers

The academic achievement of Tenaya Middle School students is significantly impacted by several focus areas. These focus areas, or areas of concern, are further enhanced by isolated factors that contribute to issues connected to student achievement. The staff and planning committee have addressed the focus areas through three primary sources of data; 1.) standardized achievement scores, 2.) survey data from parents, students, and staff, and 3.) demographic information presented in The Difficulty Scale.

The first focus area affecting student achievement at Tenaya Middle School is in the area of reading and language arts. Students coming from low socio-economic homes do not display the language development skills of their counterparts who come from more advantaged homes. These students are less likely to be reading with fluency and continue to struggle with reading and language arts skills such as comprehension, spelling, vocabulary, language mechanics and language expression. Contributing factors to low reading achievement include the need for teacher preparation to meet the needs of an academically and linguistically diverse group of students and a lack of a strong, focused reading program. The staff acknowledges the need to address reading deficiencies of low achieving students.

The next focus area pertains to English Language Learners. Contributing factors to the issues faced by the English Language Development students include a lack of parent supported learning at home, teacher professional development, a school wide curriculum that is articulated and consistently applied, and successful intervention programs.

Another focus area is math. Teachers and parents recognize the difficulty students are experiencing with new, more rigorous math standards and have noted specific curricular areas where students need more assistance. Adding a stronger component on computational skills, and developing the necessary skills to successfully complete word problems will address the data related findings.

Finally, there are two additional focus areas which affect student achievement. These focus areas, the scarcity of extended learning opportunities for students and a need

to establish an effective parent/staff communication, involvement and education program will improve student achievement. After school type programs and summer school, while very helpful, do not currently reach a broad enough population to address the needs of a student population with a significant number of students in the 1st or 2nd quartile. And, with a diverse population and one that has a very high incidence of poverty, there are needs of parents on how to help their children with school work, learn English themselves and provide and enriching an stimulating environment for their children at home.

Part IV
**Targeted Strategies for Academic
Improvement**

Focus Areas and Goals

Targeted Strategies for Academic Improvement

In order to improve student academic achievement, Tenaya Middle School's II/USP Intervention Plan addresses strategic areas identified through data review. The plan also engages five specific groups or stakeholders. School wide interventions involve four groups; students, staff, parents, and leadership. A fifth group, the District Office, has been included to support intervention strategies that could be strengthened with district resources.

All action plan strategies are directly related to data based findings outlined in Part 3. Action plan strategies have been aligned with curriculum content (standards), grade level sequencing, and assessment practices.

Tenaya Middle School's Intervention Plan for Academic Improvement

Focus Area: Reading/Language Arts

Goal: Supplement current Reading and Language Arts program with additional programs, materials and training to address the needs of ALL students

.....
Strategy: School staff and planning committee to select a supplemental reading and language arts program that addresses the needs of underachieving students at the school. Program should have an ELD component included. Programs currently under consideration are Soar To Success; Accelerated Reader; Language! Corrective Reading; Caught Reading+.

When: Selection by May, 2000 with implementation and training to occur by September, 2000

Resources:

- Staff planning time
- Visitation budget
- Substitutes
- Resources and materials
- Stipends for training outside school day/hours/year
- Purchase leveled high interest content books

.....
Strategy: Purchase/implement STAR assessment program to monitor and assess students on a periodic basis to modify and drive instruction.

When: September, 2000

Resources:

- Computer hardware and software
- Professional development
- Instructional supplies and materials

.....
Strategy: Assess entering fifth grade students prior to the beginning of the year and group for standards based instruction

When: Beginning 2000-2001 school year

Resources:

- Reading clinicians to provide coaching/assistance
- Materials and strategies that support grouping at all level

.....
Strategy: Develop standards aligned benchmarks and scope and sequence guides and lessons for reading/language arts that are grade level specific

When: Beginning summer, 2000 and continuous until accomplished

Resources:

- Summer stipends for teachers
- Materials/resources
- Visitation time/budget

.....
Strategy: Provide planning time to articulate and coordinate existing and supplemental reading and language programs for all departments (including special education).

When: Spring, 2000

Resources:

- Inter department planning time
- Resources to replace dated materials

Focus Area: Mathematics

Goal: Supplement current math program with additional training and resources to meet the needs of those students not achieving at an acceptable level

.....
Strategy: Provide training for all appropriate staff in Math Matters

When: Spring/summer/fall of 2000

Resources:

- Time
- Resources and materials
- Stipends

.....
Strategy: Explore/purchase supplemental math programs and materials that are standards based that addresses the needs of underperforming student groups

When: Identify program and materials for purchase by May, 2000; implement by September, 2000

Resources:

- Visitations
- Substitutes
- Resources and materials
- Stipends for training during summer

.....
Strategy: Purchase/implement STAR math assessment program to assess students to modify and redirect instruction on a periodic basis

When: September, 2000

Resources:

- Computer hardware and software
- Training
- Additional instructional materials

.....
Strategy: Investigate strategies and receive professional development training on effective instructional delivery systems (ex. Math manipulatives)

When: 2000-2002

Resources:

- Grade level planning time
- Staff development funds

.....
Strategy: Investigate the most effective teaching strategies for a sheltered math class.

When: Spring/fall, 2000

Resources:

- Department planning time
- Visitations
- Substitutes

Focus Area: English Language Learners

Goal: Establish an English Language Learners program for ELD students that is consistent, articulated and content based

.....
Strategy: Implement appropriate recommendations from the ELD specialist report. See report in Appendix.

When: September, 2000 and continuous

Resources:

- Time
- Materials
- District staff time as available

.....
Strategy: Review existing ELD materials for effectiveness. Purchase supplemental materials to support new ELD standards (ex. Hampton Brown Into English materials).

When: 2000-2002

Resources:

- Time
- Materials
- Visitations
- Professional development training

.....
Strategy: Implement AVID program for one period (after school for first year and expanding program in second year).

When: 2000-2001 and 2001-2002

Resources:

- Staffing
- Materials and training
- Visitations

Focus Area: Extended Learning Opportunities

Goal: Increase teacher and student capacity by providing additional training and/or programs

.....
Strategy: Staff to begin discussions on restructuring the school to align with standards based instruction. Could include teambuilding/collaboration; school day; length of periods, etc.

When: 2000-2001 school year; implementation for 2001-2002

Resources:

- Staff planning time
- Consultant
- Visitations
- Substitutes

.....
Strategy: Expand extended learning programs for at risk students (before and after school)

When: September, 2000

Resources:

- Planning time
- Personnel
- Materials

.....
Strategy: Develop cross age tutoring program with local high schools.

When: September, 2000 and continuous

Resources:

- Planning time
- Coordinator stipend
- Training for tutors
- Materials

Focus Area: Parent Involvement/Education

Goal: Create and implement a program that will involve a large percentage of the school population to actively support and participate in their student's education.

.....
Strategy: Recruit, hire and train a part time (3.5 hour) classified parent coordinator to run the school's parent program. The program will, at a minimum, include: expanded volunteer program; parent institutes that include reading, math and homework topics; activities program; coordinate social and family services resources; parenting skills classes; establishing a parent center at school; video library for school related topics, acting as an ombudsman between parents and school where necessary, etc.

When: July, 2000

Resources:

- Materials and training budget
- Identify Title/SIP funds for position

Part V

Goals and Objectives

Annual Growth Targets

Short-term Academic Objectives

Evaluation Plan

Annual Growth Targets

<u>Measure</u>	<u>2001</u>	<u>2002</u>
<u>1999 Academic Performance Index</u>		
Reading	5% of 2000 API	5% of 2001 API
Mathematics	5% of 2000 API	5% of 2001 API
Language	5% of 2000 API	5% of 2001 API
Spelling	5% of 2000 API	5% of 2001 API
Subgroup populations	80% of 5%	80% of 5%

Staff, Parent and Student Survey

The survey administered in the fall of 1999 will be administered in the spring of 2002 to measure progress within the eight domains. Tenaya Middle School has specifically targeted the following areas for marked improvement:

Parent Involvement

Teacher Expectations for Student Success

Curriculum and Instruction

**Short-term Academic Objectives
2000-2001 / 2001-2002**

Tenaya Middle School's short term academic objectives for all students will be assessed with standards based, grade level interim assessment. Selected teachers will administer an initial battery of tests in reading/language arts and mathematics, as well as other assessments at least three times a year.

The chart below illustrates short term academic objectives. The percentages in reading and math refer to the percent of students at the specific grade level that will score a passing or grade level equivalence score with interim assessment measures. Targets have been set to allow for child development and teacher implementation of the II/USP Improvement Plan.

<u>INTERIM ASSESSMENT PERIODS</u>			
<u>Grade Level/Area</u>	<u>R 1 M</u>	<u>R 2 M</u>	<u>R 1 M</u>

2000-2001

Grade 6	50%/50%	60%/60%	70%/70%
Grade 7	50%/50%	60%/60%	70%/70%
Grade 8	50%/50%	60%/60%	70%/70%

2001-2002

Grade 6	55%/55%	65%/65 %	75%/75%
Grade 7	55%/55%	65%/65%	75%/75%
Grade 8	55%/55%	65%/65%	75%/75%

Evaluation Plan

Tenaya Middle School's three year evaluation plan includes identifying baseline data and continuing to monitor this data throughout the duration of the II/USP program. The collection of data and the monitoring of the action plan are shared responsibilities among teachers, the principal, and the contracted External Evaluator. The External Evaluator shall also serve as an ongoing coach for the principal and for teachers, assisting with maintaining the strong focus needed to achieve improvement.

Annual growth targets and short term academic objectives will be assessed to both guide instruction and to determine student achievement. The SAT 9 and interim assessment instruments, which are standard to each grade level, will be instituted as the primary measure of student academic achievement. As soon as the statewide augmented test is available, a third measure will be added to improve the alignment of assessment and standards.

Demographic information, first collected in the planning year , will be collected again in year two and year three. This data will serve as a benchmark for overall changes that might affect academic achievement. The data includes:

- Student mobility & Stability
- Student Attendance
- Teaching Experience
- Resource Allocations
- English Language Learner Population
- Socio-Economic Status of Population
- School Crime Information

- Special Education Students

And, finally, the survey conducted in the planning year will be administered to determine the effects of the work of the II/USP action plan on students, parents, and school staff. A comparison study will outline results in the following eight domains:

- Student Learning Culture
- Expectations for Success
- Administrative Leadership and Support
- Curriculum and Instruction
- Parental Involvement
- Safe Environment
- District/School Relations.

A schedule of evaluation activities appears on the following page.

II/USP Evaluation Plan

	SAT9	Interim Assessment	Demographic Data	Survey Data
Plan				
<u>Year</u>				
Oct	XXX		XXX	XXX
July	XXX			
Year One				
Oct		XXX	XXX	
Jan		XXX		
Apr		XXX		
May	XXX			
Year Two				
Oct		XXX		
Jan		XXX		
Apr		XXX		
May	XXX			
June				XXX

Part VI Management Plan

Program Management Plan

Budget

Management of the Improvement Plan

Effective management of the II/USP Improvement Plan calls for clearly defined resources and responsibilities. The following pages outline the responsibilities of teachers, parents and students to prepare for, implement, and sustain prescribed improvement strategies in Part IV.

Academic Improvement Plan Schedule- Teachers and Staff

<u>Professional Development</u>	<u>July/2000</u>	<u>July/2001</u>	<u>July/2002</u>
Select supplemental reading/language program	X	XC	→
Staff visits and professional development	X	XC	→
Purchase STAR assessment/training and implementation	XC	XC	→
Group students for standards based instruction	X	XC	
Develop benchmarks, scope and sequence and Lessons	X	XC	XC
Planning and articulation meetings		X	XC
Training for Math Matters	C	XC	XC
Select and implement supplemental math program and materials	X		→
Implement STAR Math assessment program	X		
Professional development for sheltered math Class- purchase supplemental materials	XC	C	→

Research and possibly change to different State approved ELD program	X	→	
Staff development for additional ELD Strategies			XC → XC → XC
Purchase supplemental ELD materials/program	X	→	XC → XC → XC
Schedule consultant/planning time to discuss restructuring for 2001-2002		X	
Plan/implement extended before and/or after school programs for at risk students	C	→	XC → XC → XC
Implement cross age tutoring program			X → XC → XC
Recruit, hire, train parent coordinator		X	→

Parent/Student Involvement

Parent ed program schedule	C	→	C
Parent Club Meetings	C	→	
Parent Center opens		XC	→
Video/audio program			X →
Homework Club	X	→	C →

After school tutoring

X- Initial action

C- on going coaching or implementation

C



Academic Improvement Management Plan

The following table assigns responsibility and indicates the targeted population for the action plan.

