

The Single Plan for Student Achievement

MacGregor High School

School Name

0161127/0130294

CDS Code

Date of this revision: May 2010

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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The District Governing Board approved this revision of the School Plan on June 2, 2010.

II. School Vision and Mission

MacGregor High School Profile, Vision and Mission Statement

MacGregor High School, founded in 1982, is a small, dynamic, alternative school that serves a multicultural student population for students age 16-18. MacGregor offers its students a safe campus, high academic standards and a caring staff. MacGregor High School's Spring 2009 Annual School Report, which can be found in the Appendix, provides an annual overview of the school to the Albany community. MacGregor's founding goals are to:

- Promote student success through direct intervention in an alternative school environment.
- Deliver education, social and career development services to students based on State, District, and school site goals.
- Create a positive climate with an emphasis on enhancing academic achievement, self-esteem, physical well-being, interpersonal skills and personal goal setting.

Our Expected Schoolwide Learning Results (ESLR's) are:

Navigators to the Future

- Students will know the requirements necessary for high school graduation, college admission and career options as measured by graduation rates and post-graduation surveys
- Students will develop the skills necessary for making positive personal life choices as measured by suspension data and Healthy Kids survey.

Responsible Citizens

- Students will be given the opportunity to participate in various social, civic and other volunteer activities that promote the welfare of the school and community as measured by participation data and supervisor feedback.
- Students will treat their peers and members of the community with respect as measured by discipline data and community written feedback.
- Students will participate in and demonstrate knowledge of protecting the environment as measured by recycling programs, custodian survey of facilities and waste created by students and staff.

Effective Communicators

- Students will write clearly and proficiently as measured by CAHSEE Language scores, STAR Language scores and student samples.
- Students will interact, negotiate, and share skills with people from a variety of ethnic, social, and educational backgrounds as measured by activity participation records and staff observation.
- Students will effectively use technology to present information in a variety of multimedia formats as measured by student work samples.

Healthy Individuals

- Students will analyze the impact that personal health behaviors and choices have on their lives as measured by Healthy Kids survey results and student feedback.
- Students will develop strategies to improve health, manage stress, and respond appropriately to emergencies as measured by counseling participation data (site as well as Berkeley Mental Health services) and the Healthy Kids survey results.
- Students will be able to recognize situations requiring professional health services and explain how to access those services as measured by counseling participation and student feedback.

MacGregor has three classrooms with a maximum of fifty students – currently 44 students are enrolled.

In 2006 MacGregor High School moved to a new site, an older elementary school on a beautiful hillside, and its student population has increased from 35 to almost 65 students. MacGregor will be moving to a new site for the 2010-2011 school year and has begun the planning stages of the move with the district.

MacGregor has begun new programs which are unique not only in our district but in most other districts. The Albany Board of Education granted funds to finance a large Culinary Arts program which continues to grow in scope and capacity. The Culinary Arts program, run by a certified culinary teacher, began in the fall of 2007, and has been extremely popular both in the high school as well as in the Albany community. The program has had fundraisers on campus, catered outside events, had guest chef speakers, and tours combined with lessons for elementary and middle school children. This new program has been opened up to Albany High School students this year.

MacGregor is fortunate to have certified mental health counselors on campus.. They run groups on our campus, and consult privately with MacGregor students. They also work with students at the larger, comprehensive high school in the district. We also have our first ever campus security aide, and a new secretary.

MacGregor has a teaching Principal and a teaching staff of 1.4 FTE. The instructional staff consists of one 100% English and History teacher, and one 40% Government and math teacher. A counselor is on campus three days each week to work with students.

MacGregor is unique in that it pays particular attention to students who have had credit and/or attendance problems, those whose work schedules preclude them from attending the comprehensive high school, and those whose life style and/or personal situation prevents them from fitting into the structure of a large school setting. The school day at MacGregor begins at 9:00 a.m. and concludes at 12:00 p.m. MacGregor High School operates on a "positive attendance" accounting system. The State of California allows for 15 hours of attendance per student per week as the maximum number of hours that may be credited. In the 2009-2010 academic school year, MacGregor scheduled classes so that there are 25 possible hours in which students may earn their 15 maximum hours. The outcome of this scheduling pattern is that students have been able to earn a significant number of hours beyond apportionment. We are proud of the MacGregor students who have taken advantage of this schedule, in order to be in school and earn as many credits as possible.

Each student has, as his/her needs dictate, opportunities to seek guidance and counseling from the part-time counselor, from the principal and from any of the instructional staff, all of whom are willing and able to give direction regarding career readiness, personal problems and academic challenges.

