



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Joaquin Continuation High School	15-739081530146	11/2/2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This plan describes needs assessments that take into account academic achievement of students, particularly the needs of students who are failing, or are at-risk of failing, to meet California academic standards, and the strategies to be taken to insure all students succeed. Strategies are designed to provide fair and equitable opportunities for all students, strengthen the academic program, improve learning times, and to support enriched and accelerated curriculum with the end

goal of insuring all students graduate, in a timely manner, with a high school diploma - college and/or career ready.

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).

Teacher Surveys:

Teachers feel the program is designed to insure success for all learners.

Teachers feel that there is a strong expectation that all students can achieve.

Teachers require and desire ongoing training in software used within the classroom.

Teachers express strong interest in ongoing training in alternative education strategies and techniques used to inspire and educate at-risk students.

Teachers feel students would benefit from added tutoring services.

Student Surveys:

The majority of students feel like during their enrollment at SJHS, they have completed assignments more regularly than at their previous school.

The best part of the school is: friendly staff, pace of work, and flexible schedule.

Most of the students express a desire to earn a high school diploma although many say they come to school to keep their parents out of legal trouble due to mandated attendance requirements.

Student enroll initially wishing to earn enough credits to be back on track for graduation and to graduate from the local traditional high school with their original cohorts - however 50% of them eventually choose to remain at SJHS to graduate.

Most students feel teachers and staff hold them to high academic standards and care about them.

Parent Surveys:

Parents feel the school provides their student with a fair and equitable opportunity to earn a high school diploma.

Parents feel teachers and staff include them in decisions made about their student.

Parents feel the school meets their expectations for communication about their student's progress, attendance, and opportunities for parent engagement.

Parent appreciate the efforts of staff makes in assisting and engaging their student.

Classroom Observations

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

The principal regularly conducts formal and informal observations in order to ensure that teachers are using the strategies that have been adopted by the school district. Feedback is given back to those observed on a regular basis to continue to improve student academic success. Formal evaluations are conducted on a regular basis as outlined in the collective bargaining agreement. All teachers meet or exceed evaluation standards.

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

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

Students participated in the Smarter Balanced Assessment test in Spring of 2022. San Joaquin High School students took the CASSPP and the Physical Fitness Test. EL students also took the ELPAC assessment in 2022.

Students are monitored at intake and then at least four additional times per year using Renaissance STAR Math and STAR Reading assessments. English Language Learners are tested annually with the English Language Proficiency Assessment for California (ELPAC) and assessed during ELD instruction. Student data is used to facilitate individual teacher conversations to determine what interventions or changes in the instruction are needed to take place in order for student improvement to occur. In addition, student data that is gathered and analyzed using Edgenuity and other data systems are shared with teachers individually to develop and implement instructional adjustments to ensure student improvement. These meetings are held as needed to due the transient nature of the student body.

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

The school uses an ongoing assessment and monitoring system, including Renaissance STAR Math and STAR Reading assessments, progress reports and student performance that provides data to support learning. Student achievement results from assessments; including frequent formative assessments, curriculum-embedded summative assessments, and the ELPAC, are used to inform teachers, counselor, and administration on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system and our districtwide student information management system, Aeries, is established so that appropriate assessment information needed to support each student in placement, monitoring and advancement is available as needed. Student data is collected by each teacher in all subject areas. Classwork is broken up into mini-lessons per quarter and students earn credits towards their high school diploma. Students have the option of also completing coursework and earning credits in all subject areas through web-based computer instruction, Edgenuity. Students can earn credits at their own pace. In addition to classwork, the curriculum used in all classrooms has common core embedded assessments. Progress reports are recorded at the end of each mini-lesson or individualized tutoring. Teacher conversations take place in order to adjust the instruction and/or give additional support and instruction through after school tutoring or small group tutoring.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff currently possess clear teaching credentials and are highly qualified. San Joaquin High School teachers serve as teachers of record for the subject(s) where they have demonstrated subject matter expertise, and they are involved in developing the curriculum, materials, and exams for the subject(s) being taught. Credits are earned by work in subjects based on curriculum and work evaluated by the San Joaquin High School and McFarland Independent School core subject teachers. If a student needs a course not provided at SJHS, i.e. to complete an AP course, a highly-qualified teacher from the local traditional high school may also provide assistance in specific subject(s), assist in providing tutoring to students as needed, administer end-of-course exams, determine grading criteria, and provide resources to students.