Focus Areas	Responsible Person (s)	Target Audience
Reading/Language Arts	Teachers/Administration/Staff	Teachers/Administration/Students
Math	Teachers/Administration	Teachers/Students
English Language Learners	Teachers/Administration	Teachers/Students
Extended Learning opportunities	Teachers/Administration	Teachers/Students
Parent Involvement/Education	Administration/Staff	Parents/Students

California Department of Education
District and School Support Division

Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application for State Funds

**Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2000-2001**

Name of District: Merced City School District
CDS Code: 24 65771 0000000

Name of School: Tenaya Middle School
CDS Code: 24 65771 6025704

Contact Person: Pamela Atkinson

Phone: 209 385-6687

E-mail:

SACS Resource Code: 7255

SACS Revenue Code: 8590

Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds	Amount of Matching Funds
	1000	Certificated Personnel Salaries		
		Teacher Stipends	6,900	
		Substitutes	14,000	
	2000	Classified Personnel Salaries		
	3000	Employee Benefits		
	4000	Books, Materials, Supplies		
		Assessment materials	5,000	
		Literacy/math materials	50,000	
	5000	Services and Other Operating Expenses (Including Travel)		
		Evaluation ELD Consultant	16,500 6,000	
		Professional development Travel and conference	18,195 6,405	
	6400	Capital Outlay (Equipment)		
		Computer/printers	18,000	
				141,000. (1,15,17)
		Total Amount Requested	\$141,000	

**Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2000-2001**

Name of District: Merced City School District CDS Code: 24 65771 0000000				
Name of School: Tenaya Middle School CDS Code: 24 65771 6025704				
Contact Person: Pamela Atkinson			Phone: 209 385-6687	E-mail: -
SACS Resource Code: 7255 SACS Revenue Code: 8590 Non-SACS Income Account Code: 8590				
SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds	Amount of Matching Funds
	1000	Certificated Personnel Salaries		
		Teacher Stipends	6,900	
		Substitutes	14,000	
	2000	Classified Personnel Salaries		
	3000	Employee Benefits		
	4000	Books, Materials, Supplies		
		Assessment materials	5,000	
		Literacy/math materials	50,000	
	5000	Services and Other Operating Expenses (Including Travel)		
		Evaluation ELD Consultant	16,500 6,000	
		Professional development Travel and conference	18,195 6,405	
	6400	Capital Outlay (Equipment)		
		Computer/printers	18,000	
			141,000	141,600

California Department of Education
District and School Support Division

Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application for State Funds

**Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001-2002**

Name of District: Merced City School District
CDS Code: 24 65771 0000000

Name of School: Tenaya Middle School
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Contact Person: Pamela Atkinson

Phone: 209 385-6687

E-mail:

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SACS Revenue Code: 8590

Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds	Amount of Matching Funds
	1000	Certificated Personnel Salaries		
		Teacher stipends	6,900	
		Substitutes	14,000	
	2000	Classified Personnel Salaries		
	3000	Employee Benefits		
	4000	Books, Materials, Supplies		
		Assessment materials	5,000	
		Literacy/math materials	15,695	
	5000	Services and Other Operating Expenses (Including Travel)		
		Evaluation	22,000	
		ELD consultant	6,000	
		Professional development	20,000	
		Travel and conference	6,405	
	6400	Capital Outlay (Equipment)		
		Classroom computers and printers	45,000	
			141,000	141,000 (1,15,17)
Total Amount Requested			\$141,000	

DOE 00055231

**Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001-2002**

Name of District: Merced City School District
CDS Code: 24 65771 0000000

Name of School: Tenaya Middle School
CDS Code: 24 65771 6025704

Contact Person: Pamela Atkinson

Phone: 209 385-6687

E-mail:

SACS Resource Code: 7255

SACS Revenue Code: 8590

Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds	Amount of Matching Funds
	1000	Certificated Personnel Salaries		
		Teacher stipends	6,900	
		Substitutes	14,000	
	2000	Classified Personnel Salaries		
	3000	Employee Benefits		
	4000	Books, Materials, Supplies		
		Assessment materials	5,000	
		Literacy/math materials	15,695	
	5000	Services and Other Operating Expenses (Including Travel)		
		Evaluation ELD consultant	22,000 6,000	
		Professional development Travel and conference	20,000 6,405	
	6400	Capital Outlay (Equipment)		
		Classroom computers and printers	45,000	
			141,000	141,000
		Total Amount Requested	\$141,000	

**Contracted Expenses
2000-2001**

Professional Development- Services

Math Matters	Classroom strategies for teachers	7,000.00
ELD Consultant	Classroom strategies for teachers and aides 4 days @ \$1,500.00	6,000.00
Accelerated Reading/ Math training	Training for teachers in the use of these programs	5,795.00
Scheduling consultant	Provide ideas for innovative scheduling	3,000.00
Hampton/Brown Consultant/Trainer	Provide training on Into English Materials	1,500.00
Evaluation	3 days on site services/1 day off site Services, monitor progress and interim Assessment, review and analysis of SAT 9 Data, review and analysis of Difficulty Scale	16,500.00
Principal	Travel Expenses	1,000.00

Professional Development- Compensation for Teachers

Summer standards work	6,900.00
Conferences	5,405.00

**Contracted Expenses
2001-2002**

Math Matters	Classroom Strategies for teachers	7,000.00
ELD Consultant	Classroom strategies for teachers and aides 4 days @ \$1,500.00	6,000.00
Accelerated Reading/ Math training	Training for teachers in the use of these	5,795.00
Scheduling Consultant	Provide for innovative scheduling	3,000.00
Hampton-Brown Consultant/Trainer	Provide training on Into English materials	1,500.00
Evaluation	3 days on site services/1 day off site services Monitor progress and interim assessment Review & Analysis of SAT 9 data Review & Analysis of Difficulty Scale Review & Analysis Survey data	22,000.00
Principal	Travel expenses	1,000.00
<u>Professional Development- Compensation for Teachers</u>		
Summer standards work		6,900.00
Conferences		5,405.00

Part VII

Appendices

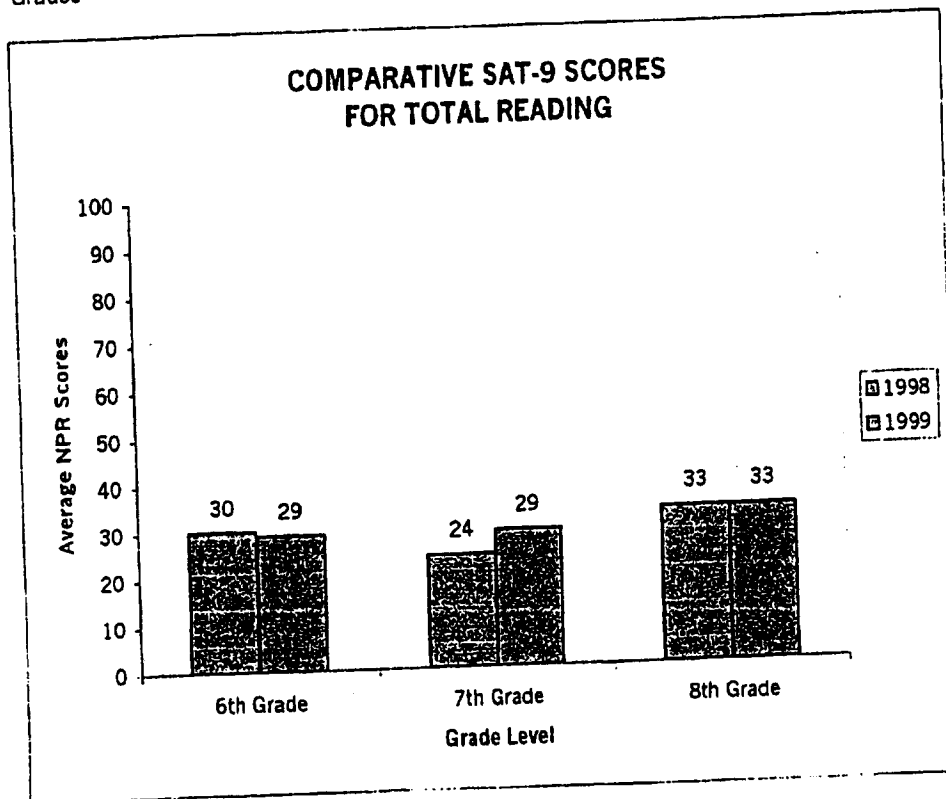
SAT-9 Comparison Data	A
SAT-9 Disaggregated Data	B
The Difficulty Scale	C
English Learners Report	D
Academic Performance Index	E
California Safe Schools Assessment	F

COMPARISON OF 1998 and 1999 SAT-9 NPR AVERAGES

Comparative SAT-9 Data: Merced City Elementary S. D.
 Tenaya Middle School District
 6-8
 Total Reading

	1998	1999	
6th Grade	30	29	-1
7th Grade	24	29	5
8th Grade	33	33	0

Grades

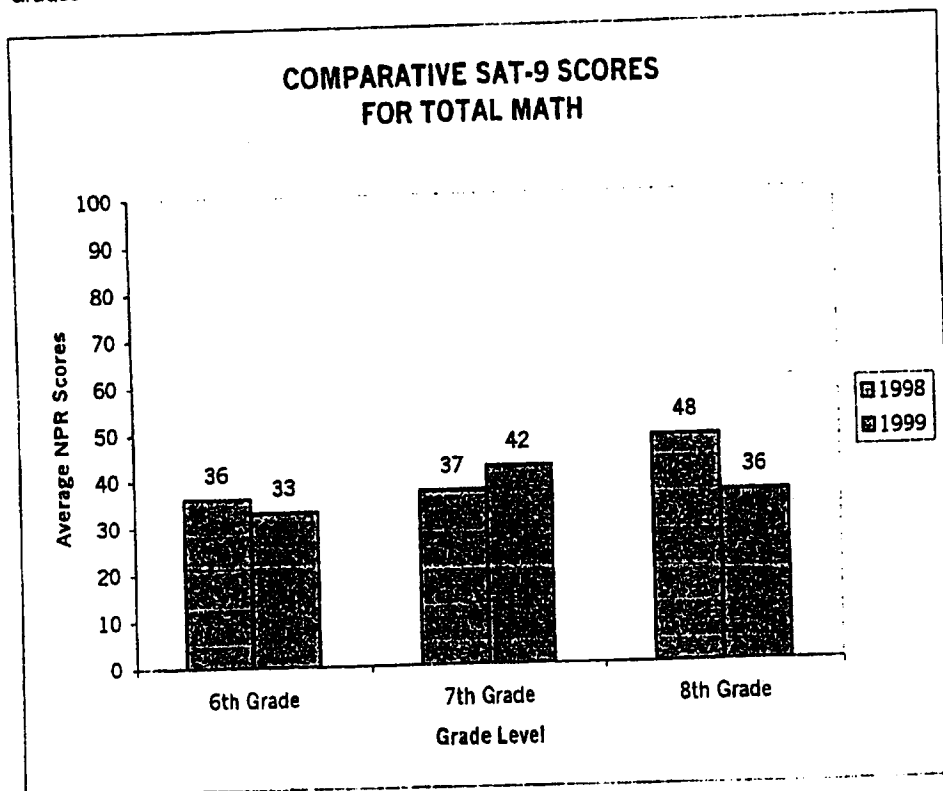


COMPARISON OF 1998 and 1999 SAT-9 NPR AVERAGES

Comparative SAT-9 Data: Merced City Elementary S. D.
 Tenaya Middle School
 6-8
 Total Math