MacGregor High School works with each and every student to ensure that he/she has clear, realistic goals for the steps to and the completion of their education. These goals allow for each individual to consider the options available to him/her. These options include graduating from MacGregor, returning to the comprehensive high school, passing the California High School Proficiency Exam, passing the GED or obtaining an Adult School Diploma. Included in preparation for graduation or one of the other alternatives is working with each student to make sure that they are ready for entrance into community college, college and/or the work force.

III. School Profile

MacGregor High School, founded in 1982, is a small, continuation school that serves a multicultural student population from the tenth through the twelfth grades. MacGregor offers its students a safe campus, high academic standards and a caring staff.

In 1999 the school moved its campus from the collection of portables adjacent to the football field at the comprehensive high school to a new, shared campus where there was expanded space and improved facilities. MacGregor shared its new site with Ocean View Elementary School until the Spring of 2006. The school then moved to its current, even larger campus that has a multi-purpose room, renovated into a kitchen classroom.

MacGregor has five classrooms with a maximum of fifty students - currently 44 students are enrolled. MacGregor has a teaching principal and a teaching staff of two. The instructional staff consists of a 60% teacher/40% principal, a 100% English/Social studies teacher and a 40% Social Studies/math/science teacher. A counselor is on campus 40% (three partial days each week) to work with students.

MacGregor pays particular attention to students who have had credit and/or attendance problems, those whose work schedules preclude them from attending the comprehensive high school, and those whose life style and/or personal situation prevents them from fitting into the structure of a large school setting. The school day at MacGregor begins at 9 a.m. and concludes at 12:00 p.m. This year we are piloting a program in conjunction with Albany High which serves students under the age of 16 called "Forward". Students in grades 9 and 10 attend classes in the morning at Albany High in subjects that are difficult to support on the MacGregor campus due to limited resources. These include science, PE, health and electives such as a foreign language. They then attend our campus where they receive instruction in the core subjects, English, Algebra and World History in a smaller setting. These classes run from approximately 12:30-3:00 daily. Each student has, as his/her needs dictate, opportunities to seek guidance and counseling from the part-time counselor, from the principal and from any of the instructional staff, all of whom are willing and able to give direction regarding career readiness, personal problems and academic challenges. In addition to staff availability, the Albany High School student assistance program offers MacGregor students opportunities to participate in outside transition activities such as career day, challenge days, team sports and other student groups.

MacGregor High School welcomes the majority of its students each year from the only comprehensive high school in the district. Out of district students represent a small but growing percentage of the school population. Students are referred to MacGregor by the administration of Albany High School. The MacGregor principal personally interviews all perspective students and their parents/legal guardians. The mission of the school is reviewed as well as the student's current transcript and discipline history. The goals/objectives/learning plans of the student are reviewed and understood by everyone. Presently, the school enrollment is 48% female and 52% male. The current composition of the student body is 29% White, 25% African-American, 24% Hispanic, 2% Native American, 14% Asian, 2% Pacific Islander and 1% other.

There are no students presently enrolled at MacGregor High School being served by the English Language Learner (ELL) program. There are a few students who were identified ELL in grades K-10 but were reclassified. Students who would continue to qualify for these services would receive support via Albany High School and scheduled accordingly. There are generally four to six special education students participating in the MacGregor High School program. Currently, there are four students receiving special education services. These students are eligible for services through the Resource Specialist Program. Three of these students are taking classes concurrently at Albany High School as part of their IEP support services. There are currently three students with 504 Plans. Due to the small size of MacGregor, special education students receive the individual attention that they need in order to be successful in areas of academics, behavior, and attendance. A Resource Specialist oversees each student's special education program, and is available to teachers and other staff to help problem-solve when necessary. Individual Education Plans (IEP) are on file at MacGregor, and goals and objectives are reviewed with students and staff on a quarterly basis. A school psychologist, if needed, also provides services. In addition, students are assisted in obtaining jobs and in preparing for the transition from high school to future education/career by a coordinator funded by the state Workability Grant.

MacGregor is fortunate to have on site mental health counselors and interns 3-4 days a week. This group works with all Albany schools when a crisis occurs as well as being a mental health resource for teachers. MacGregor has benefited greatly from their services. Students work with licensed therapists and graduate interns regarding short and long term mental wellness issues. This has also increased the total counseling opportunities available to MacGregor students and has added to the counseling program. This program is, however, contingent on the renewal of contractual funds and could be affected in terms of availability.