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

All teachers at San Joaquin High School have clear credentials. In addition, teachers are encouraged to attend district provided professional development which includes ELPD (English Learners Professional Development) and SBE-adopted instructional materials professional development. Teachers collaborate with teachers of like subjects at the local traditional high school during Professional Development days facilitated with the district office. Staff also implements a PLC (professional learning community) which encourages instructional collaboration and development within the small staff at the site. For the past three years, teachers have also attended at least one conference each year that focused on fair and equitable alternative education, continuation and independent studies.

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

Teachers are encouraged to attend and participate in staff development meetings both on-site and with McFarland High School. The professional development provided district wide for each site is focused mainly on EL strategies, alignment of curriculum to CCSS, and use of data analysis to assess student performance. Included in the courses of study are assessments designed to show when mastery of each standard is achieved and to drive further instruction for students. Standards-based instruction and assessments are shared within the high schools in our district to include teachers at our site to ensure that all students are exposed to and taught using the CCSS required by the state.

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

Teachers are given time to meet regularly with each other and with the McFarland High School teaching staff during professional development days. Time is used to collaborate and to also prepare for the use of instructional strategies specifically geared towards EL (English Learners) students. A district-wide EL (English Learners) Coach is available to assist teachers and students. Assistance in instructional strategies and professional development is offered and encouraged by the coaches to all staff at San Joaquin High School. Professional development is also provided for Edgenuity, the online learning platform.

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

Due to the small number of teachers at San Joaquin High School, teachers teach a number of subject areas and they meet as a group. For this reason, teachers follow the same standards expected by McFarland High School. Additionally, regular staff meetings are held to ensure that students are progressing in all subjects as determined by subject area classroom work and assessments. The data is used to guide student placement, instructional planning and delivery and progress monitoring with the CCSS for all subjects including RLA/ELD and math programs.

Teaching and Learning

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

All subjects are offered to students of San Joaquin High as those attending our traditional high school. Teachers have the standards available to them for each subject and grade they instruct. The school utilizes textbooks, online learning, and supplemental material that align with the CCSS in language arts, mathematics, social studies and science. Teachers use differentiated instruction to accelerate student learning in these subject areas. All classroom instructional materials are state adopted as well as grade level appropriate, and they are available to all students.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Not applicable. We are a alternative high school site.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Not applicable.

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

All classroom instructional material is board adopted, grade level appropriate, and available to all students. The school provides the current district-adopted, standards-aligned textbooks and instructional materials in English Language Arts courses, math courses and history courses. These programs are implemented as designed and documented to be in daily use in all classrooms with materials for every student. The school also provides a district adopted, standards-aligned online option through Edgenuity for students to learn. These standards-based instructional materials are appropriate for all student groups. All English learners receive a class period of daily English language development.

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

All classroom instructional material is state adopted and available to all students. Student access to the curriculum is grade level based, through computer-based instruction and through direct instruction when needed.

Opportunity and Equal Educational Access

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

Students are provided with an on-line program, Edgenuity, which provides general level and CP level coursework. Students may also use this program for credit recovery purposes. All students are provided with their own Chromebook which allows them to work on web-based courses outside of the regular school day. The LEA provides support staff who provide teacher support for use of technology as well as implementation of supplemental resources for English learners. Special education teachers provide support as outlined in IEPs for students requiring additional assistance. Tutoring is offered daily.

Evidence-based educational practices to raise student achievement

Teachers use their years of experience as well as training offered by the school district to ensure student achievement. Training is on-going. The district's focus is on CCSS & ELPD which targets the high EL population in the district. The principal regularly conducts observations in order to ensure teachers are using the strategies that have been adopted by the school district.