	1998	1999	
6th Grade	36	33	.3
7th Grade	37	42	5
8th Grade	48	36	.12

Grades

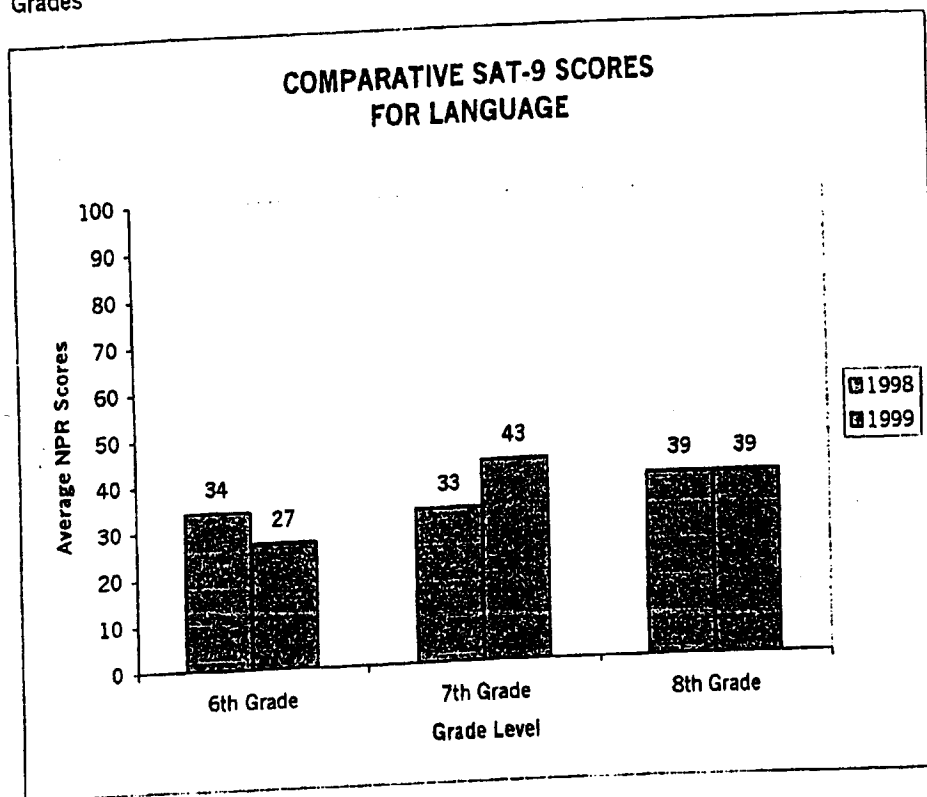


COMPARISON OF 1998 and 1999 SAT-9 NPR AVERAGES

Comparative SAT-9 Data: Merced City Elementary S. D.
 Tenaya Middle School District
 6-8
 Language

	1998	1999	
6th Grade	34	27	-7
7th Grade	33	43	10
8th Grade	39	39	0

Grades

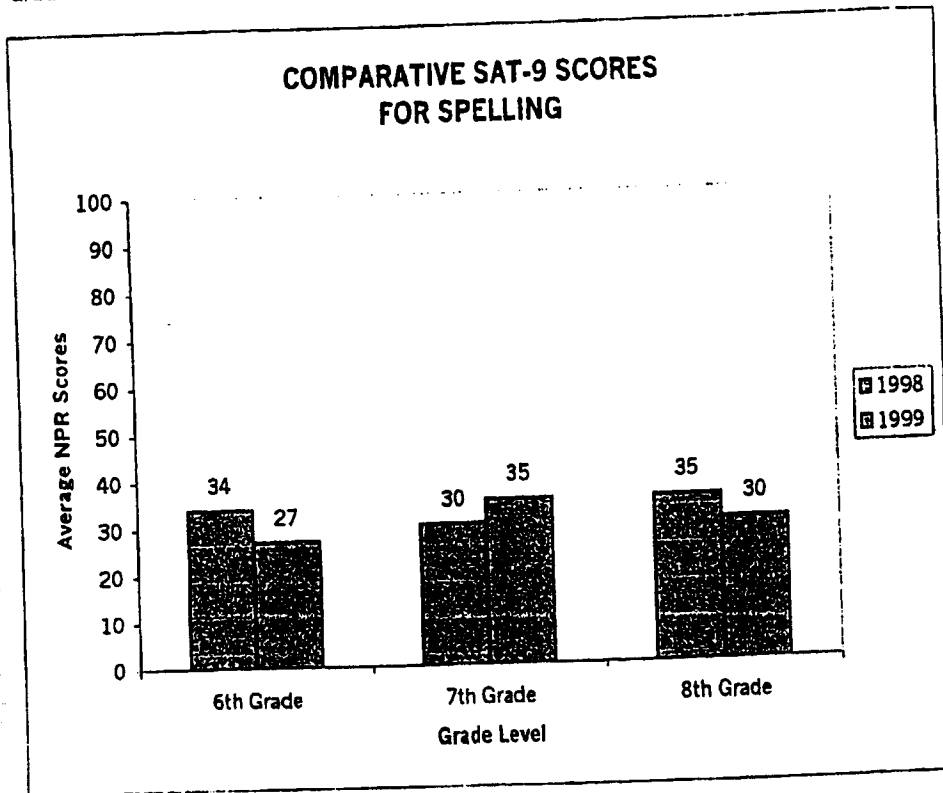


COMPARISON OF 1998 and 1999 SAT-9 NPR AVERAGES

Comparative SAT-9 Data: Merced City Elementary S. D.
 Tenaya Middle School District
 6-8
 Spelling

	1998	1999	
6th Grade	34	27	.7
7th Grade	30	35	.5
8th Grade	35	30	.5

Grades



COMPARISON OF 1998 and 1999 SAT-9 NPR AVERAGES

Comparative SAT-9 Data:

Merced City Elementary S. D.

Tenaya Middle School

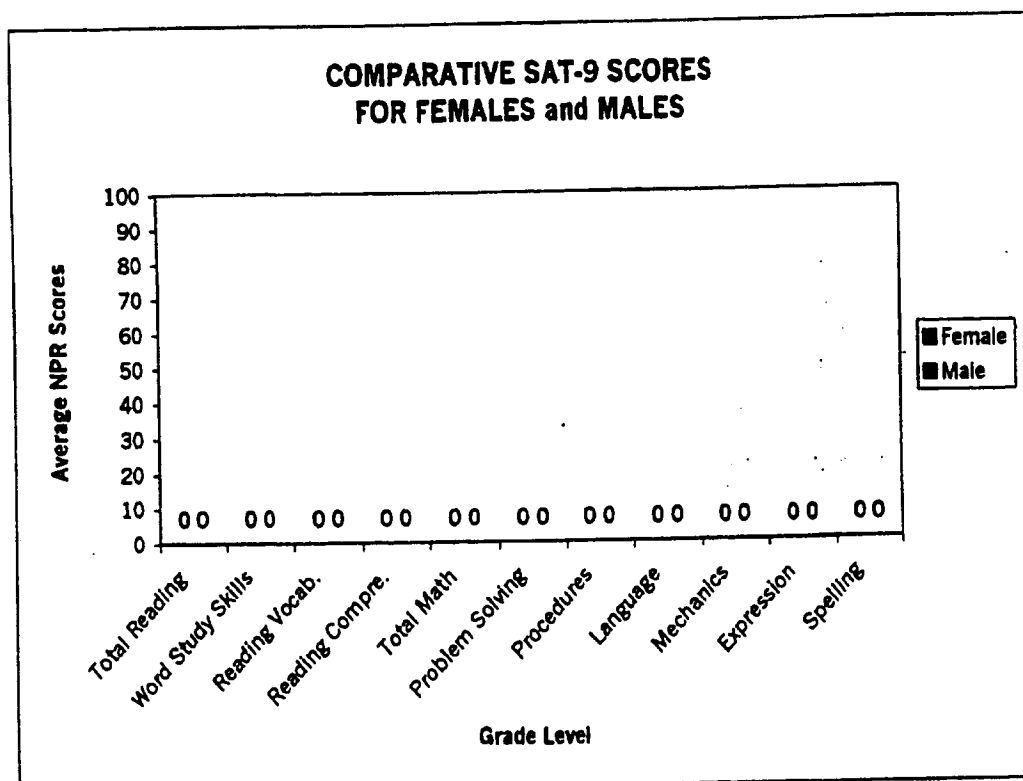
Grade 6

Female/Male

	Female	Male	
Total Reading	0	0	0
Word Study Skills	0	0	0
Reading Vocab.	0	0	0
Reading Compre.	0	0	0
Total Math	0	0	0
Problem Solving	0	0	0
Procedures	0	0	0
Language	0	0	0
Mechanics	0	0	0
Expression	0	0	0
Spelling	0	0	0

Result:

On average, There is a ??? gap between the females and the males.

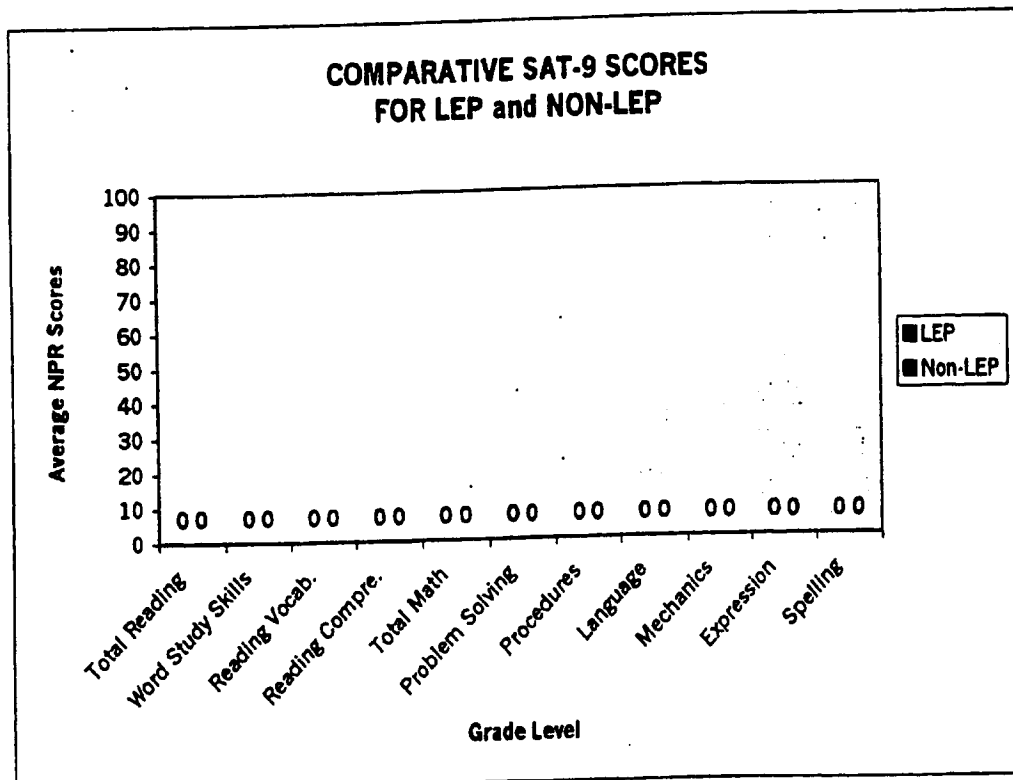


COMPARISON OF 1998 and 1999 SAT-9 NPR AVERAGES

Comparative SAT-9 Data: **Merced City Elementary S. D.**
Tenaya Middle School
Grades 6-8
LEP/Non-LEP

	LEP	Non-LEP	
Total Reading	0	0	0
Word Study Skills	0	0	0
Reading Vocab.	0	0	0
Reading Compre.	0	0	0
Total Math	0	0	0
Problem Solving	0	0	0
Procedures	0	0	0
Language	0	0	0
Mechanics	0	0	0
Expression	0	0	0
Spelling	0	0	0

Results: There is a pronounced gap between the Non-LEP and the LEP population at grade 8.