MacGregor High School consistently has less than a 4% dropout rate (students who do not enroll in another school within 45 days of leaving MacGregor). Students in grades 9,10, and 11 take the Stanford Achievement Test (Edition 9). Percentile rankings for schools with populations less than 50 are not reliable. Scores are also not reported for sub-categories where less than 10 students took a particular section of the STAR. Academic Performance Indicator (API) ranking or scores are issued by the California Department of Education for schools of this size. The STAR scores indicate that 39% of students scored Far Below Basic in English-Language Arts and 26% scored Far Below Basic in Algebra. The school recognizes that it must increase reading, writing, and math proficiencies across all areas. API scores increased between 2005-06 and 2006-07 but decreased between 2008-2009. STAR and API results are listed in the Appendix. Increasingly, staff also assist students who are having difficulty passing both sections of the California High School Exit Exam (CAHSEE) after attaining the required 220 credits needed for graduation.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Increasingly, the staff finds themselves focused on students who are having difficulty passing both sections of the California High School Exit Exam (CAHSEE) after attaining the required 220 credits needed for graduation. Students in grades 9,10, and 11 take the Stanford Achievement Test (Edition 9). Percentile rankings for schools with populations less than 50 are not reliable. Our staff understands the need to have students take the STAR exams seriously and see it as a viable measure of a school's ability to achieve academic success for all its students. Students who randomly complete answer sheets and do not attempt to demonstrate a genuine effort continues to be a concern in terms of reliable data analysis.

B. Surveys

School Site Council surveys indicate that parents and students would like to see the rigor of the core academic classes increased and elective opportunities increased for both MacGregor and Forward.

C. Classroom Observations

Students have access to opportunities for enrichment and acceleration in order to achieve the goals they have developed and stated in their Personal Learning Plans. The plans demonstrate a variety of strategies and curricular trends being offered such as: Webpage using School Loop, Study Island which is a web-based tutorial program for the California High School Exit Exam (CAHSEE), and a Student Handbook. The staff monitors the graduation rates, CAHSEE passing scores, STAR data and Student Learning Plans to assess the achievement of the current ESLRs. Collaboration time for teachers is provided in the master schedule in order to maintain, refine and support the aligned curriculum. The software called Data Director is used during staff development day to support teachers in assessing and determining the academic needs of individual students.

All students at MacGregor have access to all classes on the master schedule. Students are encouraged to take classes at Albany High School (comprehensive high school) and college courses concurrently at the local community colleges in order to assist them in a personal learning plan which prepares them for the pursuit of their academic, personal and school-to-career goals. Appropriate instruction was observed in classrooms wherein teachers were using a variety of instructional strategies and using methodologies that appealed to multiple learning modalities. Likewise, students were observed engaged, interacting with fellow students and responding to critical thinking questions. MacGregor has begun piloting an online credit recovery program called Aventa. Staff will be trained in May 2010 with students having access, both at school and home, to credit recovery courses including English 1-4, Algebra 1/2, Geometry, Biology, Earth Science, Physical Science, American Gov, American History, Geography, World History, Health, PE and Spanish 1.

D. Student Work and School Documents

The Personal Learning Plan is a collaborative effort between the student, the counselor, and the teacher. It is based on the needs and goals of the student. The plan also includes current classes being taken, transcripts, CAHSEE results, hobbies, as well as long-range goals and the dates on which they were met. There is a correlation between all resources, the ESLRs, and the Single School Plan and the new Albany Unified Strategic Plan. The School Accountability Report Card gives information about the standards-aligned textbooks, school finances, California Standardized Test results, CAHSEE results, and career/technology classes. The small staff, small community, and smaller class sizes lead to individualized attention for learning, planning/goal-setting, counseling and thus a high CAHSEE pass rate and fewer major discipline issues (as evidenced by decreasing rates of expulsion and suspension).

The teaching staff is No Child Left Behind (NCLB) compliant. The Home/School Compact, which is included in the Single School Plan for Student Achievement, outlines the role of MacGregor teachers, as does the "Staffing & Professional Development" section.

E. Analysis of Current Instructional Program (See Appendix B)

Current Instructional programs at MacGregor and Forward meet the graduation requirements set forth by AUSD. Although the courses in Forward meet the UC a-g requirements, the courses at MacGregor do not. As the district begins to develop the Strategic Plan for achievement, it is our goal to increase the a-g opportunities for those students in an alternative setting.

Class sizes are now at a student teacher ratio of 22:1 down from 31:1 a year ago. However, with the combination of a credit recovery and early intervention program, we are able to serve a total of 63 students this year which is up from 62 one year ago.

