

A COPY OF THE SARC IS AVAILABLE UPON REQUEST AT THE
SCHOOL OFFICE

MCFARLAND LEARNING CENTER

San Joaquin High School McFarland Independent
School Adult Education

County/District Code: 15-73908

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Date of this revision: December 6, 2006

NCLB Program Improvement – SIP Addendum/Modifications 2006 – 2007

The *No Child Left behind Act of 2001* Section 1116 (3)(A) requires schools identified for program improvement to develop or revise the current school plan. This plan covers a two-year period and was developed in consultation with parents, the school staff, the local education agency, and the required external technical assistance provider. The amended plan's goals reflect NCLB required Annual Measurable Objectives as detailed in the NCLB Act. The school's Title 1 budget reflects the necessary budget adjustments required of a Program Improvement Year-3 School including a 10 percent set aside for the purpose of providing to the school's teachers and principal high-quality professional development and additional funding set aside to provide other PI Year 3 requirements such as School Choice and Supplemental Service. This addendum/Modification represents the two-year program Improvement focus within the multi-year Single Plan for Student Achievement endeavor and is highly calibrated to the School's Comprehensive School Reform (CSR) Plan.

The revisions to the previously adopted plan reflect greater fidelity to the accountability review framework adopted by the State Board of Education in the areas of *Data Analysis, Standards Based Curriculum, Assessment and Research-Based Instructional Strategies, Extended Learning, Professional Development, and Parent Involvement.*

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Smith Efada

Position: Principal

Telephone Number: 661-792-3178

Address: 599 2nd Street, McFarland, CA 93250

E-mail address: smefada@zeus.kern.org

McFarland Unified School District School District

The District Governing Board approved this revision of the School Plan on

Executive Summary School Accountability Report Card, 2005-06

For San Joaquin High (Continuation) School

Address: 599 Fifth St., McFarland CA 93250-1174

Phone Number: (661) 792-3178

Principal: Smith Efada

Grade Span: 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

San Joaquin High School Is a continuation education site located at the McFarland Learning Center serves students who are unable to attend the comprehensive high school for various reasons. They include: personal hardships, pregnancy, babysitting for parents who work, special needs in work schedules, monitors on probation, disciplinary measures, learning disabilities, long working hours, an alternative to hoe schooling, or a positive alternative to the comprehensive school setting.

The students at the San Joaquin High School are considered “transitional” in that student enrollment is usually on temporary status. Generally speaking, students are enrolled for brief periods of times, usually for no more than one or two semesters.

The McFarland Learning Center’s educational role is three-fold: 1) to prepare students academically, emotionally, and behaviorally, to return the comprehensive high school; (2) to promote articulation of curriculum and instruction of same skill courses at McFarland High School); (3) and/or assist students in attaining sufficient credits and instruction to receive a high school diploma.

Student Enrollment

Teachers

Group	Enrollment	Indicators	Teachers
Number of Students	49	Teachers With Full Credential	4
African American	0.0 %	Teachers Without Full Credential	0
American Indian or Alaska Native	0.0 %	Teachers Teaching Outside Subject Area of Competence	
Asian	0.0 %	Misassignments of Teachers of English Learners	
Filipino	0.0 %	Total Teacher Misassignments	
Hispanic or Latino	95.9 %		
Pacific Islander	0.0 %		
White (Not Hispanic)	4.1 %		
Multiple or No Response	0.0 %		
Socioeconomically Disadvantaged	23.3 %		
English Learners	51.0 %		
Students with Disabilities	9.0 %		

School Facilities

Summary of Most Recent Site Inspection

San Joaquin High School is housed in the McFarland Learning Center where McFarland Independent School, McFarland Adult School, and the Community Based English Tutoring (CBET) program are based. The facilities are well maintained and recently withstood the scrutiny of the Williams Act inspection and our facility passed with no discrepancies. Our facility is looked after daily by our assigned custodian and our Maintenance, Operations and Transportation Department is proactive in maintenance, eliminating most deferred maintenance problems. There has not been any recent inspection. The McFarland Learning Center is a modern building.

There are currently no repairs needed at this site. We are however upgrading our floors.