COMPARISON OF 1999 DISAGGREGATED SAT-9 NPR AVERAGES

Comparative SAT-9 Data:

Merced City Elementary S. D.

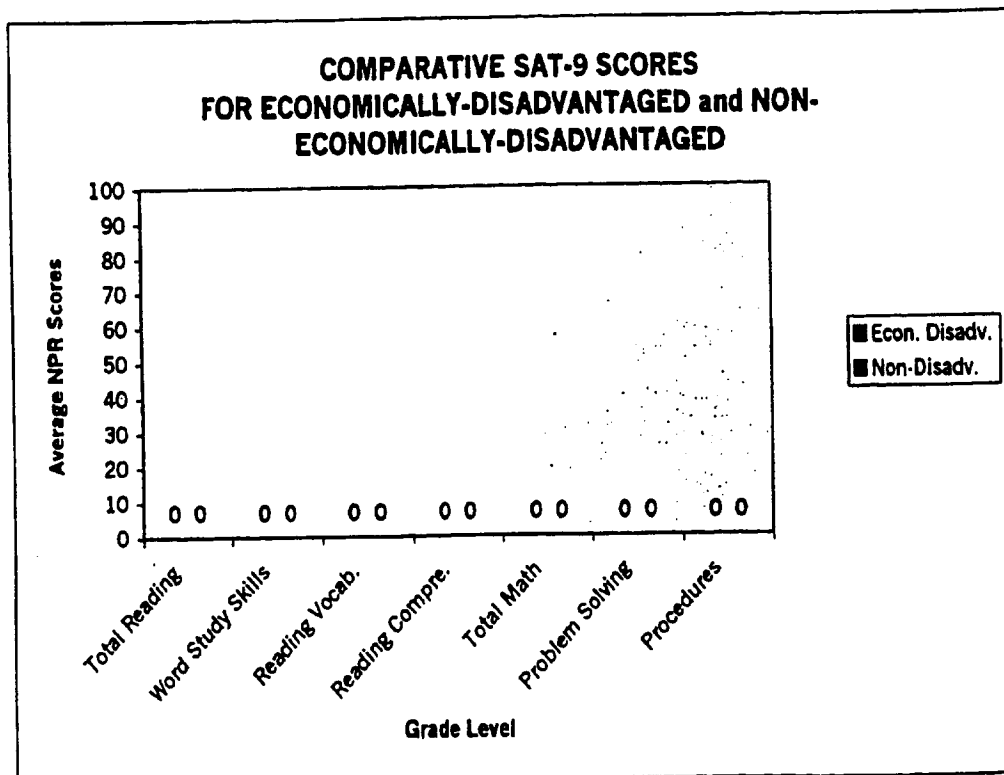
Tenaya Middle School

Grade 6

Disadv./Non-Disadv.

	Econ. Disadv.	Non-Disadv.	
Total Reading	0	0	0
Word Study Skills	0	0	0
Reading Vocab.	0	0	0
Reading Compre.	0	0	0
Total Math	0	0	0
Problem Solving	0	0	0
Procedures	0	0	0
Language	0	0	0
Mechanics	0	0	0
Expression	0	0	0
Spelling	0	0	0

Results: On average, there is a ??? gap between the economically disadvantaged and the non-disadvantaged populations.



COMPARISON OF 1998 and 1999 SAT-9 NPR AVERAGES

Comparative SAT-9 Data:

Merced City Elementary S. D.

Tenaya Middle School

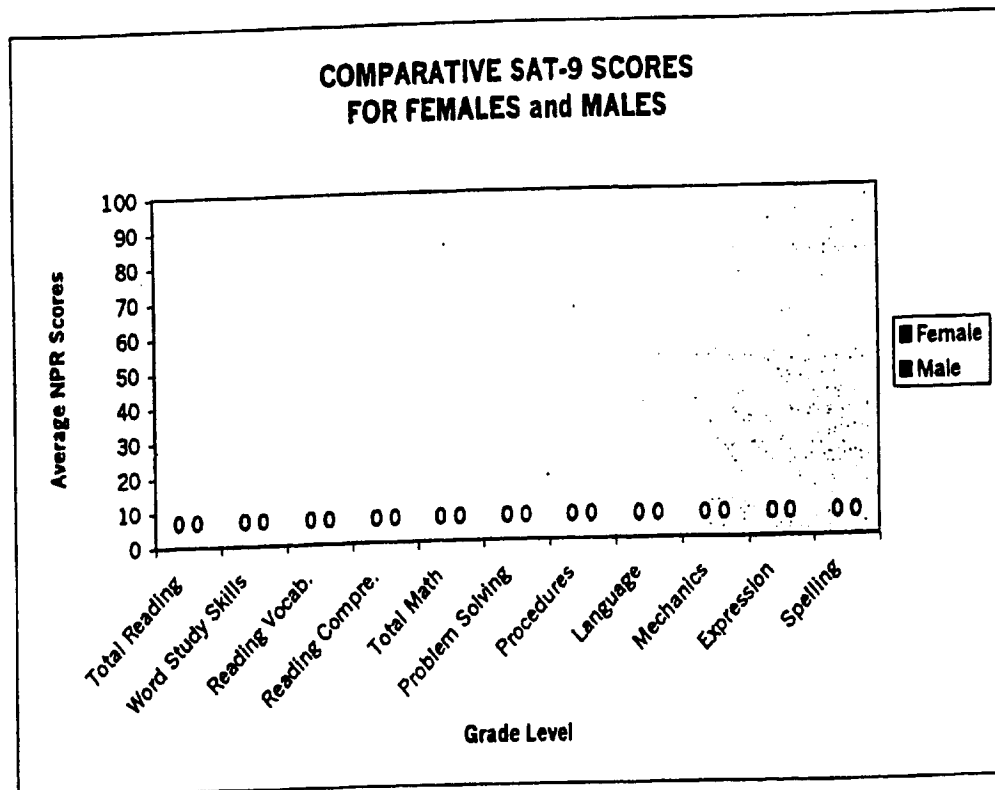
Grade 7

Female/Male

	Female	Male	
Total Reading	0	0	0
Word Study Skills	0	0	0
Reading Vocab.	0	0	0
Reading Compre.	0	0	0
Total Math	0	0	0
Problem Solving	0	0	0
Procedures	0	0	0
Language	0	0	0
Mechanics	0	0	0
Expression	0	0	0
Spelling	0	0	0

Result:

On average, There is a ??? gap between the females and the males.



COMPARISON OF 1998 and 1999 SAT-9 NPR AVERAGES

Comparative SAT-9 Data:

Merced City Elementary S. D.

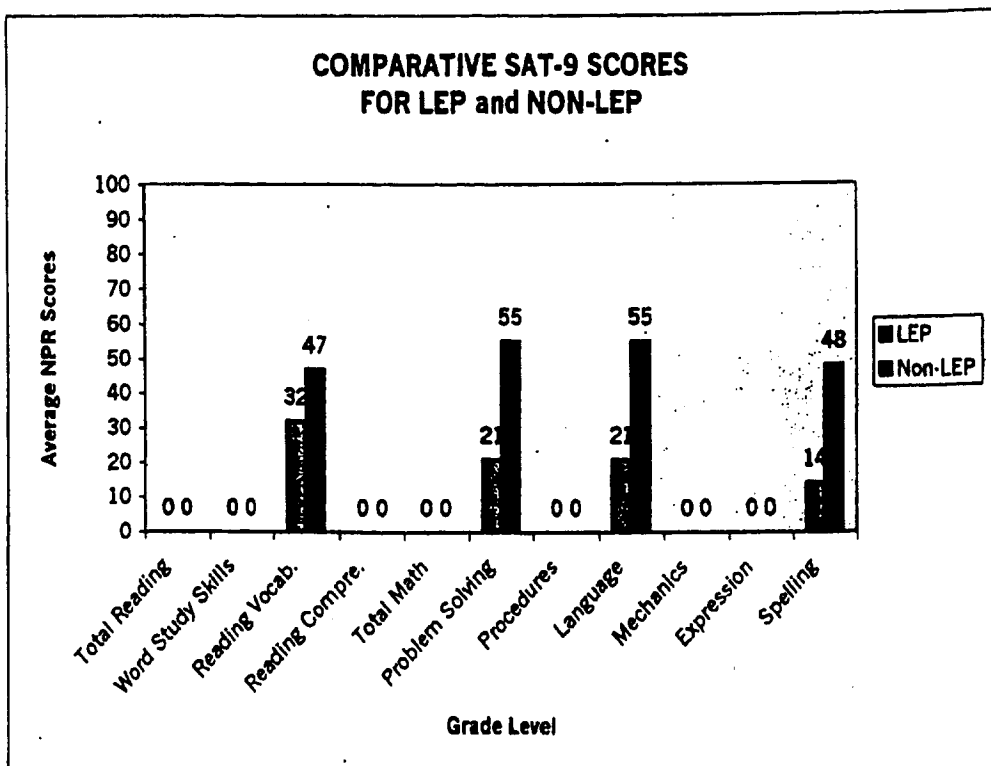
Tenaya Middle School

Grade 7

LEP/Non-LEP

	LEP	Non-LEP	
Total Reading	0	0	0
Word Study Skills	0	0	0
Reading Vocab.	32	47	15
Reading Compre.	0	0	0
Total Math	0	0	0
Problem Solving	21	55	34
Procedures	0	0	0
Language	21	55	34
Mechanics	0	0	0
Expression	0	0	0
Spelling	14	48	34
			11

Results: There is a pronounced gap between the Non-LEP and the LEP population at grade 8.



COMPARISON OF 1999 DISAGGREGATED SAT-9 NPR AVERAGES

Comparative SAT-9 Data:

Merced City Elementary S. D.

Tenaya Middle School

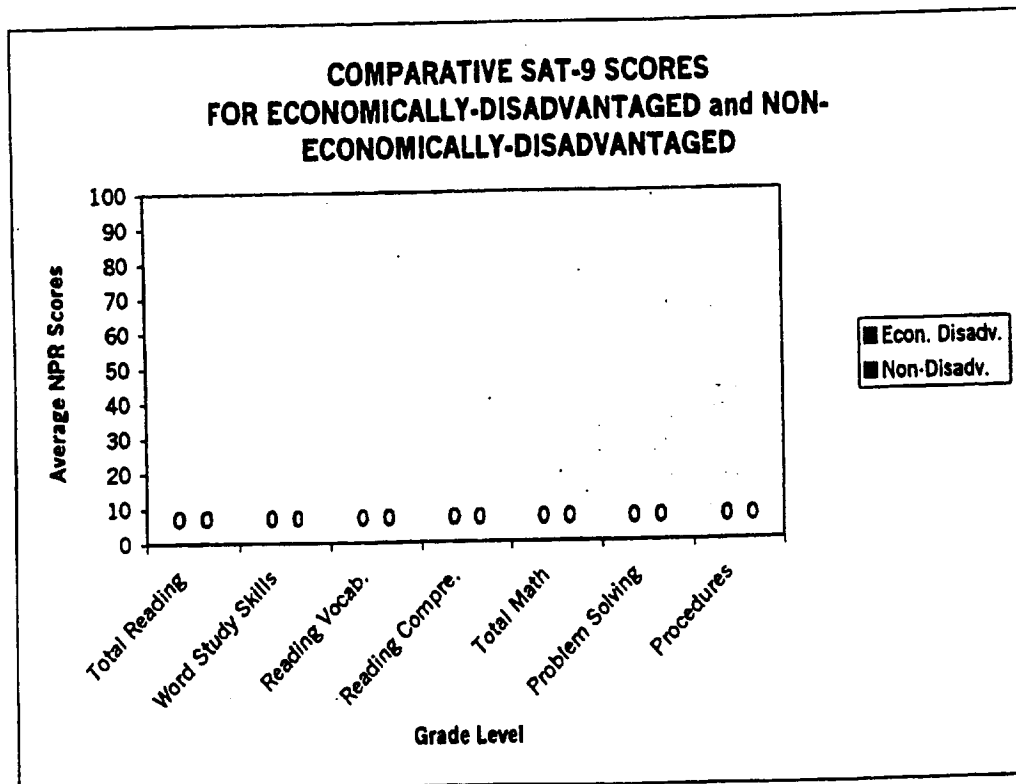
Grade 7

Disadv./Non-Disadv.