Our culinary arts program has now expanded to included one section at Albany High School as well as the course at MacGregor. We continue to use outreach and vocational internship opportunities such as catering district events and having over 500 elementary and middle school students from Albany come in for cooking units and demonstrations.

We have 4 students taking college classes concurrently, and 3 students volunteering and/or working at the elementary school Oceanview.

V. Description of Barriers and Related School Goals

Attendance, motivation and student transiency are some of the barriers to achieving higher academic performance at MacGregor High School. Last year, large class sizes and teacher-student ratios did make it more difficult to connect with students on an individual basis. This year we have reduced our class sizes while maintaining overall student enrollment. This goal, as well as technology goals, are included in our 2009 Focus on Learning WASC report.

School-wide Critical Areas for Follow-up recommended by the WASC Visiting Committee:

1. That the board and site administration develop a strategic one-year and five-year plan for the school, which would include financial and public relations for any future needs and desires. This plan would help the teachers and parents understand the directions and priorities of the board and administration.
2. That the district takes steps to replace stolen computers and ensure that there are security systems in place to deter theft and the teachers integrate technology into daily instructional strategies.
3. That teachers need to continue professional growth training in the area of technology. This professional development will enhance teachers' understanding of ways to incorporate technology into their teaching strategies.
4. That the district and site administration closely monitor student enrollment so that all students meet the age requirement for continuation schools as mandated by California Education Code.

Chapter V: Ongoing School Improvement

The school's action plan was developed as a part of the self-study and focuses on three major components. These components and rationale for each are:

1. MacGregor needs to reduce the current teacher-student ratios from 1:25 to a target of 1:15

Rationale/Link to ESLRs/Targets: Current research links smaller teacher-student ratios and the academic and behavioral success rates of at-risk teens. The student population grew to over 60 while having only two class sections at a time for each period. This resulted in sections being filled to over 30 for core classes such as Science and English. Increasing individual contact time between staff and the students will improve the effective communication components of the ESLRs. The target of having a 1:15 teacher-student class ratio will enhance student learning by having more resources available during the day and fewer students on campus at one time who will benefit from them.

2. MacGregor needs to replace the computer lab with one that is "user-friendly", secure and meets the technology needs of today's competitive academic standards.

Rationale/Link to ESLRs/Targets: Before the break-in and theft of all but four systems, MacGregor used the computer lab on campus to support the ESLRs that students use technology to present information in a variety of multi-media formats. The staff understands that not all students have access to computers or online resources at home and have relied on school systems to access academic and vocational resources. The students used the lab to apply for employment, compose resumes, study for CAHSEE using Study Island, to become proficient writers and submit assignments electronically. The school leadership also recognizes the current economic downturn has resulted in financial resources not being available to refurbish the entire lab during this school year. The school has an interim lab housed next to the principal's office with Internet access and is monitoring the security of this location.

3. MacGregor needs to begin tracking the students who graduate in terms of how well they were prepared for both academic and career transitions.

Rationale/Link to ESLRs/Targets: Many high schools track the activities of their graduates in terms of what post-secondary education they obtain and what career fields they enter. MacGregor needs to do the same in order to determine if the ESLRs adequately prepare them for this transition. Positive life choices begin in school but must extend into the student's adult years in order to assess the foundation we have provided and if these skills are sustainable. Staff wants to target all of our graduates and create a database of post-secondary activities, which in turn will help them gauge the success of the program and new areas that need to be explored and supported.

The Visiting Committee strongly agreed with action plans two and three. The Committee stated: "The plans developed by the school represent a validation of the general direction being promoted at the school. A possible impediment to action plan number one, 1:15 teacher-student ratio, could be a reduction in Average Daily Attendance (ADA) monies. This loss would reduce financial resources and hinder program implementations. The school will continue its plan of action to replace computers and track graduates. They will need to address the issue of teacher professional development in technological use for classroom instruction. They will continue to examine student performance and track assessment data. The Visiting Committee is confident that continuing this plan that also includes the suggested areas to be strengthened is likely to lead to a higher assessment of the school performance in the future."

The Visiting Committee determined that "The follow-up process that the school intends to use for monitoring the accomplishment of the school-wide action plan appears to be adequate. The site and district administration will be the central facilitating body. The school has demonstrated that they are committed to and involved in ongoing in-service and professional growth, which is focused on the improvement of the learning environment and increased student achievement."

VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

District Strategic Plan - Strategies 1, 2 and 3

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

School Goal #1:

That the board and site administration develop a strategic one-year and five-year plan for the school. This includes helping to provide a comprehensive educational experience with expanded opportunities for demonstrating and assessing student growth.