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A %
Health	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$4,743

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	0
Mathematics	0
Science	0
History-Social Science	4

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	416
Statewide Rank (from 2005 API Base Report)	B
2006-07 Program Improvement Status	Not in PI

School Completion

Indicator	Result
Graduation Rate	

Postsecondary Preparation

Measures	Percent of Graduates
Completed a Career Technical Education Program	
Completed All Courses Required for University of California California State University Admission	0.0

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	San Joaquin High (Continuation)	District Name	McFarland Unified
Street	599 Fifth St.	Phone Number	(661) 792-3178
City, State, Zip	McFarland, CA 93250-1174	Web Site	http://www.mcfarland.usd.com/
Phone Number	(661) 792-3178	Superintendent	Bill Brand
Principal	Smith Efada	E-mail Address	Bibrand@mcfarland.k12.ca.us
E-mail Address	sefada@mfarland.k12.ca.us	---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

As a continuation/alternative education site San Joaquin High School serves students who are unable to attend the comprehensive high school for various reasons. They include: personal hardships, pregnancy, babysitting for parents who work, extended family vacations, special needs in work schedules, monitors on probation, disciplinary measures, learning disabilities, long working hours, an alternative to home schooling, or a positive alternative to the comprehensive school setting.

The students at San Joaquin High School are considered "transitional" in that student enrollment is usually on temporary status. Generally speaking, students are enrolled for brief periods of times, usually for no more than one or two semesters.

San Joaquin High School's educational role is three-fold: 1) to prepare students academically, emotionally, and behaviorally, to return the comprehensive high school; (2) to promote articulation of curriculum and instruction of same skill courses at the two

high school sites (San Joaquin High School and McFarland High School); (3) and/or assist students in attaining sufficient credits and instruction to receive a high school diploma.

An important factor in preparing students for returning to the comprehensive high school is that of being emotionally prepared. Some students come to San Joaquin High School because of behavior management problems. The staff at San Joaquin High School provides a number of special services and programs to promote acceptable behavior.

In preparing students for return to the comprehensive high school it is also important to note that San Joaquin High School's curriculum mirrors that of the comprehensive high school. As an example, the curriculum and the courses of study are the same. The graduation requirements are also the same. This will enable students to return to the comprehensive high school having met the same course requirements and graduation requirements.

In regards to the educational goals of the San Joaquin High School, we consider the attainment of proficiency level in the basic skills enhanced by technological fluency to be essential to successful employment as well as to further education and training. San Joaquin High School Staff is currently in the process of enhancing the school's curriculum with the latest learning technology, and aligning both core and supplementary curriculum to California State Standards. San Joaquin High School has utilized grant funds available through the Digital High School Grant. San Joaquin High School has utilized computers and other technology equipment in all classes. This will allow us to meet our educational goals, provide students with technological fluency and promote their attainment and mastery of the basic skills. We have focused attention on the staff development of computer literacy and integrating technology into our curriculum in order to enrich both student and staff learning. The emphasis on this integration of instructional units will assist in improving the student's skills across the curriculum as defined in the San Joaquin High School's School Wide Learning Results.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Upon registering students at San Joaquin High School (SJHS) parents/guardians meet with the principal or coordinator and are advised about school functions such as: our Community Based English Tutoring program (CBET) which is set up for parents and other community members, to learn to read, speak and write in English. One of the requirements of the program is that they become involved with the school by helping in tutoring their own children and other English Learner students at our schools. We also have open house and back to school nights, and parents are encouraged to visit their child's classroom to be involved in their education. Parents are also encouraged to be part of the School Site Council to give input on budgetary considerations, and to be a part of the districts District English Language Acquisition Committee.



Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	16
Grade 3	0	Grade 10	15
Grade 4	0	Grade 11	13
Grade 5	0	Grade 12	5
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	49

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.0	White (not Hispanic)	4.1
American Indian or Alaska Native	0.0	Multiple or No Response	0.0
Asian	0.0	Socioeconomically Disadvantaged	23.3
Filipino	0.0	English Learners	51.0
Hispanic or Latino	95.9	Students with Disabilities	9.0
Pacific Islander	0.0	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

No data are available for this section

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

No data are available for this section

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

No data are available for this section

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

- School Safety Plan in place
- School Wide Safety Procedures in place
- Safety Drill's Practiced
- McFarland Learning Center Guide to Handling Emergency Procedures completed

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Effective discipline in a caring environment is high priority at San Joaquin High School. Students who feel good about themselves and have opportunities to interact with staff in their classes and at break time usually on a one on one basis. Classroom disruptions and aggressive behaviors interfere with good teaching and a safe learning environment. Problems are handled through parent contacts, non-participation in special events, and home suspensions. The San Joaquin High School staff provides a commendable supervision of their students to prevent a breakdown of any possible violence. The students are also aware that any act of violence will result in arrest. Many School Wide procedures are in place.