Parental Engagement

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

All efforts are made to involve families, school, district and community members with the opportunity to be involved in the education of our students. Meetings are announced and posted both at the site and in student online Google Classrooms so interested parties may participate and share their ideas and concerns in an effort to help students meet their educational needs and goals. Parent may access Google Classrooms, the Edgenuity Parent Portal and the Aeries Parent Portal to monitor their student's attendance and ongoing academic progress. The community library with free Wi-Fi is also available for students to study and complete homework. For students enrolled in coursework through computer-based instruction, students are provided with a Chromebook allowing them to work outside of the regularly scheduled school day. For students without home internet, reduced rate internet access is available through a collaborative effort with a local internet provider. In fall 2021, a city-wide Wi-Fi was implemented, accessible to all students via a USB port antenna that can be checked out at the McFarland High School library.

Strategies to promote effective parental involvement in the school includes:

- Providing parents with online access and/or a phone app, AERIES and Edgenuity Parent Portal, that allows access to their student's attendance, grades, and behavior
- Teachers communicate through email and phone calls keeping parents up to date with their student's progress
- Site and district correspondence in the languages other than English.
- Encouragement to participate in site committees including our School Site Council (SSC), English Learners Advisory Committee (ELAC) and the District English Language Advisory Committee (DELAC)
- Personal contact by staff (calls or e-mail) and use of the ParentSquare app
- Parent-teacher conferences are held at the beginning of each semester to discuss academic plans, remediation plans and career goals for each student. Parents are required to attend the first day of student orientation. This ensures that the parent and student fully understand the expectations, opportunities, and programs that are available in supporting student success.
- All students are screened at enrollment and at the beginning of each semester for homelessness (McKinney-Vento)
- Referrals to the district Family Advocate, located onsite, who provides immediate support for students with barriers to attendance (for example: Occasionally, highly qualified teachers from the local traditional school may instruct students at San Joaquin High School as needed inadequate shelter, clothing, food insecurities, utilities assistance, emergency Medical assistance, etc.
- Meetings with Academic Counselor and school psychologist or social worker as needed
- Quarterly evening Student Intervention Plan meetings
- Parent University/Adult Education opportunities at the site - free evening classes where adults can learn English, earn a high school diploma, learn basic computer use, and a civics class where adult learners study for the US Citizenship test

On site and after school tutoring is available for all students. Summer school is offered by McFarland High School on years when funding permits. The community library is also available for students to study and complete homework. The Family Advocate and Family Resource Center are also available to assist students and their parent with acquiring basic needs such as shelter, food, and utilities during emergencies. The Child Welfare and Attendance office provides liaison assistance and referrals districtwide for students/families in ongoing crisis that interfere with regular school attendance. Attendance is monitored and truancy concerns are handled through a process which includes School Attendance Review Board hearings. SJHS is part of a Title I District where 100% of the students receive free lunches.

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)

Parents, community representatives, classroom teachers, and other school personnel are all invited and participate in the planning and implementation of programs for the school site through school site council and through the DELAC/ELAC Meetings. The district offers multiple meetings to provide opportunities for input during the development of the LCAP and other important budgets.

McFarland Unified School District offers opportunities at each meeting for public input and many of the related documents are open to the public for review before adoption. Staff at the Learning Center, where San Joaquin High School and McFarland Independent School are located, has an open door policy to parents to enhance communication regarding student progress, school site expectations, and parent involvement. Additional information is available in the SARC and SPSA via website: www.mcfarlandusd.com where parents are invited to view the currently adopted documents.

Funding

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

Services provided by categorical funding that enable underperforming students to meet standards include the following:

- Tutoring is offered in person and online to students that need additional assistance.
- A district-wide EL Coordinator is available for EL instructional support and coaching.
- District-wide professional development is provided by the school district and at SJHS. This training is provided to encourage subject area collaboration and consistency of instruction for all high school students.

Staff reviews student achievement data and analyze current instructional programs to determine weekly, monthly and annual goals.

Services and activities to improve academic performance are established and funds are allocated based on priority of the need. Throughout the year, the SSC monitors and reviews the spending of these funds using a Local Control Accountability Plan. Funding for McFarland Independent School is combined with funding for San Joaquin High School to provide like services to students on this campus.

Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA). The SPSA is aligned with the goals, activities in the LEA Plan and LCAP. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA. District general and categorical budgets and LEA Plan demonstrate ongoing commitment to continue support for EPC-related school reform.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA/Annual Review and Update process began at a staff meeting, During September, elections were held to elect staff, students, and parent site team members. The main review and updates took place October 24, 2022 and November 1 and 2, 2022. A finalized draft was completed November 2, 2022 and a public meeting was held to review and approve the final document. The final document was approved at that meeting.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

No resource inequities are identified as a result of the required needs assessment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	2.27%	%	1.92%	1		1
Asian	0%	1.9%	%	0	1	
Filipino	0%	%	%	0		
Hispanic/Latino	97.73%	94.3%	98.08%	43	50	51
Pacific Islander	0%	%	%	0		
White	0%	3.8%	%	0	2	
Multiple/No Response	0%	%	%	0		
Total Enrollment				44	53	52

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	12		2
Grade 10	9	8	3
Grade 11	15	19	16
Grade 12	8	26	31
Total Enrollment	44	53	52

Conclusions based on this data:

1. School enrollment fluctuates based on student/district needs.
2. Student ethnicity percentages approximates that of the local school district and community.
3. Due to the newly increased number of periods offered at the traditional high school, students off track for graduation have the additional time and opportunity to recover credits and this is seen in the decreased number of 9th and 10th grade students requesting enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	16	13	13	36.4%	24.50%	25.0%
Fluent English Proficient (FEP)	15	26	26	34.1%	49.10%	50.0%
Reclassified Fluent English Proficient (RFEP)	0	1		0.0%	1.90%	

Conclusions based on this data:

1. There are fewer students in a designated ELD class than in 19-20.
2. Roughly 25% of the student are non-native English speakers so EL strategies are important.
3. More students are arriving FEP or as RFEPs as compared to 19-20.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	18	24	15	15	23	14	15	23	14	83.3	95.8	93.3
All Grades	18	24	15	15	23	14	15	23	14	83.3	95.8	93.3

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2453.	2480.	2486.	0.00	4.35	0.00	0.00	17.39	14.29	33.33	26.09	42.86	66.67	52.17	42.86
All Grades	N/A	N/A	N/A	0.00	4.35	0.00	0.00	17.39	14.29	33.33	26.09	42.86	66.67	52.17	42.86

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	26.67	*	*	73.33	*	*
All Grades	0.00	*	*	26.67	*	*	73.33	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	53.33	*	*	46.67	*	*
All Grades	0.00	*	*	53.33	*	*	46.67	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	40.00	*	*	60.00	*	*
All Grades	0.00	*	*	40.00	*	*	60.00	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	26.67	*	*	73.33	*	*
All Grades	0.00	*	*	26.67	*	*	73.33	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Students not meeting the Overall Standard has decreased from 18-19.
2. Students meeting or exceeding the Overall Standard has increased from 18-19.
3. The number of students taking the assessment is small as indicated by lack of data. * Indicates - In order to protect student privacy, data is suppressed because 10 or fewer students tested.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	18	24	15	15	23	14	15	23	14	83.3	95.8	93.3
All Grades	18	24	15	15	23	14	15	23	14	83.3	95.8	93.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2429.	2427.	2407.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13.04	7.14	100.0	86.96	92.86
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13.04	7.14	100.0	86.96	92.86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	0.00	*	*	100.0	*	*
All Grades	0.00	*	*	0.00	*	*	100.0	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	13.33	*	*	86.67	*	*
All Grades	0.00	*	*	13.33	*	*	86.67	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	20.00	*	*	80.00	*	*
All Grades	0.00	*	*	20.00	*	*	80.00	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Students assessed here struggle with math. 80-100% fall in the below standard category in all areas.
2. The number of students taking the assessment is small as indicated by lack of data. * Indicates - In order to protect student privacy, data is suppressed because 10 or fewer students tested.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*		*	*		*	*		*	5		*
10	*	*	*	*	*	*	*	*	*	7	4	4
11	*	*	*	*	*	*	*	*	*	6	*	7
12	*	*	*	*	*	*	*	*	*	*	4	5
All Grades										18	11	18

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*		*	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	0.00	22.22	38.89	36.36	33.33	38.89	45.45	33.33	16.67	18.18	11.11	18	11	18

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*		*	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	27.27	38.89	50.00	27.27	33.33	27.78	36.36	22.22	11.11	9.09	5.56	18	11	18