Student groups and grade levels to participate in this goal

Grades 9 through 12

Anticipated annual performance growth for each group

API growth for all subgroups including African Americans, Hispanic, students with IEPs and ELD students.

Means of evaluating progress toward this goal

Comparison to previous years' test scores and a systematic process for assessing student learning using multiple measures

Group data to be collected to measure academic gains

STAR data

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Meet with District leadership and develop 1 year and 5 year strategic plan	Sept 2009-2014	TBD	TBD	TBD	MacGregor included in District Strategic Action Plan	1
Offer students opportunities to engage in real-world/service learning (e.g. internships, community service, tutoring/mentoring across sites, peer helpers and tutors, independent study) and student leadership.	Fall 2010	TBD	TBD	TBD	Participation data from students involved in these opportunities.	1
Commit to providing an array of choices for electives and enrichment within the school day.	Fall 2010	.6 FTE	TBD	TBD	2010-11 master schedule	1

VI. Planned Improvements in Student Performance (continued)

District Strategic Plan - Strategies 1, 2 and 3

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

School Goal #2:

100% Passing rate on the CAHSEE prior to the end of the senior year by identifying current academic programs/interventions at site/district level in terms of academic, individual and target groups trends.

Student groups and grade levels to participate in this goal Grade 12	Anticipated annual performance growth for each group 100% Passing
Means of evaluating progress toward this goal Test Scores,	Group data to be collected to measure academic gains Test scores, practice tests

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Purchase of CAHSEE practice books	Aug 27, 2009 / June 1, 2010	\$300 to \$500	\$300 to \$500	MacGregor HS General Fund	TBD	2
Identify current academic programs/interventions at site/district level.	Fall 2010	TBD	TBD	TBD		2
Evaluate strengths and weaknesses of identified programs based on student and group performance	Fall 2020	TBD	TBD	TBD		2
Time set aside for students to use 'Study Island'	Aug 27, 2009 / June 1, 2011	TBD	TBD	TBD		2

VI. Planned Improvements in Student Performance (continued)

District Strategic Plan - Strategies 1, 2 and 3

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

School Goal #3:

Integrate use of effective technology in classroom instruction in grades 9-12 in both the MacGregor and Forward programs.

Student groups and grade levels to participate in this goal

Grades 9 through 12

Anticipated annual performance growth for each group

Higher test scores and increased student work samples using technology.

Means of evaluating progress toward this goal

Teacher made tests and other evaluation tools made by teacher and student work samples

Group data to be collected to measure academic gains

Student technology lesson work samples

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Superintendent or designee will work with executive cabinet to determine funding possibilities to support equitable implementation across 6-12	Sept 3, 2009 / June 1, 2011	none	none	n/a	Funding sources identified	1
Inventory technology at all sites	Sept 3, 201- / June 1, 2011	n/a	n/a	n/a	inventory developed	1
Offer training and education for teachers on new technology put into place	2010-11	n/a	n/a	n/a	Prof development logs	1

VI Planned Improvements in Student Performance (continued)

District Strategic Plan - Strategies 1, 2 and 3

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

School Goal #4:

That teachers need to continue professional growth training in the area of technology. This professional development will enhance teachers' understanding of ways to incorporate technology into their teaching strategies.

Student groups and grade levels to participate in this goal Grades 9 through 12	Anticipated annual performance growth for each group Staff will increase the use of technology lesson plans with all students.
Means of evaluating progress toward this goal Teacher reports from staff development days. Student work samples.	Group data to be collected to measure academic gains Technology lesson plan work samples.

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Teachers will have a minimum of one day of in-service dedicated to implementing technology lesson plans with at-risk student populations.	Sept 3, 2010 / June 1, 2011	Trainers/PD materials	\$200-500	Title I	Prof dev logs and student samples	1,2

VI Planned Improvements in Student Performance (continued)

District Strategic Plan - Strategies 1, 2 and 3

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

School Goal #5:

MacGregor needs to continue tracking the students who graduate in terms of how well they were prepared for both academic and career transitions.

Student groups and grade levels to participate in this goal 12th graders and graduates.	Anticipated annual performance growth for each group Tracking of 50-60% of all graduates.
Means of evaluating progress toward this goal Data collected in terms of post-secondary education and career attainment.	Group data to be collected to measure academic gains Graduates report on post-secondary academic and career attainment. Reflect on the program of MacGregor and how prepared the graduates were to transition.

