

The Single Plan for Student Achievement

School: San Joaquin Continuation High School
CDS Code: 15-739081530146
District: McFarland Unified School District
Principal: Valerie Garcia
Revision Date: February 10, 2009

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Smith Efada
Position: Principal
Phone Number: 661 792-3178
Address: 599 Fifth St. 599 5th StreetMcfarland, California 93250
Mcfarland, CA 93250
E-mail Address: vagarcia@mcfarland.k12.ca.us

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School Vision and Mission

San Joaquin Continuation High School's Vision and Mission Statements

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, minors 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 to 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.

School Profile

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

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

Staffing and Professional Development

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

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

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

The district math coach constantly consults with math teachers on strategies

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)
14. Research-based educational practices to raise student achievement

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)
16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

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

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

There are two main barriers to our school goals:

1.- The lack of parent participation in our school is of concern. The only time our parents become involved is when they are asked to come due to disciplinary issues involving their children.

2.- The general lack substitute Teachers in the County

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	27	15	19	0	4	2	0	0	0	0	0	0
Growth API	461	454	403									
Base API	399	442	454									
Target	20	18	17									
Growth	62	12	-51									
Met Target	Yes	No	No									

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	27	11	17	18	8	13	25	15	19	0	1	2
Growth API	461	471	378	479		340	467	454	403			
Base API	394	442	471	425	459		399	448	454			
Target												
Growth												
Met Target												

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	80	78	100	--	100	100	--	100		--	--	
Number At or Above Proficient	--	--	0	--	--		--	--		--	--	
Percent At or Above Proficient	--	--	0.0	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	80	74	100	84	75	100	79	78	100	50	60	100
Number At or Above Proficient	--	--	0	--	--		--	--	0	--	--	
Percent At or Above Proficient	--	--	0.0	--	--	--	--	--	0.0	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	75	70	100	--	100	100	--	100		--	--	
Number At or Above Proficient	--	--	1	--	--		--	--		--	--	
Percent At or Above Proficient	--	--	9.1	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	75	65	100	100	64	100	80	70	100	0	0	100
Number At or Above Proficient	--	--		--	--		--	--	1	--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	9.1	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
9	***** *	***										*****
11									***** **	***		*****
Total	1	17			4	67			1	17		6

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	***** *	***							***** **	***	*****
10			1	17	4	67			1	17	6
11	1	25	1	25	1	25			1	25	4
12	***** *	***			***** *	***					*****
Total	3	21	2	14	6	43			3	21	14

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	21	15	6
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	21	15	6
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	54.6	56.0	57.5
Met Target	*	*	*

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1	21	0	15	0	7
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	*	*	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	1,357	1,276	1,231
Percent with Prior Year Data	100	99.9	100.0
Number in Cohort	1,357	1,275	1,231
Number Met	646	677	573
Percent Met	47.6	53.1	46.5
NCLB Target	54.6	56.0	57.5
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1,004	616	980	584	982	541
Number Met	143	211	151	165	163	170
Percent Met	14.2	34.3	15.4	28.3	16.6	31.4
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:

SCHOOL GOAL #1:

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.

Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
California Standards Tests, and district/local assessments given throughout the year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>GOAL #1 for Improving Student Achievement in Reading/Language Arts</p> <p>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.</p>	Aug. 2008 to June 2009					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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 fullest.</p> <p>§ San Joaquin High School will comply with and monitor implementation of instructional time for the adopted programs for mathematics.</p>	<p>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. Throughout school year.</p> <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>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The principal will complete the AB 430 Principal Training Program, Module 1 through 3, 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, Modules 1 through 3, 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>	<p>By December 1, 2008</p> <p>§ 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> <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 California Public Schools (1999) pp. 214-215.</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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 472 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 472 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> <p>The Single Plan for Student Achievement</p>	<p>Full implementation means that all classrooms have fully credentialed teachers.</p> <p>§ 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.</p> <p>§ 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> <p>Citations:Reference to teacher need to be provided professional development is found in:</p>					

Planned Improvements in Student Performance

School Goal #2

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #2:
Performance Goal 2: By the end of 2008-2009 school year 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.
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 2008-2009.
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 and economically disadvantaged student subgroups. Planned Improvement in Student Performance in Mathematics.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
California Standards Tests and district local assessments will evaluate the progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Alignment of instruction with content standards:</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 standards and expected mastery level for each marking period · Analyze district math assessments to identify difficult math standards/strands for each grade level · Adopt a standards-based math Program 	Aug 2008- June 2009					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Use of standards-aligned instructional materials and strategies: Purchase State and District adopted instructional materials</p> <p>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</p> <p>Provide Lesson Study opportunities to design, observe, evaluate and revise lessons on key concepts that are 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 	Aug 2008- June 2009					
<p>Extended learning time: Students are allowed to enroll in a 6th period math to for tutoring</p>	Aug 2008- June 2009					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased access to technology:</p> <p>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.</p> <p>· Increase the integration of technology into the mathematics instruction to make access equitable for all students and staff</p>	Aug 2008-June 2009					
<p>Staff development and professional collaboration aligned with standards-based instructional materials: Provide on-site math resource information and articulation through Math Coach</p> <p>Provide staff development on performance assessments and scoring for math teachers 3 times/year</p> <p>Establish a math teacher district coach meeting to discuss/advise on math issues on a monthly basis</p>	Aug 2008-June 2009					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Provide training for teachers and administrators on how to interpret math scores on student assessment reports that are sent to parents (CST)	Aug 2008-June 2009					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> · Title I parent meetings <p>Develop an aggressive attendance program/policy with effective and consistent follow up and consequences at the site</p>	N/A					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitoring program effectiveness:</p> <p>Daily walk throughs for program implementation</p> <p>Review district CST test results</p>	Aug 2008-June 20089					
<p>Targeting services and programs to lowest-performing student groups:</p> <p>Collaborate with McFarland High School to provide summer courses for underachieving students.</p>	Aug 2008-June 2009					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Any additional services tied to student academic needs:</p> <p>Develop and implement a district-wide attendance policy and coordinate follow up with parents at both site and district levels and extra-curricular activities/sports administrators</p>	Aug 2008-June 2009					

Planned Improvements in Student Performance

School Goal #3

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #3:
Performance Goal 3: By the end of the 2006-2007 school year 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. 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.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
ELD growth will be measured by the state assessment, CELDT scores, the California Standards Test Group data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards: . 1) Core content instruction is based on state grade level standards. 4) Holt English – AB472 Training	Aug 2008-June 2009					
Improvement of instructional strategies and materials: 1) A qualified teacher or a teacher completing certification requirements teaches ELD	Aug 2008-June 2009					
Staff development and professional collaboration aligned with standards-based instructional materials: · ELD Training .	Aug 2008-June 2009					
Extended learning time: 1) Extended 6th period for those who need the extra credit	Aug 2007-June 2008					

Planned Improvements in Student Performance

School Goal #4

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Smith Efada	[X]	[]	[]	[]	[]
Tim Lewy	[]	[X]	[]	[]	[]
Armando Cruz	[]	[X]	[]	[]	[]
Sigifredo Murillo	[]	[X]	[]	[]	[]
Carmen Rios	[]	[]	[]	[X]	[]
Latosha Ingle	[]	[]	[]	[]	[X]
Numbers of members of each category:					

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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA 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 SPSA was adopted by the SSC at a public meeting on .

Attested:

Valerie Garcia

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date