	Econ. Disadv.	Non-Disadv.	
Total Reading	0	0	0
Word Study Skills	0	0	0
Reading Vocab.	0	0	0
Reading Compre.	0	0	0
Total Math	0	0	0
Problem Solving	0	0	0
Procedures	0	0	0
Language	0	0	0
Mechanics	0	0	0
Expression	0	0	0
Spelling	0	0	0

Results:

On average, there is a ??? gap between the economically disadvantaged and the non-disadvantaged populations.



COMPARISON OF 1998 and 1999 SAT-9 NPR AVERAGES

Comparative SAT-9 Data:

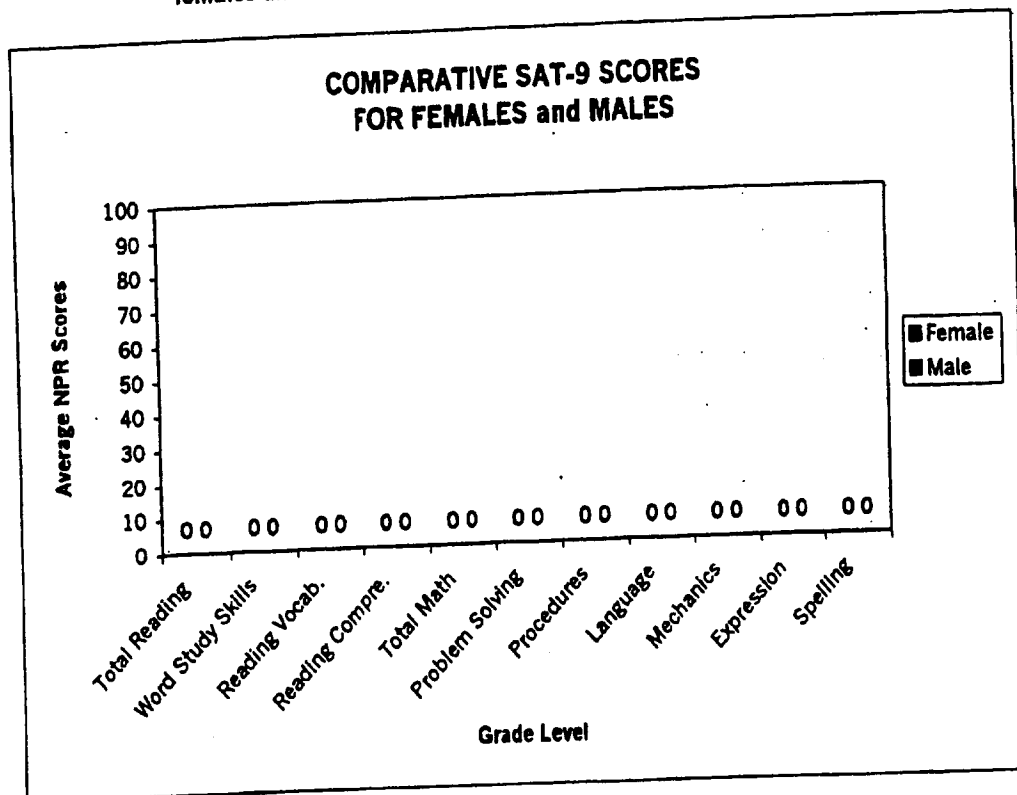
Merced City Elementary S. D.

Tenaya Middle School
Grade 8
Female/Male

	Female	Male	
Total Reading	0	0	0
Word Study Skills	0	0	0
Reading Vocab.	0	0	0
Reading Compre.	0	0	0
Total Math	0	0	0
Problem Solving	0	0	0
Procedures	0	0	0
Language	0	0	0
Mechanics	0	0	0
Expression	0	0	0
Spelling	0	0	0

Result:

On average, There is a ??? gap between the females and the males.



COMPARISON OF 1998 and 1999 SAT-9 NPR AVERAGES

Comparative SAT-9 Data:

Merced City Elementary S. D.

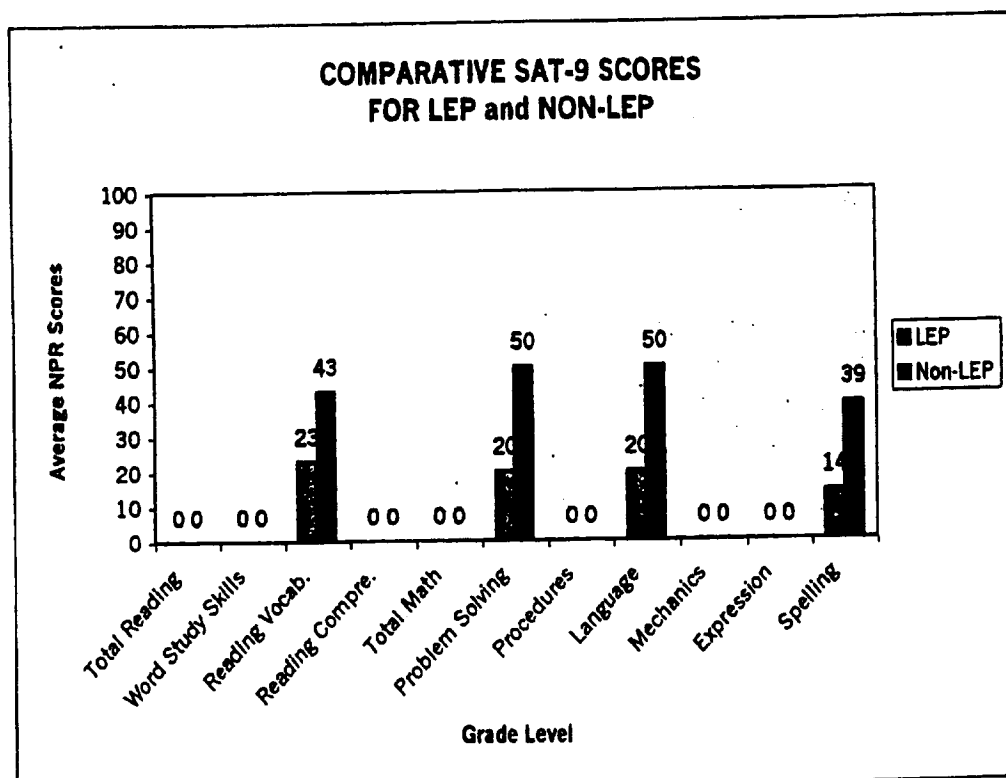
Tenaya Middle School

Grade 8

LEP/Non-LEP

	LEP	Non-LEP	
Total Reading	0	0	0
Word Study Skills	0	0	0
Reading Vocab.	23	43	20
Reading Compre.	0	0	0
Total Math	0	0	0
Problem Solving	20	50	30
Procedures	0	0	0
Language	20	50	30
Mechanics	0	0	0
Expression	0	0	0
Spelling	14	39	25
			10

Results: There is a pronounced gap between the Non-LEP and the LEP population at grade 8.



COMPARISON OF 1999 DISAGGREGATED SAT-9 NPR AVERAGES

Comparative SAT-9 Data:

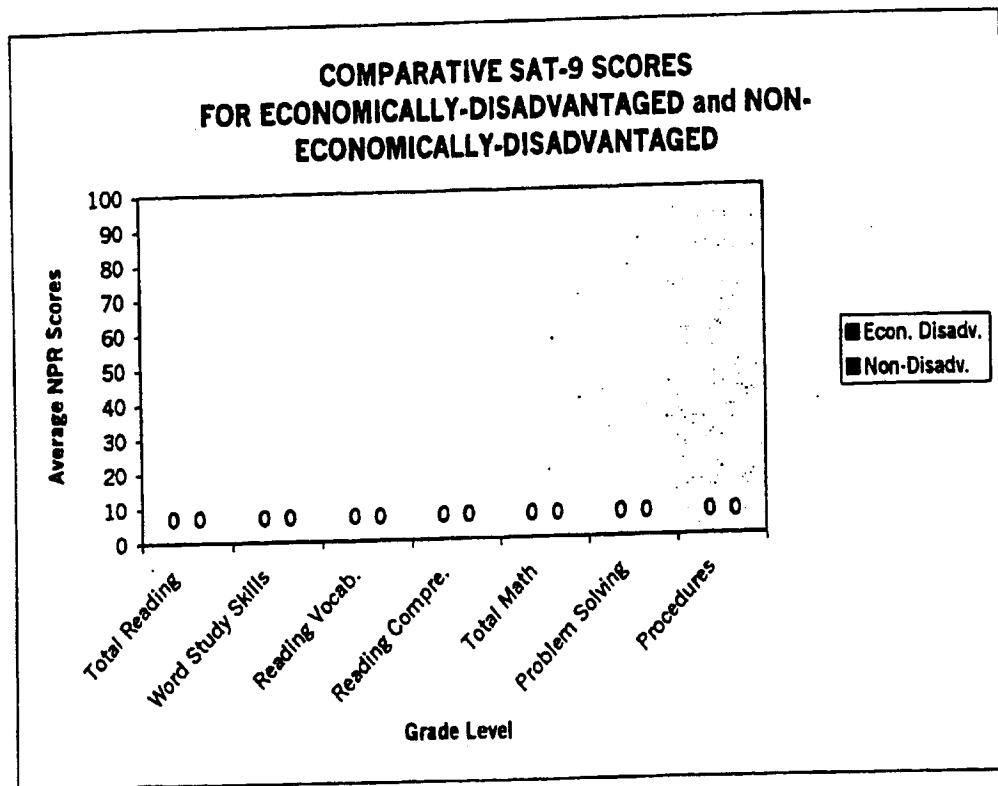
Merced City Elementary S. D.

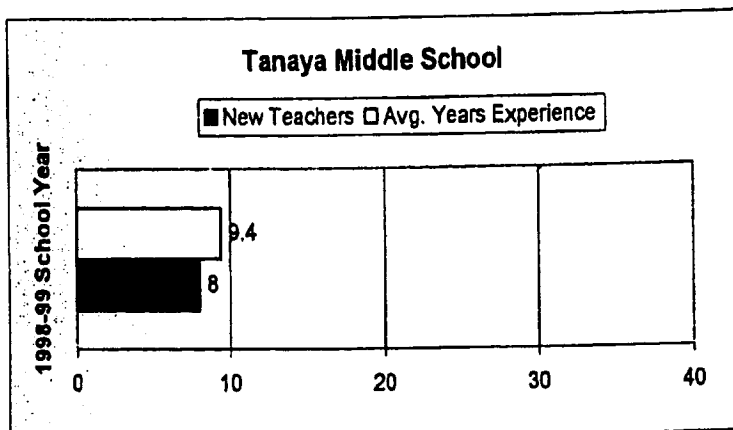
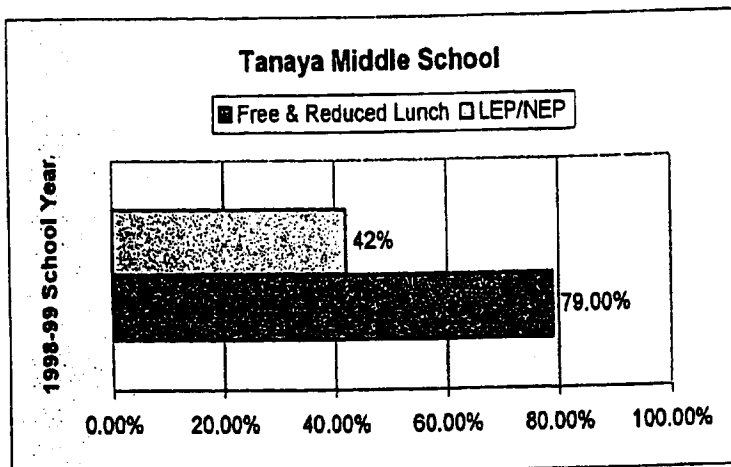
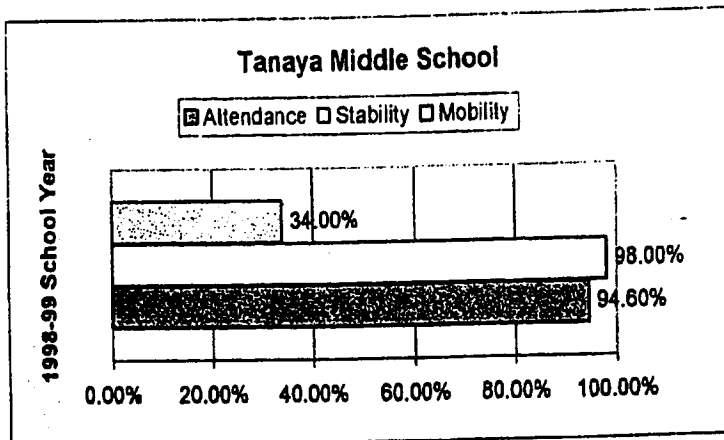
Tenaya Middle School
Grade 8
Disadv./Non-Disadv.

