

2009-10
SINGLE PLAN FOR STUDENT ACHIEVEMENT



**San Joaquin High (Continuation)
School**

McFarland Unified District



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

Principal:
Smith Efada

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San Joaquin High (Continuation) 2009-10
 Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
Professional Development			
ELPD Training			
Parental Involvement			
Increase Parental Involvement			
Career Counseling	10/15/2009	10/15/2009	\$47,512
Career/Technical			
Technical Profeciency			
ABC	1/29/2010	1/29/2010	\$0
Total Annual Expenditures for Current Site Plan: \$47,512.00			

Goals

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:

Goal Area : Professional Development

Goal Title : ELPD Training

100 % of all teachers would complete the English Learners Professional Development Training before the 2010/2011 school year

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have					✔				

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

What is the expected growth?

What data will be collected to measure student achievement?

What process will you use to monitor and evaluate the data?

Actions to improve achievement to exit program improvement (if applicable).

Goal Area : Parental Involvement

Goal Title : Increase Parental Involvement

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓			✓	✓	✓	✓	✓	✓

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

What is the expected growth?

What data will be collected to measure student achievement?

What process will you use to monitor and evaluate the data?

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Career Counseling

Means of Achievement: Increased educational opportunity

Tasks :

A technical career information session will be held at the end of every quarter for all students.

Measures :

100% attendance

People Assigned :

Mr. Chairez and Mr. Efada

Start Date : 10/15/2009

Completion Date : 10/15/2009

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	5998	\$5,998
Tenth Grade Counseling	10000	\$531
Economic Impact Aid: Limited English Proficiency (LEP)	5000	\$5,000
NCLB: Title I, Part D, Local Delinquent Programs	Pupil Retention	\$35,983

Goal Area : Career/Technical

Goal Title : Technical Proficiency

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have					✓	✓	✓		✓

What data did you use to form this goal (findings from data analysis)?

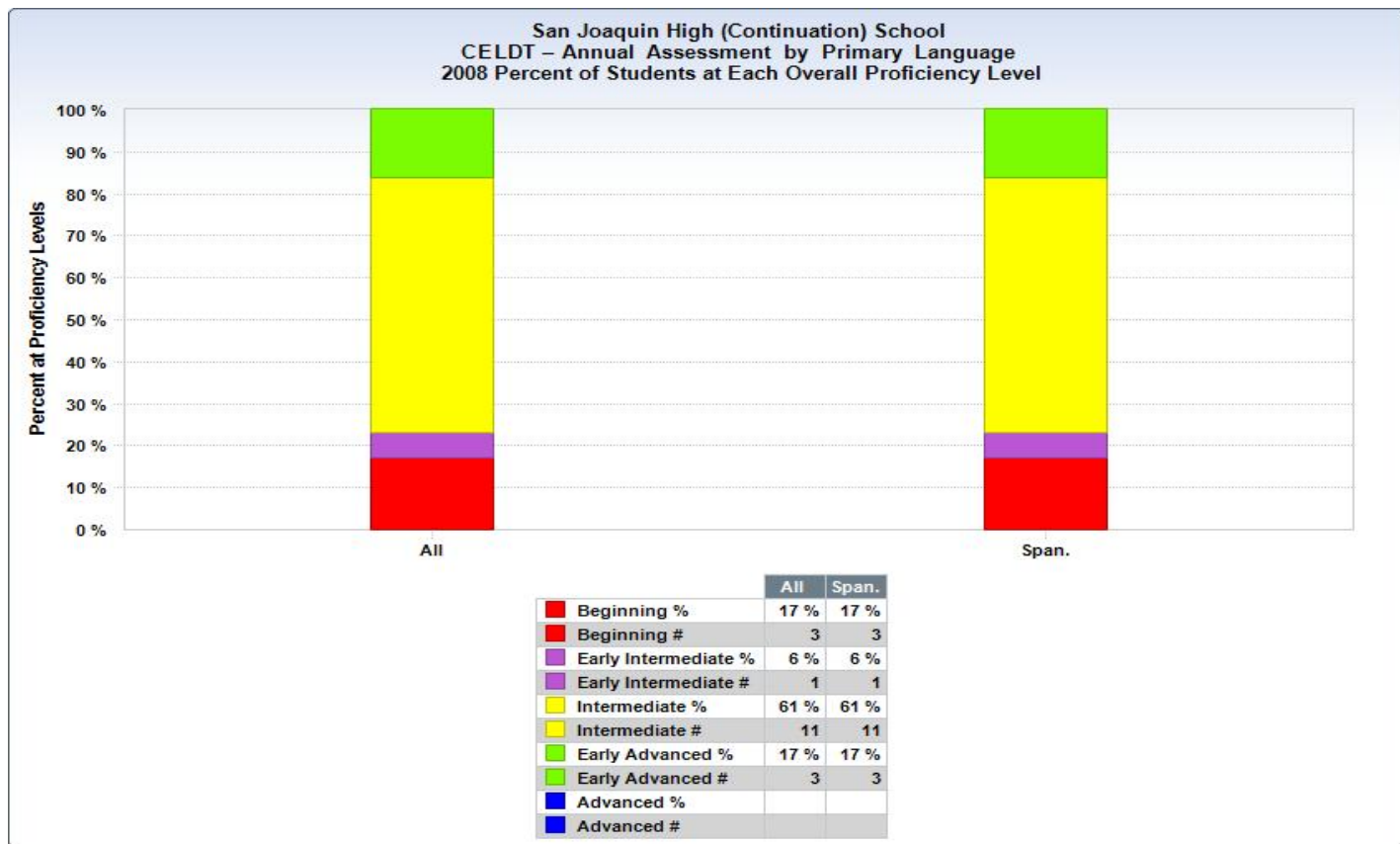
How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All students must be computer literate and career technical training will be made available for all student in grade 11-12