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Develop graduate questionnaire with counselor	Aug 27, 2009/June 1 2011	TBD	TBD	TBD	Improved graduate data available to disseminate to community agencies and stakeholders	1,2
Post questions on website, mail to recent graduates and have a data collection form ready for the school secretary to complete when graduates call for assistance with transcripts or diplomas.	Sept 2010-2011	TBD	TBD	TBD	Website link	1,2

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	20	18	TBD	5	5	TBD	4	5	TBD	3	1	TBD
Growth API	615	436	TBD									
Base API	602	615	TBD									
Target	D	D	TBD									
Growth	13	-179	TBD									
Met Target			TBD									

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	7	4	TBD	0	2	TBD	0	1	TBD	1	0	TBD
Growth API												
Base API												
Target												
Growth												
Met Target												

Appendix A - School and Student Performance Data (continued)

Table 2: Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Number of Annual Testers	542	543				
Percent with Prior Year Data	91.1%	99.8%				
Number in Cohort	494	542		211	196	
Number Met	369	441		121	127	
Percent Met	74.7%	81.4%		57.3%	64.8%	
NCLB Target	50.1%	51.6%		28.9%	30.6%	
Met Target	Yes	Yes		Yes	Yes	

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	83	TBD	100	100	TBD	100	100	TBD	100	100	TBD
Number At or Above Proficient	5	--	TBD	--	--	TBD	--	--	TBD	--	--	TBD
Percent At or Above Proficient	38.5	--	TBD	--	--	TBD	--	--	TBD	--	--	TBD
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	Yes	Yes	TBD	--	--	TBD	--	--	TBD	--	--	TBD

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	50	TBD	100	100	TBD	100	100	TBD	100	--	TBD
Number At or Above Proficient	--	--	TBD	--	--	TBD	--	--	TBD	--	--	TBD
Percent At or Above Proficient	--	--	TBD	--	--	TBD	--	--	TBD	--	--	TBD
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	--	--	TBD	--	--	TBD	--	--	TBD	--	--	TBD

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%), (2010=56.8%)

** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	82	TBD	100	100	TBD	100	50	TBD	100	100	TBD
Number At or Above Proficient	3	--	TBD	--	--	TBD	--	--	TBD	--	--	TBD
Percent At or Above Proficient	23.1	--	TBD	--	--	TBD	--	--	TBD	--	--	TBD
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	Yes	TBD	--	--	TBD	--	--	TBD	--	--	TBD

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	TBD	100	100	TBD	100	100	TBD	100	--	TBD
Number At or Above Proficient	--	--	TBD	--	--	TBD	--	--	TBD	--	--	TBD
Percent At or Above Proficient	--	--	TBD	--	--	TBD	--	--	TBD	--	--	TBD
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	--	--	TBD	--	--	TBD	--	--	TBD	--	--	TBD

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%), (2010=58%)

** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

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

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

(THIS INFORMATION MUST BE MOVED TO COMPREHENSIVE NEEDS ASSESSMENT COMPONENTS)

Students in grades 9,10, and 11 take the Stanford Achievement Test (Edition 9). Percentile rankings for schools with populations less than 50 are not reliable. Scores are also not reported for sub-categories where less than 10 students took a particular section of the STAR. Academic Performance Indicator (API) ranking or scores are issued by the California Department of Education for schools of this size. The following are the API scores for the last three years.

Standardized Testing and Reporting (STAR)

English Lang. Arts Algebra

A P B BB FBB A P B BB FBB

2005 0% 11% 17% 28% 44% 0% 0% 21% 61% 18%

2006 19% 13% 19% 19% 31% 0% 6% 12% 47% 35%

2007 17% 11% 22% 11% 39% 0% 5% 26% 42% 26%

Standardized Testing and Reporting (STAR)

World History U.S. History Science

A P B BB FBB A P B BB FBB A P B BB FBB

2005 N/A N/A N/A N/A N/A 0% 11% 33% 11% 44% 0% 4% 35% 30% 30%

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (EPC)

(THIS INFORMATION MUST BE MOVED TO COMPREHENSIVE NEEDS ASSESSMENT COMPONENTS)

The MacGregor High School staff includes 1 full time classroom teacher, one .6 part time teacher, one teaching Principal and one guidance counselor at 40%. Of the certificated staff, all are fully credentialed. Of these, the two classroom teacher are new to the district this year and have 4-6 years teaching experience respectively. The teaching principal has 16 years experience and the counselor has 9. Currently, the pupil to teacher ratio is 22 to 1.

MacGregor is very fortunate to have a 3 hour campus security staff member who also works at Albany High School. Our office is staffed by one four-hour secretary who maintains all records, reports attendance and filters requests from the larger school community. Both currently provide valuable support to the students and families needing a personal approach to school programs.