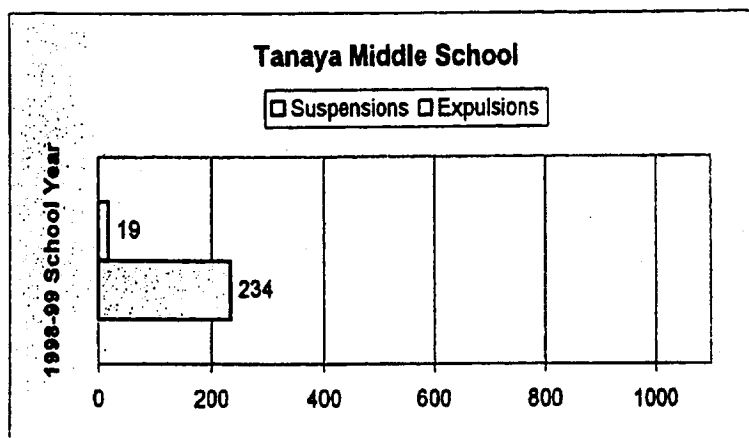
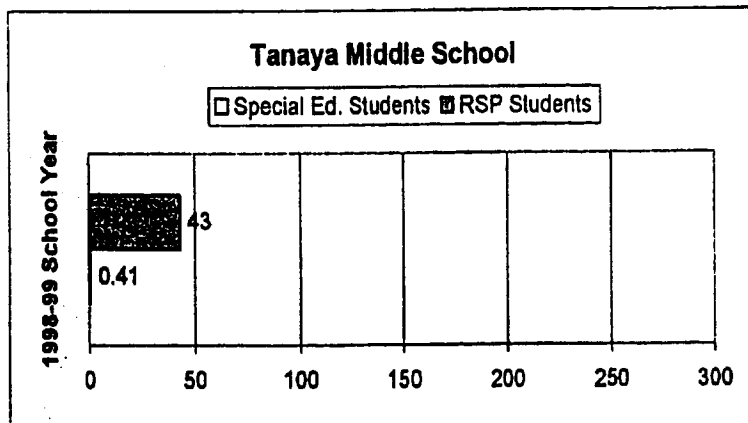
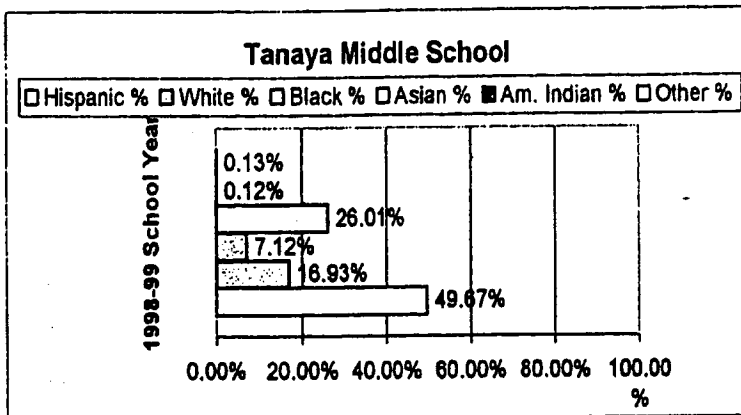
	Econ. Disadv.	Non-Disadv.	
Total Reading	0	0	0
Word Study Skills	0	0	0
Reading Vocab.	0	0	0
Reading Compre.	0	0	0
Total Math	0	0	0
Problem Solving	0	0	0
Procedures	0	0	0
Language	0	0	0
Mechanics	0	0	0
Expression	0	0	0
Spelling	0	0	0

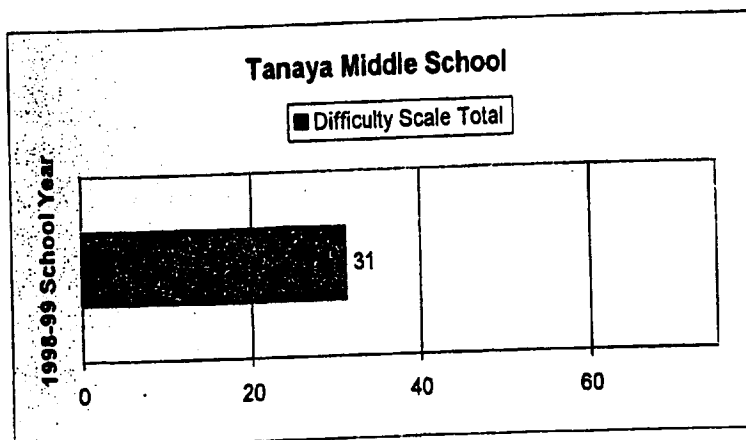
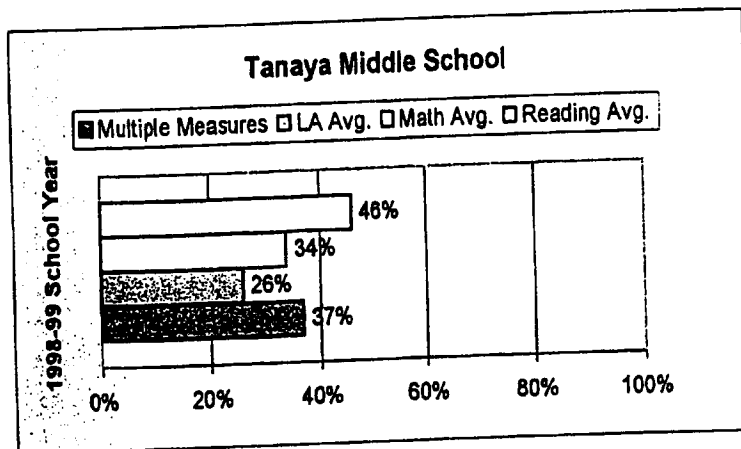
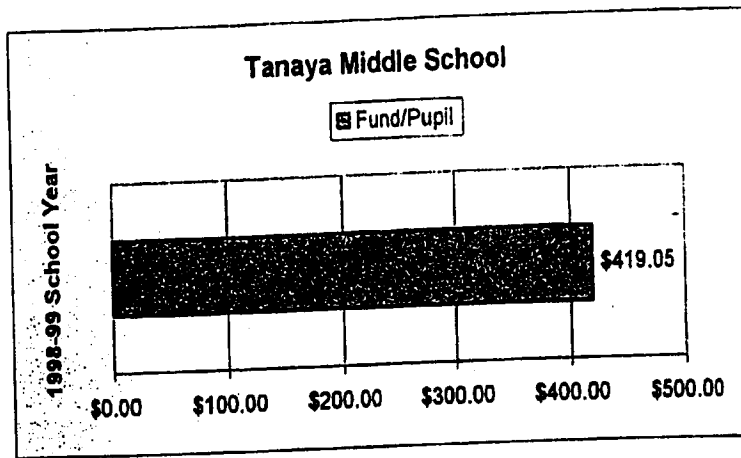
Results:

On average, there is a ??? gap between the economically disadvantaged and the non-disadvantaged populations.









Pulliam Group
Evaluation Report of English Learner Programs
Tenaya Middle Schools
Merced City School District
Completed by Yolanda Finley, Consultant
February 8, 2000

Finding:

Tenaya Middle School is a large school with a diverse student population, with students having a wide range of linguistic and scholastic abilities. The school uses a modified bilingual program (option 3). There is one BCLAD (Hmong) teacher who teaches 27 Hmong and Mien students for four periods a day: ELD (20 minutes a day, grades 6-8), Language Arts, and Social Studies/Science. Social Studies is taught the first semester and Science, the next semester.

The sixth grade students are included in the sheltered Math class (grades 6-8) and in the 20 minute ELD period. They are mainstreamed for P.E. and one elective.

The students are at levels 0-3 (according to district's Master Plan, pp. 37 and 212), that translates to prereceptive through speech emergence levels of proficiency. The district office has not yet started using the state department's 5 levels of English proficiency.

Since the Hmong language has only had a written language in recent times, the students are orally proficient but not literate in this language. Therefore the Hmong teacher must teach the kids to read and write in English, then give instruction and support in the primary language to explain and clarify concepts---NO SMALL TASK!!! There is no Hmong instructional assistant at the school at this time.

Recommendation:

It is strongly recommended that a second BCLAD (Hmong) teacher be hired to split the four-subject load of the present teacher. Currently there is a community liaison assistant who is Hmong. He has a BA. Perhaps the district could place him in an intern program or on an emergency credential and assign him to teach part of the present Hmong teacher's schedule.

It is strongly recommended that a bilingual instructional assistant be hired to assist the teacher with the awesome task of fulfilling the needs of 27 students in 4 subject areas!

Finding:

The students do not participate in a consistent, articulated content-based ELD program. English Learner (EL) students, grades 6-8 at proficiency levels 0-5, receive ELD instruction for a period of 20 minutes daily from 8 certificated/credentialed teachers. This does not provide sufficient time for students to increase their English fluency.

Teachers were not using the core ELD program from Santillana. Some teachers are not aware of the EL students on their classlists. Others were using Connections by Barrett Kendall Publications; a workbook intended for use with English Only (EO) students. Some teachers were doing test prep work during this 20 minute period. One teacher was using Spanish vocabulary materials for Spanish-speaking students, claiming the students were at level 0-3 (we understood that this group of students went to two other schools for primary language programs).

Teaching was directed to the whole class using a mainstream approach, with no visible differentiation of instruction for the new state-defined five levels of proficiency of students. There was little evidence of the strategies being used which provide "extra" assistance to the students. The teachers were not aware of the state-adopted ELD standards; therefore, not aligning lessons to the new standards.

Regardless of whether a student is in SEI Alternative Bilingual or Mainstream, the rigor of the standards holds all teachers accountable for the development of full academic proficiency in English.

There is not a clear definition of the term "reasonable fluency" for the teachers to use as students are ready to move into mainstream classrooms. Exit criteria should be used if it is likely that a student is ready to move to the next level of instruction.

Recommendation:

The California Department of Education (CDE) states that students at the beginning, early intermediate, and intermediate levels (levels 0-3 in Merced) of proficiency at the secondary level must have a clearly defined ELD class and a language arts class. This means two full periods of English daily.

The ELD class must follow the district curriculum and use the proper materials to assist students to move successfully through the five levels of English proficiency. The language arts class may be a mainstream/sheltered class but must have provisions for a unique element that will serve the student who has not yet reached redesignation. It is strongly recommended that Tenaya Middle School institute these two classes for the 2000-2001 school year. Twenty minutes of ELD is not enough.

It is also strongly recommended that students at levels of early advanced and advanced (levels 4 and 5) have a regular mainstream language arts class with a description of the unique elements that will assist ELs in attaining redesignation status (an ELD program within the language arts classroom). The 6th, 7th and 8th grade students at levels 4 and 5 may be clustered and placed in grade-appropriate classrooms with the ELD component defined within it. These students will not need two classes of English since they are at high levels of proficiency.