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What is the expected growth?

What data will be collected to measure student achievement?

What process will you use to monitor and evaluate the data?

Actions to improve achievement to exit program improvement (if applicable).

Action Title: ABC

Means of Achievement: Alignment of instruction with content standards

Tasks :

Measures :

People Assigned :

Start Date : 1/29/2010

Completion Date : 1/29/2010

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Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$104,502

Total Annual Expenditures for Current School Plan: \$47,512

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
1100	Lottery: Unrestricted	\$5,093	\$0	\$5,093
3025	NCLB: Title I, Part D, Local Delinquent Programs	\$0	\$35,983	(\$35,983)
	Career Counseling		\$35,983	
7090	Economic Impact Aid (EIA)	\$5,469	\$0	\$5,469
7091	Economic Impact Aid: Limited English Proficiency (LEP)	\$49,130	\$10,998	\$38,132
	Career Counseling		\$10,998	
7156	Instructional Materials Realignment, IMFRP (AB 1781)	\$5,000	\$0	\$5,000
7375	Tenth Grade Counseling	\$0	\$531	(\$531)
	Career Counseling		\$531	
7390	Pupil Retention Block Grant	\$35,398	\$0	\$35,398
7395	School and Library Improvement Block Grant	\$2,362	\$0	\$2,362
7396	Discretionary Block Grant – School Site	\$2,050	\$0	\$2,050
Total amount of categorical funds allocated to this school:		\$104,502	\$47,512	\$56,990

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 School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Armando Cruz	Principal	661 792 3178	

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1				

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:

Approval Date

- | | | |
|-----|---|-----------|
| 1. | School Site Council Members | |
| 2. | Plan Review Due Date: | |
| 3. | The school site council is correctly constituted and was formed in accordance with district governing board policy and state law. | |
| 4. | 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. | |
| 5. | The school site council sought and considered all recommendations from the following groups or committees before adopting this plan | |
| | English Learner Advisory Committee | 11/1/2009 |
| | State Compensatory Education Advisory Committee | 11/1/2009 |
| | Special Education Advisory Committee | |
| | Gifted and Talented Education Advisory Committee | |
| 6. | 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. | |
| 7. | 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. | |
| 8. | Public Notice Due Date: | |
| 9. | District Governing Board Annual Review Due Date: | |
| 10. | This School Plan was adopted by the School Site Council at a public meeting on: | |
| 11. | Attested by School Principal: | 11/1/2009 |
| 12. | Attested by School Site Council Chairperson: | 11/1/2009 |

Smith Efada

 Typed name of school principal

 Signature of school principal

 Date

 Typed name of SSC chairperson

 Signature of SSC chairperson

 Date

Analysis of Current Educational Practice

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA):

Adequate

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

3. Status of meeting requirements for highly qualified staff (ESEA):

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 (ESEA):

Alignment of staff development to standards, assessed student performance and professional needs are being met.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

0%

8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

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

The adopted curricula instructional material is aligned to the California state standards. Furthermore, instructional strategies are based on students' needs.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

Our students lack after school resources.

11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

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

Standards-based instructional materials are appropriate to all student groups.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

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

There is a variety of supplemental material for each adopted program in all academic areas at our site. A resource teacher is also available to work with students with special needs. An ELD teacher works with students who are English Learners. Most of the teachers at SJHS are bilingual.

15. Research-based educational practices to raise student achievement at this school (ESEA):

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

Families are served by the McFarland Family Resource Center for basic needs such as help in paying utility bills and Agency referrals.

17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

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

Adequate

19. Fiscal support (EPC):

Nine Essential Program Components

1. Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and * English Language Development materials.
2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.
4. Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.
5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.
6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.
8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.
9. Implementation of Fiscal Support aligned to full implementation of EPCs.