We are also implementing San Joaquin High School: **1) NO VIOLENCE, 2) NO DRUGS, ALCOHOL, OR WEAPONS, 3) NO DISRESPECT TO ADULTS, CHILDREN OR PROPERTY. THE BIG DO'S: 1) WORK HARD! 2) LEARN A LOT! 3) HAVE FUN!** A survey of parents, teachers, students, and support staff was conducted. There were asked how they felt about the way the staff handled discipline. All responded with good to superior rating. We also have other events like Back-to-School Night, ELAC Parent Meetings, School Site Council monthly meetings and Family Support Team Meetings.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	3	15	34			
Expulsions						

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

San Joaquin High School is housed in the McFarland Learning Center where McFarland Independent School, McFarland Adult School, and the Community Based English Tutoring (CBET) program are based. The facilities are well maintained. Our facility is looked after daily by our assigned custodian and our Maintenance, Operations and Transportation Department is proactive in maintenance, eliminating most deferred maintenance problems.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06

With Full Credential	3	3	4	128
Without Full Credential	0	0	0	32
Teaching Outside Subject Area of Competence				---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	87.0	13.0
High-Poverty Schools in District	85.0	15.0
Low-Poverty Schools in District	0.0	0.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

There have been incidents where more than twenty-six substitute teachers are being used in the district on a specific day, and we have had difficulty obtaining a substitute teacher. The Personnel however, is in the process of creating a recruitment program to attract more substitute teachers for our substitute teacher pool. The substitute teachers we employ meet minimum state standards and are evaluated by school management.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Teachers new to our district are probationary and are evaluated each year during their first two years. Permanent teachers are evaluated every five years. The purpose of the

evaluation is to promote quality instruction. The major areas evaluated are student progress, instructional methodology, adherence to district goals and objectives, proper control, and suitable learning environment.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	.5	---
Social Worker	0	---
Nurse	.5	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist (non-teaching)	0	---
Other		---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Meet state standards & Williams Act compliant	
Mathematics	Meet state standards & Williams Act compliant	
Science	Meet state standards & Williams Act compliant	
History-Social Science	Meet state standards & Williams Act compliant	
Foreign Language	N/A	
Health	Meet state standards & Williams Act compliant	
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		\$52,616
Percent Difference - School Site and District	---	---		
State	---	---	\$4,743	\$54,823
Percent Difference - School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

--

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,944	\$36,796
Mid-Range Teacher Salary	\$54,367	\$54,062
Highest Teacher Salary	\$69,216	\$68,679
Average Principal Salary (Elementary)	\$87,357	\$83,916
Average Principal Salary (Middle)	\$93,580	\$86,752
Average Principal Salary (High)	\$98,036	\$92,915
Superintendent Salary	\$111,300	\$121,387
Percent of Budget for Teacher Salaries	36.1	40.2
Percent of Budget for Administrative Salaries	4.1	5.8

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	4	0	0	13	17	22	36	40	42
Mathematics	0	0	0	11	14	24	34	38	40
Science	*	0	0	5	16	13	25	27	35
History-Social Science	4	0	4	8	10	14	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	0	0	0	0
Pacific Islander				
White (Not Hispanic)	*	*		*
Male	0	*	*	6
Female	*	*	*	*
Economically Disadvantaged	0	*	*	0
English Learners	0	*	0	0
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading,

4									
5									
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	B	B	B
Similar Schools	B	B	B

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change	API Score
-------	-------------------	-----------

	2003-04	2004-05	2005-06	2006
All Students at the School	7	71	16	416
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

--

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do

not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	66.7

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	1.8	15.0	0.0	0.6	1.9	0.4	3.2	3.3	3.1
Graduation Rate	100.0	80.0	82.4	98.3	95.1	96.0	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students			---
African American			---
American Indian or Alaska Native			---
Asian			---
Filipino			---
Hispanic or Latino			---

Pacific Islander			---
White (not Hispanic)			---
Socioeconomically Disadvantaged			---
English Learners			---
Students with Disabilities			---

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

--

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0.0
Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

--

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The site has one principal, one site Coordinator and an on-going eight member curriculum committee. The site also calls on district coaches for assistance. The school is standards base and data driven

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

There are eighteen scheduled, ninety minute, professional development sessions in addition to three scheduled professional development days.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	12480	64,800
10	12480	64,800
11	12480	64,800
12	12480	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade	Instructional Days With At Least 180 Instructional
-------	----------------------------------------------------

Level	Minutes	
	Offered	State Requirement
9	181	180 days
10	181	180 days
11	181	180 days
12	181	180 days

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There are 18 scheduled minimum days per school year.