MacGregor High School Staff Characteristics
Staff Total # Gender Ethnicity Highest Degree Yrs. Experience
Administration 1 Female Blk/White M.Ed. 16
Teachers 2 Male White BA 2
Blk/White MA 6
Counselor 1 Female Blk/White MA 9
Classified 2 Female Black Diploma 3
Female White AA 8

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
11. Lesson pacing schedule (EPC)
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

(THIS INFORMATION MUST BE MOVED TO COMPREHENSIVE NEEDS ASSESSMENT COMPONENTS)

The extent that all students participate in a rigorous, relevant ,and coherent standards-based curriculum that supports the achievement of the academic standards and the ESLR's

Findings:

The school vision of what students should know and be able to do upon graduation from high school is consistent with National, State and District standards and benchmarks, curriculum frameworks and current educational research and practice. MacGregor uses the same textbooks as Albany High School for our Math, Science, History and English courses. Our PE program is limited in options given the fact that the campus lacks a gym or facility to change into appropriate clothing for vigorous exercise. We do however use walking, basketball, ping pong and yoga activities for our PE program.

Strengths:

- Passing CAHSEE rates
- API growth
- Graduation rates

Key Issues

- Define what a 5th year senior needs that goes beyond the four-year program (such as CAHSEE tutoring, credit options, etc.)
- Expanding the PE program and science programs
- Reinstating computer and other technology courses

Evidence:

- School and District mission statements
- Students use District and State adopted textbooks to complete all core courses in English, Math, Science and Social Sciences.
- Curriculum aligned with State and District standards and benchmarks.
- Ongoing evaluation of student progress using written, as well as applied criteria such as STAR tests, student/parent survey, oral reports and teacher observation.
- Student community service projects.
- Passing rates on the CAHSEE have remained at 90% or above which is higher than the State average.
- Master schedule that covers all graduation requirements.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
15. Research-based educational practices to raise student achievement at this school (NCLB)
16. Opportunities for increased learning time (Title I SWP and PI requirement)
17. Transition from preschool to kindergarten (Title I SWP)

(THIS INFORMATION MUST BE MOVED TO COMPREHENSIVE NEEDS ASSESSMENT COMPONENTS)

The extent that all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals.

Finding #1:

All students have access to all classes on our master schedule. They are also encouraged to take classes at Albany High School space permitted and college courses concurrently at the local community colleges. All of these options, prepare them for the pursuit of their academic goals. Students meet with the counselor regularly to review the Personal Learning Plans and transcripts. This supports their personal graduation timeline and school to post-secondary transition.

Strengths:

- Variety of presenters brought in to speak to the student body on topics ranging from career options to personal health, disability awareness and community responsibility.
- Development of Student Learning Plans
- Development of Student Handbook

Key Issues:

- Track post-graduation activities for up to three years after students graduate from MacGregor
- Increase opportunities for students to take classes concurrently at the comprehensive high school
- Improve CAHSEE passing rates

Evidence:

- Master schedule and enrollment data
- Student Learning Plans
- Student Handbook
- Student transcripts
- Workability services and activities provided to the students receiving additional Special Services through the Resource Specialist Program.
- Guest speakers where student participation was documented. Topics included local vocational and specialized training programs.
- Student participation in Job Shadow and Career Day at Albany High

CRITERION B5: The extent that students are able to meet all the requirements of graduation upon completion of the high school program.

Findings: Our low drop-out rate combined with our passing rates on the CAHSEE indicate that most students are able to meet the graduation requirements with the program we currently offer.

Strengths:

- Total number of students graduating from MacGregor is over 160 since 1997
- Flexibility of schedule to accommodate multiple grade levels in core classes
- Outside tutoring sources available for CAHSEE

Growth areas:

- Improve CAHSEE passing rates for seniors
- Monitor 5th year seniors and their particular transition needs

Evidence:

- Higher numbers of students graduating from MacGregor versus returning to the comprehensive high school.
- Student schedules
- Academic support programs including individual tutoring and online support
- Weekly staff meetings where student strengths and concerns are regularly reviewed.
- Flexibility in schedule to accommodate students up to the last 9 weeks (or quarter) of any school year once they reach the age of 16.

Criterion C Standards-based Student Learning: Instruction

CRITERION C1: The extent that all students are involved in challenging learning experiences to achieve the academic standards and ESLR's

Findings:

One of the challenges of having only 11 sections available on the master schedule for grades 10,11 and 12 is covering all of the academic standards for all grades and the courses each level requires. We do have mixed ability and grade level core courses as well as electives. All courses are based on a combination of the grade level standards and current curricular best practices in teaching at-risk students. Support services that address our students physical and emotional wellness are also available and many students participate in individual and group counseling opportunities. Community volunteer experiences are also widely available and popular as a option for earning elective credits needed for graduation.