Teachers must have class lists identifying the EL students in their classes. Tenaya Middle School has a total of 314 English Learners. Their needs must be met within the language arts classroom and instruction must be differentiated for the five different levels. If

scores are to increase, the teachers must identify and find ways to meet the language arts needs of the 314 students.

Mainstream teachers will need to hold B/CLAD or SB1969 certification or be in training. At the district office level, the definition of "reasonable fluency" and the exit criteria to mainstream classes should be clarified (program options page of the Master Plan) for use at the site.

Finding:

English Learners at levels 4 and 5 do not have access to the core curriculum in a manner that is designed to foster understanding. Classes in the core content areas are taught as if they are regular mainstream classes, with no unique features identified for providing comprehensible instruction. This program treatment is producing a deficit in learning.

Southeast Asian students in the four period block are at an academic disadvantage by having the same teacher for all four core subjects. Whole group, directed lessons were taking place in this classroom, with no differentiation for the 0-3 levels students who speak two languages.

The teachers are not B/CLAD or SB1969 certificated.

There is not a benchmark assessment of academic progress of the EL students, therefore students remain at the same levels for a year (district assessment takes place yearly) or moved using only teacher-judgement.

Recommendation:

It is strongly recommended that a strong comprehensive Structured English Immersion (SEI) content-area program that follows a simultaneous approach to allow student access to the core curriculum be developed.

It is strongly recommended that the teachers in the mainstream classrooms obtain B/CLAD authorization, which is the awareness level of training. It is recommended that all teachers receive ELD and SDAIE training in how to deliver lessons that are differentiated for the five levels of proficiency defined by the CDE.

Although the staff has had content-area standards training, it is not evident in the classrooms. As the Reading/Language Arts and Math Grade Level Standards (GLS) scores and the SAT9 scores are studied, it should be noted that curriculum and instruction must be aligned to the grade-level content standards.

The district's Multiple Measures Assessment System that includes benchmark assessment for academic progress in reading, writing and math must be incorporated into the school plan for proper movement and placement of students throughout the year.

Finding:

Assessment of the progress of the ELD students is not on going and continuous throughout the school year, although the district has the Multiple Measures Assessment System. This system does not provide on-going benchmark assessment. Therefore, teachers do not know when to move students from one level of proficiency to another during the school year.

There is yearly assessment of oral language proficiency only, using the SOLOM and the Rainbow Assessment. This information is collected at the end of the school year for placement in the correct level of English proficiency. There is no provision in the Master Plan for assessing the reading and writing levels of the students until time for redesignation. This benchmark assessment should be continuous and on-going. According to the Master Plan (see LEP 1e dated 8-21-97), the CAT5 or SAT9 scores in reading and math are used at redesignation time.

The site states that assessment includes multiple measures such as the Burns and Roe I.R.I., the District Writing Assessment (DWA) and the District Math Assessment (DMA). Teachers cite that the Burns and Roe assessment is not appropriate for EL students. All students are assessed using the SAT9.

The average percentage of EL scores on the Math GLS (grade level standards) for levels L2-L5 is as follows: do not meet-93%; meet the standard-7%; exceed the standard-0%. For the same group, the Reading/Language GLS percentages are as follows: do not meet-87%; meet the standard-13%; and exceed the standards-2%.

The SAT9 scores of Reading-46%, Math-34% and Language Arts 26% for EL students are also indicators that there are areas of concern to be addressed.

Recommendation:

It is recommended that on-going benchmark assessment in the area of ELD be developed by the District or that a program of assessment be investigated for use with the school site. The students must be assessed in order to meet the needs at the many levels of language proficiency. On-going assessment will provide flexibility of movement within ELD levels. This will better serve students than the present "one size fits all" ELD program.

Math assessment pre/post test must be given, and translated into a language which the student understands (i.e., Spanish, Hmong, Mien, etc.)

Assessment should also focus on the areas that need to be addressed and will give the administrators a clearer picture of the "safety net" programs, which need to be established within the daily schedule. Safety net programs presently in place, Saturday School and after-school programs such as Drop-In, are not well attended.

The Math and Reading/Language Arts Grade Level Standards scores and the SAT9 scores make it evident that different teaching techniques must be employed and that curriculum and instruction must be aligned to the standards and the SAT9.

If scores are to improve, focused collaboration by the staff is a must. In order to improve the SEI program at the school as well as the scores, meetings must be held and a common goal identified. Then the staff must analyze the data, work together and support each other in meeting the identified goal—improvement of student achievement! It is recommended that the book, Results by Schmoker, be purchased for use by the teachers as they accomplish this task.

Finding:

There is inconsistent use of materials for ELD, literacy and content-area instruction. Materials are dated and remedial (low-level) in nature. The use of dittoes and xeroxed packets is prevalent at the site. The sheltered math class for grades 6-8 shoots for the middle, using the seventh grade curriculum which is inappropriate.

Recommendation:

The site must standardize the use of materials and resources across and within grade levels. Existing materials must be inventoried and a list of resources made available to teachers of EL students. A more up-dated ELD core program should be investigated for use, i.e., Heinle and Heinle and Voices in Literature, a literature anthology for EL students. There are many new materials in the field, more aligned to the standards..

The district must develop a better math curriculum to provide differentiated instruction for the three grade/ four proficiency levels in the present sheltered Math class! Social Studies and Science materials must be purchased.

Out-dated materials should be discarded and supplemental materials should be purchased. A-V materials (such as tapes and videos), picture cards, picture dictionaries, native language encyclopedias, and software are needed to give students equal access.

Finding:

The administrator at Tenaya Middle School is very supportive and very willing to provide professional development on-site. However, the district must provide the leadership in this arena. The district's training does not address the specific needs of English Learners.

Recommendation:

The district must prioritize, establish and implement a comprehensive plan for on-going staff development for experienced as well as newly-hired teachers in the following areas:

- ELD and ELA/Content Standards
- ELD and SDAIE Methodology

- Math Manipulatives and Higher Thinking Skill
- Literacy for English Language Learners
- Graphic Organizers and Cooperative Learning
- Assessment of English Learners
- Project GLAD- SDAIE training by Suzanne Crágo-Schneider of Fullerton, CA
- Project WRITE- San Dieguito Union S.D., San Dieguito, CA

Finding:

The resource teacher performs many duties to benefit the EL program. She works closely with the principal and vice-principal in a team approach. The use of the two Spanish bilingual assistants is very appropriate. There is no Hmong bilingual assistant at present.

Recommendation:

It is recommended that the resource teacher continue her present work in providing staff training in areas of literacy, ELD and content-instruction. It is also recommended that a Hmong bilingual assistant be hired as soon as possible.

Finding:

The parents are actively involved in the ELAC and are very pleased with the programs and services that their students receive at Tenaya Middle School. The Spanish-speaking and Hmong-speaking community liaison assistants are instrumental in keeping the parents informed and involved in happenings at the school.

Recommendation:

Keep up the good work! It is obvious that much work is done by the principal, vice-principal and resource teacher to maintain positive rapport with the families and the community.

Tenaya Middle School
Visitation Date: Tuesday, February 8, 2000
External Evaluator: Sylvia Stella
Merced City Unified School District

School strengths

- Fourteen staff members hold CTC authorization to work with English language learners (ELLs). Six others are in training for such authorization.
- A resource teacher with SB1969 certification has been assigned to coordinate the schoolwide program for ELLs.
- Bilingual teacher resource materials and student reading materials can be found in the library. The Library Media teacher holds a CLAD credential.
- The school's ELAC members were very positive about how they as parents are kept informed. In general, they are pleased with the school's program for their children. Bilingual translators are provided at these meetings.

Findings and Recommendations

I. ELD

Finding: Tenaya's daily schedule includes a 20-minute skill block. During that time language learners (ELLs) receive ELD.

Recommendation: The amount of daily time spent on ELD is insufficient to meet legal requirements. Tenaya needs to provide ELD for ELLs during a regular period for levels 4-5 or a two period block for levels 0-3.

Finding: There is no course of study for ELD. In some cases teachers are using the adopted text as a course guide. Other ELD teachers were observed using a skills text or translating Spanish verbs into English. Consequently, ELD is not being delivered consistently throughout the school and there does not appear to be any differentiation between language acquisition levels. Teachers do not have a clear understanding of what students should be learning at each level of ELD. Benchmarks and standards have not been adopted for ELD. Teachers were not aware of the state adopted ELD standards.

Recommendation: The district needs to define the curriculum for ELD (6-8). Consistent with current research, the curriculum needs to be content based rather than survival skills. The district needs to develop benchmarks, standards and assessments that measures student growth in ELD. ELD teachers need on-going staff development on the ELD standards, standard based instruction/assessment, differentiating instruction for various language acquisition levels and using student data to plan instruction, measure growth and evaluate/adjust program.

Finding: In most ELD classrooms, this observer found that there was a preponderance of whole group activities as well as the use of low level reading and writing worksheets.

Recommendation: The use of cooperative learning strategies would enhance the delivery system in these classrooms. Furthermore, oral language development is a critical component of ELD instruction. It needs to precede any reading and writing activities. Teachers need staff development on using cooperative learning strategies, critical

thinking language activities and strategies to build oral language background before connecting to reading and writing.

Finding: While the adopted text is Santillana's *Bridges to Communication*, not all teachers were using the text during the ELD period. Some teachers indicated dissatisfaction with the series.

Recommendation:

The state adopted new ELD series as well as books that meet legal compliance approximately three years ago. These adoptions can be found on the internet or by contacting the main publishers: Heinle and Heinle, Prentice Hall and Addison-Wesley. The new adoptions are more consistent with current theory and research. Since this is the final year that Santillana's *Bridges to Communication* will be on the state approved list, the district needs to consider a new program adoption for ELD as well as supplemental materials.

II. Core Content

Tenaya staff indicated that all level 0-3 Spanish speaking ELLs are on waiver and attend two other district schools where an alternative program is provided. Remaining ELLs are placed in either sheltered or mainstream classes or in the Bilingual (English/Hmong) class. As findings and recommendations for the bilingual classes will be dealt with in the following section, in this section I will focus on sheltered and mainstream core instruction.

Finding: The math sheltered class is staffed with a teacher who holds a CLAD credential. ELLs in levels 0-3 in grades 6-8 are enrolled in this class. The 7th grade math curriculum is taught. In the math classroom, as well as other classrooms in the school, there are classroom sets of books on the shelves, but students are not issued books. The students in this class appeared to be the same students as the ones in the Hmong bilingual classroom. No primary language support is available. The teacher uses a variety of strategies (i.e. manipulatives, visuals, etc.) to make the content comprehensible.

Evidence of an excellent social studies SDAIE lesson was observed in one of the social studies classrooms. The teacher was CLAD certified and concluded a lesson on Greece by reading student written letters detailing a trip to Greece. The letters reflected considerable understanding of the subject matter as well as practice in English writing. The principal indicated this is a departmentally developed activity.

Recommendation: The 7th grade math curriculum for a mixed 6-8 group is inappropriate. ELLs need to access grade level core. ELLs need to be programmed into the math level that is appropriate to their grade and skill level. If there are not enough numbers to make up a whole class, then ELLs should be clustered and assigned to specific classrooms where the teacher is CLAD/BCLAD certified. Where possible, primary language support should be provided.

Current textbooks need to be issued to all students. Students, particularly ELLs, need to have time to go over the day's lesson. Textbooks are essential to this process. It is strongly recommended that the school issue textbooks to its students.

Keeping students together for more than 4 periods is considered tracking by the state and the Office of Civil Rights. ELLs need English speaking models and should be mixed with English speakers for part of the day. This is usually done during P.E. and electives.

Finding: Teachers in mainstream classrooms provide little or no differentiated instruction. Few of these teachers hold CTC approved certification or are in training to work with ELLs.