Form A: 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:

**California Program Improvement School Program
Revised Learning Center Consolidated and Revised School Plan
2006-07 Essential Components**

Essential Component	Objective	Criteria, Clarifications, and Citations
1. Instructional Program	<p>San Joaquin High School will provide the most recent State Board-adopted core instructional programs, including accelerated interventions, in reading/language arts (2002-2008 adoption, including interventions), documented to be in daily use in every classroom, with materials for every student.</p> <p>San Joaquin High School will provides the most recent State Board-adopted core instructional program in mathematics (2001-2007 adoption), documented to be in daily use in every classroom, with materials for every student.</p>	<ul style="list-style-type: none"> ▪ SBE Approved Basic Programs for Reading/Language Arts includes: Holth: Literature and Language Arts] <p>Current math curriculum is McDougal Littell for the 2006-07 academic year.</p>
Essential Component	Objective	Criteria, Clarifications, and Citations
2. Instructional Time	<p>San Joaquin High School will comply with and monitor implementation of instructional time for the adopted programs for reading/language arts. This time will be given priority, be protected from interruptions and enforced to the</p>	<ul style="list-style-type: none"> ▪ Full implementation means that all classrooms have the appropriate time allocations for all students and provide for additional time for those in need of more instruction and practice.

	<p>fullest.</p> <ul style="list-style-type: none"> ▪ San Joaquin High School will comply with and monitor implementation of instructional time for the adopted programs for mathematics. 	<p>Citations: References to specific number of minutes for instructional time are found in:</p> <p> Reading/Language Arts Framework for California Public Schools (1999) pp. 13, 14, 243, 249.</p> <p> 2002 Reading/Language Arts/English Language Development Adoption Criteria (Adopted by State Board on December 9, 1999; updated March 22, 2000), pp. 1, 2, 3, 6, 10, 11, 12.</p> <p> Mathematics Framework for California Public Schools (1999) pp. 12-13, 214.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Essential Component	Objective	Criteria, Clarifications, and Citations
<p>3. School Principals' Instructional Leadership Training</p>	<p>The principal will complete the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the school/district-adopted reading/language arts program .</p> <p>The principal will complete the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the school/district-adopted mathematics program.</p>	<ul style="list-style-type: none"> ▪ Full implementation means that the school principal principal have completed AB 430 Module I training (including 40 hours of institute and 40 hours of practicum for both the reading/language arts and mathematics programs). <p>Citations:Reference to site administrator need to be provided professional development is found in: Reading/Language Arts Framework for California Public Schools (1999) p. 244. Mathematics Framework for CaliforniaPublic Schools (1999) pp. 214-215.</p>

Essential Component	Objective	Criteria, Clarifications, and Citations
<p>4. Credentialed Teachers and Teacher Professional Development Opportunity</p>	<p>San Joaquin staffs most classrooms with fully credentialed teachers and has a plan to have fully credentialed teachers in all classrooms within three years.</p> <p>The school/district will provide the school's teachers (in all grade levels/programs) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district's adopted basic program and/or intervention programs for reading/language arts for each teacher's grade level or program level.</p> <p>The school/district will provide the school's teachers (in all grade levels) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district's adopted basic program for mathematics for each teacher's grade level or program level.</p>	<ul style="list-style-type: none"> ▪ Full implementation means that all classrooms have fully credentialed teachers. ▪ Full implementation means that all of the reading/language arts teachers have completed the AB 466, 40-hour training program and 80-hour practicum based on the district's adopted reading/language arts program. ▪ Full implementation means that all of the mathematics teachers have completed the AB 466, 40-hour training program and 80-hour practicum based on the district's adopted mathematics program. <p>Citations: Reference to teacher need to be provided professional development is found in:</p> <p style="padding-left: 40px;">Reading/Language Arts Framework for California Public Schools (1999) pp. 239-240.</p> <p style="padding-left: 40px;">Mathematics Framework for California Public Schools (1999) pp. 211-212.</p>
Essential Component	Objective	Criteria, Clarifications, and Citations
<p>5. Student Achievement Monitoring System</p>	<p>The school/district has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted reading/language arts program. The purpose of these</p>	<ul style="list-style-type: none"> ▪ Full implementation means the school is regularly using (e.g., every 6-8 weeks) curriculum-embedded assessments to determine student progress and to make instructional decisions for reading/language arts and mathematics programs. Electronic data collection and recording are used to assist teachers to review data, analyze for patterns of performance, and modify instruction where needed. <p>Citations: References to systematic monitoring of student progress and effectiveness of</p>