Strengths:

- API double digit growth from 2007-8
- Differentiation of instruction in the mixed grade level classes

Key Issues:

- How to keep younger students motivated after they've been here for two years

Evidence:

- Master schedule
- API scores
- Student work samples
- Community service involvement
- CAHSEE passing rates

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
19. Strategies to increase parental involvement (Title I SWP)
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

(THIS INFORMATION MUST BE MOVED TO COMPREHENSIVE NEEDS ASSESSMENT COMPONENTS)

Community Support Organizations

Albany Education Foundation - a private, non-profit foundation within the community provides small grants each year to individual classroom teachers. Staff are encouraged to write proposals for a variety of classroom activities not presently funded by the District. MacGregor teachers have been very successful in being awarded these grants. This year one proposal for Yoga lessons was funded. from MacGregor teachers were funded. (See copies of the acceptance letters in the Appendix).

SchoolCARE- a private, non-profit fundraising body which supports programs in the district when other funding sources have been withdrawn. Over the past seven years, SchoolCARE have been very generous in providing 10% of our counselor as well as funds for culinary supplies.

Berkeley Youth Alternatives - a community-based group-counseling agency makes their program available to MacGregor students. Their goal is to provide group counseling experiences based on the common theme of "stay in school".

Albany Police Department - provides an after school Diversion Program to which MacGregor students are welcome. There is a School Resource Officer assigned to the district who also uses McColum Youth Court to help with truancy cases. The Police Activity League (PAL) is available as well.

Albany Rotary - a community business service organization which annually honors an outstanding MacGregor student. They also generously donated money and manpower to upgrade our kitchen garden.

SARB for attendance and other truancy related issues.

School Site Council members included parents, staff, school board members and students.

Funding

- 21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
- 22. Fiscal support (EPC)

(THIS INFORMATION MUST BE MOVED TO COMPREHENSIVE NEEDS ASSESSMENT COMPONENTS)

CAHSEE tutoring funds available.

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$3,792 (estimated)
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	
Total amount of state categorical funds allocated to this school	\$3,792 (estimated)

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input checked="" type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$6,500 (estimated)
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/> Other Federal Funds (list and describe)(42)	
Total amount of federal categorical funds allocated to this school	\$6,500 (estimated)

Total amount of state and federal categorical funds allocated to this school	\$10,292
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2010-11 Categorical District Services Budget

	SIP	Title I	LEP*	Title V
Allocation	n/a	174,567.00	415,891.00	n/a
Carryover		0.00	0.00	
Indirect Costs		6,760.00	16,170.00	
Direct Costs		20,644.00	17,044.00	
Transfer to General Fund				
NCLB				
Intervention Programs			382,677.00	
Less Testing Team				
Plus Parent Involvement				
Schools Allocation		147,163.00		

2010-11 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP* Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data	n/a	18,352.00		n/a
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits		2,292.00		
4000	Supplies: Programming curriculum materials, office supplies, computer software			17,044.00	
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS		20,644.00	17,044.00	

* This is the total of all funding pertaining to English Language Learners.

Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.4

Appendix E - Recommendations and Assurances (MacGregor High School)

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

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

☐ School Advisory Committee for State Compensatory Education Programs

☐ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Gifted and Talented Education Program Advisory Committee

Other **(list)**
WASC focus groups

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: 5/3/2010

Attested:

Alexia Ritchie

Typed name of school principal

Signature of school principal

Date

Stefanie Kalman

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

We will try to:

- Have better attendance
- Do more extra credit work in our classes
- Show respect to our fellow students and to the school staff
- Take care of our school grounds
- Make good choices during and after school

Parents Pledge:

Parents will:

- Praise the successes of their child
- Criticize less
- Spend more time with their child
- Help their child through difficult times
- Be sure their child is prepared for school every day
- Help their child plan for the future
- Ensure positive student attendance
- Communicate with school often

Staff Pledge:

The MacGregor family comprising of students, parents and staff pledge to work together to promote quality education for students, openness to the needs and inquiries of the parents, and further development and enrichment for the staff.

We make the difference.

Appendix G - School Site Council Membership: MacGregor High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Alexia Ritchie	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avram Wild	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane Peterson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stefanie Kalmin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Josephine McIver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Allan Maris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Josette Wheaton	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brittney Terry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ron Rosenbaum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Andrew White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category	1	1	2	5	3

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