Recommendation:

With 42% of the students identified as ELLs, and a majority of the levels 0-3 ELLs sent to neighboring schools, a good percentage of the remaining students must be in mainstream classrooms. Yet, for the most part, mainstream teachers could not identify their ELLs.

Recommendation: Encourage all teachers to receive CLAD or SB1969 training. Provide on-going staff development on characteristics of ELLs by language acquisition level and corresponding instructional strategies.

At department meetings, allow time for teachers to share some of their effective practices, show samples of student work and to dialogue on issues of concern related to their ELLs. In order to grow in their awareness and skills in working with ELLs, teachers need to collaborate and get feedback on what they are doing. They need to work together to develop appropriate lessons and assessments that meet content standards. What has been done in the social studies department with some of the units (i.e. Greece) needs to be expanded to all departments keeping *all* students in mind, not just the English only population.

On the teacher rosters of students, identify the ELLs and their level of language acquisition. Provide teachers with test information on their ELLs so that they are aware of each student's language and academic performance level.

Finding: The school provides several after school programs to assist students with academics. However, few students take advantage of these opportunities. The 20 minute skills/ELD block is a recognition by staff that some kind of specialized intervention needs to occur during the school day to help students catch up.

Recommendation: Survey parents and students to find out why they aren't taking advantage of these opportunities. Build in some incentives for attending (i.e. extra points, a pizza party or other incentive for the class that has the most attendees, etc.). Look for ways to give added academic support during the regular school day (peer tutors, etc.).

The 20 minute skills/ELD block has previously been addressed in the section on ELD. Other safety nets need to be provided within the school day as the after school offerings are not being taken advantage of. For example, staff could infuse study skills into the curriculum and routinely require students to analyze the learning process at the end of each lesson. There is strong evidence that metacognitive activities result in higher student academic performance. The *CALLA Handbook* by Chamot and O'Malley (Publisher: Addison-Wesley) gives suggestions on metacognitive practices.

Finding: According to the provisions of Prop. 227 when ELLs reach reasonable fluency, they are to be mainstreamed. According to the District Master Plan, reasonable fluency is reached when the English learner is at level 4. The method of determining the levels 0-4 is based solely on English oral language proficiency tests.

Recommendation: Identifying levels of language proficiency solely on the basis of oral proficiency is building a foundation of shifting sand. Oral proficiency usually outdistances literacy skills. Therefore, for accurate placement, it is imperative that a reading and writing assessment be added to the criteria for moving from level to level.

III. Alternative Program (Bilingual, English/Hmong)

Finding: Twenty-five Hmong and two Mien students in grades 6-8, levels 0-3 are in the alternative program. The teacher holds CTC bilingual authorization in Hmong. Students in this program are together for 4 periods: ELD, Language Arts, Social Studies, Science. All students are taught at the same grade level. That means that 8th graders are commonly receiving 6th grade content instruction. This is an access issue. Furthermore, those students who remain in this configuration for two or three years are recycling through the same content.

Recommendation: Because of the wide span of grade and language acquisition levels, this is a very difficult if not impossible, teaching assignment. It is small wonder the teacher has selected one grade level per subject to teach. There are no easy solutions to this type of class. For optimal program, the students should be grouped according to instructional level. This would necessitate the teacher being familiar with across grade level content standards, grouping strategies and multi-grade level lesson plans. Despite the fact the teacher holds a BCLAD, specialized training in multi-grade level planning and grouping for instruction is needed. Resources from the district, county or even state may be called upon to help address such training needs.

In addition, the teacher should be given extra time for planning/preparing. The program should have a Hmong speaking instructional assistant assigned for the 4 periods. Hmong speaking trained parent volunteers and/or peer tutors are other resources that might be used. Without this kind of additional support, the best you can expect is what is currently being done.

IV. Other Services

Finding: The media center has an extensive collection of resources for teachers to work with ELLs and of books in various languages. The librarian reports that few of these materials and books are checked out during the school year.

Recommendation: Provide an in-service for teachers to familiarize them with the resources available in the resource room. Following the in-service, survey teachers to find out which resource room materials they are or will be using, what other kinds of materials they need, and which materials are obsolete.

The Hmong language books may not be checked out because Hmong speaking students were raised in the camps of Thailand. For the most part, these students are orally fluent in Hmong, but literate in Thai and Lao. Perhaps investing in Hmong tapes with stories from their culture (The Hmongs have a rich oral tradition) or providing some books in Thai and Lao would be more appealing to students. The Hmong community, the bilingual Hmong teacher and even the students could be surveyed for suggestions of materials of interest to the Hmong speaking students. The students then need to be made aware of the availability of these materials.

1999 Academic Performance Index (API) School Report

School: Tenaya Middle
District: Fresno Unified
County: Fresno
CDS Code: 10-62166-6057343

School Type: Middle

1999 Percent Tested ¹	1999 Number Tested ²	1999 API ³	1999 Statewide Rank ⁴	1999- 2000 Growth Target ⁵	2000 API Target ⁶
99	901	728	8	4	732

1 This percent is calculated by dividing the number of students tested by enrollment in grades tested as indicated on the October, 1998 CBEDS School Information Form.

2 Number of pupils with tests contributing to the API.

3 The API scale is 200-1000. Only scores for students in the district the prior year are included in the calculation.

4 Rankings are in deciles with 10 being the highest and 1 the lowest. For Statewide ranks, each decile contains 10% of all schools. For Similar Schools ranks, each decile contains 10% of the 100 most similar schools.

5 The growth target is 5% of the difference between the 1999 API and the Statewide Performance Target of 800.

6 This is the sum of the 1999 API plus the 1999-2000 growth target.

n/a means a number is not applicable or not available due to missing data.

Subgroups

	Number Tested	Numerically Significant ¹	1999 API ²	1999- 2000 Growth Target ²	2000 API Target ²
Ethnic/Racial					
African American not Hispanic	66	no			
American Indian or Alaska Native	8	no			
Asian	60	no			
Filipino	3	no			
Hispanic or Latino	175	yes	647	3	650
Pacific Islander	1	no			
White not Hispanic	587	yes	771	3	774
Socioeconomically Disadvantaged ³	180	yes	574	3	577

- 1 Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following definition are considered numerically significant: the group (1) contains at least 100 students tested OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.
- 2 The 1999 API and targets are reported only for numerically significant subgroups. In most cases, 1999-2000 comparable Improvement Growth Targets are 80% of the 1989-2000 Schoolwide Growth Target. For exact calculation of growth targets, please refer to the *Explanatory Notes*.
- 3 Students participating in the Free or Reduced Price Lunch program or indicating that neither parent graduated from high school.

School Demographic Characteristics

These data are from the October 1998 CBEDS data collection, the Spring 1999 Language Census, and the 1999 Stanford 9 student header sheet.

Ethnic/Racial	Percent	Parent Education Level	Percent
African American not Hispanic	9	Percent Responding*	91
American Indian or Alaska Native	1	Of those Responding	
Asian	7	Not high school graduate	4
Filipino	0	High school graduate	15
Hispanic or Latino	20	Some college	22
Pacific Islander	0	College graduate	40
White not Hispanic	64	Graduate school	20

* This number is the percentage of students tested who responded to the item on parent education.

Participants in Free or Reduced Price Lunch

Average
3.57

English Language Learners

Average Parent Education Level
The average of all responses where "1" represents "Not high school graduate" and "5" represents "Graduate school."

Multi-track year-round school?

no

School Mobility

11

This is the percent of students who first attended this school in the current year as indicated on the Stanford 9 student header sheet.

Class Size
Grade levels

Average

K-3

n/a

4-6

n/a

Core academic courses
in departmentalized programs.

29

Percent
100
0

Fully credentialed teachers
Teachers w/emergency credentials

If some teachers at this school have more than one credential, the percents may add up to more than 100. If some teachers at this school are interns, are on waiver or did not report a credential type, the percents may add to less than 100.

For more details about reported numbers, see the *Explanatory Notes*.

District Name Merced City School District
C.D.S. Code 24-62771

California Safe Schools Assessment School Crime Reporting Form Semi-Annual District Summary

Reporting Period
☐ July 1 – December 31
☒ January 1 – June 30

Deadlines
February 1
August 1

Semi-Annual District Summary																						
CRIMES	LEVEL				TIME		LOCALE			WEAPONS				SUSPECT				VICTIM			COST OF PROPERTY CRIMES	
	Domestic Assault	Sexual Assault	Agg. Assault	Prob. Assault	Domestic Dispute	Public Place	Vehicle	Other	On Street	In Home	In Vehicle	In Business	In Public	In Private	In Vehicle	In Business	In Public	In Private	In Vehicle	In Business	In Public	In Private
<p>Domestic Assault Offenses</p> <p>Use of Alcohol/Drugs</p> <p>Possession of Alcohol</p> <p>Possession of Drugs</p> <p>Possession of Firearms</p> <p>Possession of Alcohol/Drugs for Sale</p> <p>Sale and/or Possession of Alcohol/Drugs</p>																						
<p>Crimes Against Persons:</p> <p>Assault with a Deadly Weapon</p> <p>Battery</p> <p>Vaulting</p> <p>Robbery/Extortion</p> <p>Sex Offenses</p>																						
<p>Property Crimes:</p> <p>Arson (\$100 or more)</p> <p>Burglary (\$500 or more)</p> <p>Grav. Burglary (\$100 or more)</p> <p>Theft (\$500 or more)</p> <p>Vandalism (\$100 or more)</p>																						
<p>Other:</p> <p>Sexual Threat</p> <p>Disruptive/Obnoxious Devices</p> <p>Unlawful Trespassing</p> <p>Possession of Weapons</p>																						
<p>TOTAL</p>																						

I certify that the information contained in this record is true and correct to the best of my knowledge.

87-7-27-55

Thomas C. Grave

Printed or Type Name

(209) 385-6649
Telephone Number (including area code)

Small forms for CSSA, c/o Butte County Office of Education, 1839 Bird St., Oroville, CA 95965 (an envelope is provided)

Wrote = CDE / Print = Distinct

District Name Merced City School District
 C.O.S. Code 21-0371

Reporting Period
☒ July 1 - December 31
☐ January 1 - June 30

Deadlines
 February 1
 August 1

California Safe Schools Assessment
 School Crime Reporting Form
 Semi-Annual District Summary

CRIMES	LEVEL			TIME			LOCALE			WEAPONS			SUSPECT			VICTIM			COST OF PROPERTY CRIMES												
	Number of Incidents	Number of Victims	Number of Offenders	Number of Incidents	Number of Victims	Number of Offenders	Number of Incidents	Number of Victims	Number of Offenders	Number of Incidents	Number of Victims	Number of Offenders	Number of Incidents	Number of Victims	Number of Offenders	Number of Incidents	Number of Victims	Number of Offenders	Number of Incidents	Number of Victims	Number of Offenders										
Use of Alcohol/Drugs																															
Possession of Alcohol																															
Possession of Drugs	1			1																											
Possession of Paraphernalia																															
Possession of Alcohol/Drugs for Sale																															
Sale and/or Furnishing of Alcohol/Drugs																															
Crimes Against Persons																															
Assault with a Deadly Weapon	1			1																											
Battery	4			9																											
Homicide																															
Kidnapping/Confinement	1			1																											
Sex Offense(s)	1			2																											
Property Crimes																															
Arson (\$100 or more)																															
Burglary (any 3 amounts)	1			1																											
Griffith (\$100 or more)	1			1																											
Theft (\$50 or more)	3			5																											
Vandalism (\$100 or more)	1			1																											
Other																															
Bomb Threat																															
Disruptive/Explosive Devices	1			1																											
Lettering/Vandalism																															
Possession of Weapons(s)	3			3																											
TOTAL	15	14	0	0	18	11	26	0	0	3	0	0	0	0	1	3	3	9	18	10	26	2	7	9	10	4	0	2	7	1	2850

I certify that the information contained in this report is true and correct to the best of my knowledge.
 Signature of DOE/District Superintendent or Designee: Thomas C. Grave
 Print or Type Name: Thomas C. Grave
 Telephone Number (including area code): (209) 385-6649
 Date: 1/27/99