	<p>assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system.</p> <p>5.1 5.2 The school/district will develop a similar assessment and monitoring system for the mathematics program by the end of 2004.</p>	<p>instruction is found in: Reading/Language Arts Framework for California Public Schools (1999) pp. 216-217, 218. Development Adoption Criteria (1999, updated in 2000), p. 8. Mathematics Framework for California Public Schools (1999) p. 196.</p>
Essential Component	Objective	Criteria, Clarifications, and Citations
6. On-going Instructional Assistance and Support for Teachers	<p>San Joaquin High School will comply with and monitor implementation of instructional time for the adopted programs for will provide instructional assistance and support to teachers of reading/language arts. Some possible options include: coaches/content experts who are knowledgeable about the adopted program and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.</p> <p>San Joaquin High School will comply with and monitor implementation of instructional time for the adopted programs for will provide instructional assistance and support to teachers of mathematics. The possible options are the same as above with specialists in mathematics.</p>	<ul style="list-style-type: none"> ■ Full implementation means that the school/district provides appropriate instructional assistance (e.g., content experts/coaches, specialists, other teacher support personnel) to support teachers in delivering reading/language arts and mathematics instruction using the adopted materials. <p>Citations: References for providing assistance to teachers are found in: Reading/Language Arts Framework for California Public Schools (1999) pp. 225-226, 240, 244-245, 246. Mathematics Framework for California Public Schools (1999) pp. 214-215.</p>
Essential Component	Objective	Criteria, Clarifications, and Citations

<p>7. Monthly Meeting with Coaches</p>	<p>San Joaquin High School will comply with and monitor implementation of instructional time for the adopted programs for will facilitate and support teacher to get materials needed with coaches in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in reading/language arts. (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two+, one-hour monthly meetings]).</p>	<ul style="list-style-type: none"> ▪ Full implementation means that the principal or designee provides opportunities on a regular and frequent basis (e.g., once a month for teachers to meet with district Coaches using curriculum-embedded assessment data, for teachers to focus on the implementation of the adopted reading/language arts and mathematics programs. <p>Citations: Reference to the role of the principal to provide time for monthly grade level meetings is found in: Reading/Language Arts Framework for California Public Schools (1999) p. 244. Mathematics Framework for California Public Schools (1999) pp. 214, 217.</p>
<p>Essential Component</p>	<p>Objective</p>	<p>Criteria, Clarifications, and Citations</p>
<p>8. Lesson Pacing Schedule</p>	<p>San Joaquin High School will comply with and monitor implementation of instructional time for the adopted programs for staff print distribute an annual school wide pacing schedule for each subject area order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.</p>	<ul style="list-style-type: none"> • Full implementation means that there is an annual schoolwide pacing schedule in use for the adopted reading/language arts program and mathematics program by grade level (and by tracks if a year-round school). <p>Citations: Reference to the need for a pacing schedule is found in: 2002 K-8 Reading/Language Arts' English Language DevelopmentAdoption Criteria (1999, updated in 2000), pp. 6-7, 14.</p>

San Joaquin High School Goals

San Joaquin High School Site Plan serves as the road map to help us reach our mission and our NCLB goals. The plan is a living document developed through full participation of the entire staff and School Site Council. The plan is continually evolving, and its development and implementation has resulted in a strong collegial approach in everything that is done at San Joaquin High School will comply with and monitor implementation of instructional time for the adopted programs for.

GOAL #1 for Improving Student Achievement in Reading/Language Arts

In one year's time, there will be a significant improvement in the number of students who score at the proficient level or higher on the annual CST. This growth goal applies to the general student population, as well as our subgroups of Hispanic, English Learners, and Economically Disadvantaged student. This will result in meeting both API and AYP target.

GOAL #2 for Improving Student Achievement in Mathematics

In one year's time, there will be a significant improvement in the number of students who score at the proficient level or higher on the annual STAR Math Test. This growth goal applies to the general student population, as well as our valid subgroups of Hispanic, English Learners, and Economically Disadvantaged students. Growth will be determined by examining the STAR Math results. This will result in meeting both API and AYP targets.

GOAL #3 for Improving Student Achievement in Language

In one year's time, fifteen percent of English Learners will be reclassified Fluent English proficient. This proficiency will be determined by examining students' individual results on the California English Language Development Test (CELDT) for English Learner.

Performance Goal 1: By the end of 2006-2007 school year, All San Joaquin High School students will show a minimum 15% increase in students performing at Proficient or advanced levels on the language arts portion of the CST. Student groups participating in this goal: All San Joaquin High School Students.

Performance gains expected for these students: API growth target of seven points for 2006-2007.

Means of evaluating progress toward this goal: California Standards Tests, and district/local assessments

Group data needed to measure academic gains: All enrolled students to include Hispanic, ELL and economically disadvantaged student subgroups.

The growth goal applies to the general student population, as well as our subgroups of Hispanic, English Learners, and Economically Disadvantaged students.

<p>Student groups and grade levels to participate in this goal:</p> <p>All San Joaquin High School Students will participate in this goal.</p>	<p>Anticipated annual performance growth for each group:</p> <p>20% growth in the number of students who score at the proficient level or higher on the 2006 STAR Assessment.</p>			
<p>Means of evaluating progress toward this goal:</p> <p>California Standards Tests, and district/local assessments given throughout the year.</p>	<p>Group data to be collected to measure academic gains:</p> <p>Growth will be determined by examining the Star Language results.</p>			
<p>Actions to be Taken to Reach This Goal^[1]</p> <p>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date^[2] Completion Date</p>	<p>Proposed Expenditures^[3]</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>1. <i>Alignment of instruction with content standards:</i></p> <ul style="list-style-type: none"> Intensive staff development focus 	<p>Aug 2006- May 2007</p>		<p>1000.00</p> <p>\$36.74 per hour</p> <p>\$36.74 per</p>	<ul style="list-style-type: none"> Title III Title I Title IV SLIBG General

<p>on grade level standards meetings to align to standards curriculum</p>			hour	und <ul style="list-style-type: none"> • HP
<ul style="list-style-type: none"> • Principal professional development about standards and alignment 	Aug 2006-May 2007			<ul style="list-style-type: none"> • General und
<ul style="list-style-type: none"> • Purchase of textbooks and supplemental materials aligned to standards 			\$36.74 per hour	<ul style="list-style-type: none"> • BSEP • SLIBG • HP
<ul style="list-style-type: none"> • Professional development in best practices 	Aug 2006-May 2007			
<p>2. <i>Use of standards-aligned instructional materials and strategies:</i></p>	Aug 2006-May 2007		\$36.74 per hour	<ul style="list-style-type: none"> • General und • Title I • HP
<ul style="list-style-type: none"> • Purchase materials aligned with standards 9-12 				<ul style="list-style-type: none"> • General und
<ul style="list-style-type: none"> • Subject teacher meeting to review materials, examine alignment to standards and curricula 				<ul style="list-style-type: none"> • Title V • Title 1 • MAA
<ul style="list-style-type: none"> • Library selection of material supporting standards based instruction 				
<ul style="list-style-type: none"> • Leveled books for differentiated instruction that are standards based 				
<ul style="list-style-type: none"> • Expand classroom and school library 				
<p>3. <i>Extended learning time:</i></p>				
<ul style="list-style-type: none"> • Summer school 				

<p>4. <i>Increased access to technology:</i></p> <ul style="list-style-type: none"> • A Literacy Center where students do various reading and writing activities • Technology infused lessons in a cooperative learning lesson structure 				
<p>5. <i>Staff development and professional collaboration aligned with standards-based instructional materials:</i></p> <ul style="list-style-type: none"> • “Strategic” staff development for the purpose of using data to inform instruction • On site coaching by Reading Coach • Vertical and Horizontal Articulation • District Writing Workshop • ACSA Summer Institute for Principals, UCLA Campus 7/13/07 • Colloquium for New and Aspiring Principals, UCLA Campus July 2007 • Professional Development on 2 	<p>Aug 2006- May 2007</p>		<p>\$1000.00 \$36.74 per hour</p>	<ul style="list-style-type: none"> • Title IV • Title I • Title III • General Fund • • SLIBG • • SLIBG • • SLIBG

<ul style="list-style-type: none"> hour Delay Days District Buy Back Days for Professional Development 				
<p>6. <i>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</i></p> <ul style="list-style-type: none"> Parents will be invited to conferences and meetings to discuss student progress Sites will have literacy activities that involve <ul style="list-style-type: none"> parents 	Aug 2006-May 2007		\$500.00 \$36.74 per hour	<ul style="list-style-type: none"> Title V Title I SLIBG
<ul style="list-style-type: none"> End of year Train Fieldtrip for Students to tour a historic site in Hanford California Open House Back to School Night (May) Conferences with parents plus additional conferences for at risk students in winter 	Aug 2006-May 2007		\$5000.00 \$1500.00	<ul style="list-style-type: none"> Title I General Fund Title 1 SLIBG
<p>7. <i>Monitoring program effectiveness:</i></p>	Aug 2006-May 2007		36.74 per hour	<ul style="list-style-type: none"> SLIBG

<ul style="list-style-type: none"> The district will participate in the State's standards based assessment system 				
8. <i>Targeting services and programs to lowest-performing student groups:</i> <ul style="list-style-type: none"> Weekly staff meeting to review data and identify target students Summer School 	Aug 2006-May 2007		\$36.74 per hour	<ul style="list-style-type: none"> Title I Title I General Fund SLIBG EIA/ELL Title III
9. <i>Any additional services tied to student academic needs:</i> <ul style="list-style-type: none"> Academic Counselors (Presenters) Community supported 	Aug 2006-May 2007		500.00 <ul style="list-style-type: none"> SLIBG General Fund Title III 	

<p>SCHOOL GOAL # <u>2</u></p> <p>Performance Goal 2: By the end of 2006-2007 school year <u>All San Joaquin High School Students will show a minimum 15% increase in students performing at Proficient or advanced levels on the math portion of the CST.</u></p> <p>Student groups participating in this goal: All San Joaquin High School Students.</p> <p>Performance gains expected for these students: API growth target of seven points for 2006-2007.</p> <p>Means of evaluating progress toward this goal: California Standards Tests, and district, local assessments</p> <p>Group data needed to measure academic gains: All enrolled students to include Hispanic and economically disadvantaged student subgroups.</p> <p>Planned Improvement in Student Performance in Mathematics.</p>	
Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:

<p>The growth goal applies to the general student population, as well as the valid subgroups of Hispanic, English Learners, and Economically Disadvantaged students.</p>	<p>15% growth in the number of students who score at the proficient level or higher on the 2006 CST Assessment.</p>			
<p>Means of evaluating progress toward this goal: California Standards Tests and district local assessments will evaluate the progress.</p>	<p>Group data to be collected to measure academic gains: All enrolled students to include Hispanic and economically disadvantaged student subgroups.</p>			
<p>Actions to be Taken to Reach This Goal^[4] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date^[5] Completion Date</p>	<p>Proposed Expenditures^[6]</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>1. <i>Alignment of instruction with content standards:</i></p> <ul style="list-style-type: none"> • Improve math instruction by developing teachers' capacity to provide differentiated instruction for diverse learners through intensive and sustained staff development • Develop a district grade level math scope & sequence which identifies the "big ideas"/skills, corresponding CA 	<p>Aug 2006- May 2007</p>		<p>\$500.00 \$36.74 per hour</p>	<ul style="list-style-type: none"> • General Fund • Title III

<p>standards and expected mastery level for each marking period</p> <ul style="list-style-type: none"> Analyze district math assessments to identify difficult math standards/strands for each grade level Adopt a standards-based math Program 				
<p>2. <i>Use of standards-aligned instructional materials and strategies:</i></p> <ul style="list-style-type: none"> Purchase State and District adopted instructional materials Use formative and summative math performance assessments as multiple measures to drive instruction, inform teachers and students of their progress towards meeting high mathematical standards Provide Lesson Study opportunities to design, observe, evaluate and revise lessons on key concepts that are 	<p>Aug 2006-May 2007</p>		<p>\$36.74 per hour \$5000.00 \$5,000</p>	<ul style="list-style-type: none"> General Fund SLIBG Instructional Materials Funds

<p>problematic for struggling learners</p> <ul style="list-style-type: none"> Identify, analyze/evaluate strategies used in elementary schools during the past 3 years and develop/distribute a district resource binder of “best” supplemental materials/practices by topic and grade level 				
<p>3. <i>Extended learning time:</i></p> <ul style="list-style-type: none"> Strengthen extended day programs in math to 	Aug 2006-May 2007		\$36.74 per hour	<ul style="list-style-type: none"> Title I
<p>4. <i>Increased access to technology:</i></p> <ul style="list-style-type: none"> Explore/pilot on-line math programs which under achieving students can access from home, public libraries or after school programs to obtain assistance with math concepts and procedural skills. Increase the integration of technology into the mathematics instruction to make access equitable for all students and staff 	Aug 2006-May 2007		\$36.74 per hour	<ul style="list-style-type: none"> General fund SLIBG
<p>5. <i>Staff development and professional</i></p>	Aug 2006-May 2007		\$36.74 per hour	<ul style="list-style-type: none"> Instructional material

<p><i>collaboration aligned with standards-based instructional materials:</i></p> <ul style="list-style-type: none"> • Provide on-site math resource information and articulation through Math Coach • Provide staff development on performance assessments and scoring for math teachers 3 times/year • Establish a math teacher district coach meeting to discuss/advise on math issues on a monthly basis 				<ul style="list-style-type: none"> • funds • Title III • SLIBG
<p>6. <i>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</i></p> <ul style="list-style-type: none"> • Provide training for teachers and administrators on how to interpret math scores on student assessment reports that are sent to parents (CST) 	<p>Aug 2006-May 2007</p>		<p>\$4000.00</p>	<ul style="list-style-type: none"> • General Funds • Title I
<p>7. <i>Auxiliary services for students</i></p>	<p>N/A</p>		<p>N/A</p>	<p>N/A</p>

<p><i>and parents (including transition from preschool, elementary, and middle school):</i></p> <ul style="list-style-type: none"> • Student Study Team, Title I parent meetings • Develop an aggressive attendance program/policy with effective and consistent follow up and consequences at the site 				
<p>8. <i>Monitoring program effectiveness:</i></p> <ul style="list-style-type: none"> • Submit benchmark “progress reports” in December and March <ul style="list-style-type: none"> • Review district CST test results 	Aug 2006-May 2007		No cost	<ul style="list-style-type: none"> • General Fund • Title III
<p>9. <i>Targeting services and programs to lowest-performing student groups:</i></p> <ul style="list-style-type: none"> • Collaborate with McFarland High School to provide summer courses for underachieving students. 	Aug 2006-May 2007		\$36.74 per hour	<ul style="list-style-type: none"> • Title I • General Fund
<p>10. <i>Any additional services tied to student academic needs:</i></p> <ul style="list-style-type: none"> • Develop and implement a district-wide 	Aug 2006-May 2007		\$36.74 per hour	<ul style="list-style-type: none"> • General Fund • Title I

attendance policy and coordinate follow up with parents at both site and district levels and extra-curricular activities/sports administrators.				
-------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

<p>SCHOOL GOAL # 3_ Performance Goal 3: By the end of the 2006-2007 school year <u>San Joaquin High School Students will show a 30% annual increase in Early Advanced and advanced placement in English Language proficiency according to the CELDT scores.</u> Student groups participating in this goal: Limited-English proficient students Performance gains expected for these students: One level growth for every year in the program as measured by the CELDT; API growth target for 2006-2007. Means of evaluating progress toward this goal: ELD growth is measured by the state assessment, CELDT, the California Standards Test Group data needed to measure academic gains: CELDT scores.</p>				
<p>Student groups and grade levels to participate in this goal: All limited – English proficient students will participate in this goal.</p>		<p>Anticipated annual performance growth for each group: One level growth for every year in the program as measured by the CELDT Test.</p>		
<p>Means of evaluating progress toward this goal: ELD growth will be measured by the state assessment, CELDT scores, the California Standards Test Group data.</p>		<p>Group data to be collected to measure academic gains: Growth will be determined by examining the CST and CELDT scores.</p>		
<p>Actions to be Taken to Reach This Goal^[7] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional</p>	<p>Start Date^[8] Completion Date</p>	<p>Proposed Expenditures^[9]</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

Development)				
--------------	--	--	--	--

Alignment of instruction with content standards: . 1) Core content instruction is based on state grade level standards. 4) Into English and High Point – AB466 Training	Aug 2006-May 2007		\$36.74 per hour	Title 1
Improvement of instructional strategies and materials: . 1) A qualified teacher or a teacher completing certification requirements teaches ELD.	Aug 2006-May 2007		\$36.74 per hour 2500.00	ELAP
<i>Staff development and professional collaboration aligned with standards-based instructional materials:</i> • ELD Training • SIOP (Sheltered Instruction Observation Protocol) Training	Aug 2006-May 2007		1500.00	• Instructional material funds • Title III • SLIBG • LEP
Extended learning time: 1) Concurrent enrollment is offered to students who failed classes and are behind in credits .	Aug 2006-May 2007		\$36.74 per hour	. Title 1

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

State Programs

Economic Impact Aid/ English Learner Program

Amount: \$ 24390.70

Purpose: Develop fluency in English and academic proficiency of English learners.

School Improvement Program

Amount: \$ 0

Purpose: Improve school response to educational, personal and career needs of all students.

Other State or Local funds (list and describe)

Federal Programs

Elementary and Secondary Education Act:

Title I: School wide Program

Amount: \$ 10427

Purpose: Upgrade the entire educational program of the school.

Title V: Innovative Programs

Amount: \$ 308

Purpose: Support educational improvement, library, media, and at-risk students.

Other Federal Funds (list and describe):

Title III , Program for LEP Students

Amount: \$ 0

Title I, Part A

\$ 0

Amount:

Total amount of state and federal categorical funds allocated to this school: \$ 35,126

Form D: School Site Council Membership

Education Code Section 64001(g) 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 school site council is as follows:^[10]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Smith Efada	X				
Gerald Howze		X			
Richard Sparks		X			
Evelyn Tabangcora		X			
Cheryl Crow		X			
Rosemary Rodriguez				X	
Josephine Salazar				X	
Alex Aviles					X
Esparanza Rios-Melendez			X		
Jose Maldonado					X
Numbers of members of each category	1	4	1	2	1

Form E: Recommendations and Assurances

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*)

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 LEA 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 at a public meeting on: _____.

Attested:

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

- ^[1] See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.
- ^[2] List the date an action will be taken or will begin, and the date it will be completed.
- ^[3] If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as “middle grades reading tutor” or “laptop computer”, and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.
- ^[4] See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.
- ^[5] List the date an action will be taken or will begin, and the date it will be completed.
- ^[6] If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as “middle grades reading tutor” or “laptop computer”, and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.
- ^[7] See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.
- ^[8] List the date an action will be taken or will begin, and the date it will be completed.
- ^[9] If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as “middle grades reading tutor” or “laptop computer”, and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.
- ^[10] 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.