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*		*	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	16.67	33.33	18.18	22.22	44.44	36.36	44.44	22.22	45.45	16.67	18	11	18

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	88.89	72.73	72.22	11.11	27.27	27.78	18	11	18

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.56	63.64	83.33	38.89	27.27	16.67	5.56	9.09	0.00	18	11	18

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	16.67	66.67	27.27	38.89	33.33	72.73	44.44	18	11	18

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	9.09	16.67	83.33	81.82	72.22	11.11	9.09	11.11	18	11	18

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Numbers of students taking the assessment are small. In many cases, the number is not published to protect the confidentiality of the students.
2. Roughly 55.5% of students are scoring Level 3 or higher, a 10% increase from last year.
3. Students cannot be enrolled at San Joaquin High School or McFarland Independent School if they have overall scores of Level 1 or 2 because services are unavailable. They are referred to the local traditional high school. However, In writing and Reading, site students are scoring between 51%-67% in Level 1 and 2. Speaking and Listening Skills are better with 24-29% scoring in Level 1 or 2 ranges. This indicates a strong need for English language acquisition supports in all courses.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
53	96.2	24.5	1.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	24.5
Foster Youth	1	1.9
Homeless	7	13.2
Socioeconomically Disadvantaged	51	96.2
Students with Disabilities	3	5.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native		
Asian	1	1.9
Filipino		
Hispanic	50	94.3
Two or More Races		
Native Hawaiian or Pacific Islander		
White	2	3.8

Conclusions based on this data:

1. It is important to make sure the basic needs of students are met to ensure barriers to attendance and learning are mitigated. (Example: Socioeconomically disadvantaged - 96.2% and 24.5% ELs)

2. Care must be taken to insure equitable access and rights of Foster Youth, McKinney-Vento students, and Students with Disabilities are provided and protected.
3. 24.5% of students are English Learners - in addition to a strong, daily ELD class, students must have teachers well versed in implementing English language development strategies across the curriculum.






School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  No Performance Color	Suspension Rate  Green
Mathematics  No Performance Color		
College/Career  No Performance Color		

Conclusions based on this data:

1. Interventions and alternatives to suspension (MTSS) are in place that address problems before they become offenses warranting suspension as a consequence which keeps suspension minimized.
2. The site prioritizes building academic relationships and insuring resources are available to students when needed, i.e. counseling sessions with the school counselor or social worker, district substance abuse counseling, and referrals to community resources through Child Welfare and Attendance and the Family Advocate, and referrals to outside agencies such as Grizzly Youth Academy, Clinica Sierra Vista Substance abuse counseling, and Henrietta Weill Memorial Child Guidance.
3. Dataquest: Enrollment - 52 Students; Graduation Rate (4 yr Cohort) 55.2%; College/Career 0

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 132.8 points below standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 132.8 points below standard 12	 No Performance Color 0 Students

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 132.8 points below standard 12	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. With fewer than 11 students assessed, there is not enough data to analyze.
2. Note: Our students also tend to be transitory, staying with us for only a semester or two.

School and Student Performance Data

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.





The performance levels are color-coded and range from lowest-to-highest performance in the following order:




This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 205.3 points below standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 No Performance Color 205.3 points below standard 12	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 205.3 points below standard 12			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. With fewer than 11 students assessed, there is not enough data to analyze.
2. Note: our students also tend to be transitory, staying with us for only a semester or two.

School and Student Performance Data

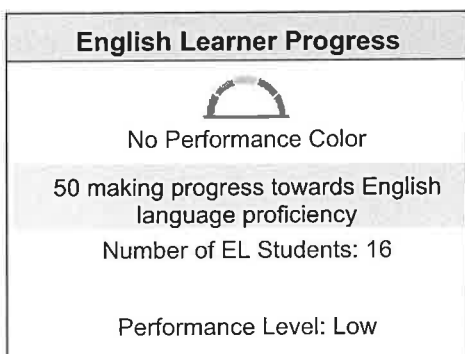
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.7	31.2		

Conclusions based on this data:

1. Even though the performance level is low, 50% of the students were making progress toward English proficiency in 2019. No new data is available due to low numbers and a suspension of data information due to COVID.
2. 2019 was a baseline year and the first year of implementation of new ELD curriculum.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	28	100
African American		
American Indian or Alaska Native		
Asian	1	3.6
Filipino	1	3.6
Hispanic	25	89.3
Native Hawaiian or Pacific Islander		
White	1	3.6
Two or More Races		
English Learners	5	17.9
Socioeconomically Disadvantaged	27	96.4
Students with Disabilities	2	7.1
Foster Youth		
Homeless	3	10.7

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	3	10.7
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	4
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	3	11.1
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	5	17.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	3	12
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	5	18.5
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	1	3.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	1	3.7
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. SJHS CTE Pathway options are very limited.
2. Graduation rates fluctuate due to the reason why students enroll and whether, or not, they are on track to meet graduation requirements upon enrollment. Most students enroll, off track for meeting graduation requirements in the traditional high school setting.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report					
Red	Orange	Yellow	Green	Blue	

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data to analyze
2. Alternative chronic absenteeism data (Dataquest) indicates chronic absenteeism is at 62%.
3. Many students arrive with prior history of chronic absenteeism and barriers to attendance (ex. pregnant/parenting, working, unmotivated - socioemotional challenges, and lack of discipline, etc.)

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	28	14	0	50
English Learners	5		0	
Foster Youth				
Homeless	3		0	
Socioeconomically Disadvantaged	27	13	0	48.1
Students with Disabilities	2		0	
African American				
American Indian or Alaska Native				
Asian	1		0	
Filipino	1		0	
Hispanic	25	12	0	48
Native Hawaiian or Pacific Islander				
White	1		0	
Two or More Races				

Conclusions based on this data:

1. 78.6% of students graduated in 2018. With 50% graduating in 20-21, it is evident that COVID significantly affected students who needed the structure of a daily classroom to stay on track on track to meet graduation requirements,

School and Student Performance Data

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 4.3 Declined -3.9 94	 No Performance Color 3.1 Declined -4.3 32	 No Performance Color Less than 11 Students - Data Not 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 3	 Green 4.3 Declined -4.3 92	 No Performance Color Less than 11 Students - Data Not 9

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  No Performance Color Less than 11 Students - Data 1	Filipino
Hispanic  Green 3.3 Declined -5 91	Two or More Races	Pacific Islander	White  No Performance Color Less than 11 Students - Data 1

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8.1	4.3

Conclusions based on this data:

1. In 2020-2021, SJHS recorded no suspensions (Dataquest)
2. Suspension rates indicate interventions are effective.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 1: All MUSD students will be taught by a highly qualified staff that provides rigorous, relevant, and intentional instruction that prepares all students for success in college and/or career
Goal 3: MUSD will ensure all students, parents, and community members feel welcomed, involved, and engaged in their educational experience
Goal 4: MUSD will provide a safe, well-maintained, healthy, and supportive environment for all stakeholders

Goal 1

Each student will be provided opportunities for students to explore higher education and career opportunities through college and career counseling. Staff will continue to collaborate with Bakersfield College for possible college credit-earning courses on-site.

Identified Need

The basis for identifying this need includes counselor notes, data from O*Net student interest career survey, graduation rates, post graduation data, and lack of CTE courses available to SJHS students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College/Career Counseling per student	Counselor meets with each student at the beginning of the year and then at the beginning of each new semester.	Counselor will increase college/career counseling meetings with each student to at least four times per year.
O*Net Survey	95% of students enrolled >60 days were surveyed in 2019-2020; The percentage dropped to 49% in 2020-2021 (COVID/Distance Learning)	100% of SJHS students enrolled >30 days will take the O*NET Survey
CTE pathways	The program was implemented in 2019-2020 and three CareerSafe certificates were earned. Nine certificates were earned in 2020-2021. In 2021-2022, 3 certificates were earned	At least 15 CareerSafe Certificates will be earned by SJHS students in 2022-23
Field Trip Attendance	All students at SJHS had an opportunity to take one trip but only 68% chose to go in 2019-2020. In 2021-2022 we implemented virtual field trips with 74% participating.	Each 11th and 12th grade student will have the opportunity to participate in two in-person and/or virtual field trips in 2022-2023. If there is additional capacity for each

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		field trip, 9th and 10th grade students will be invited to attend as well.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will take the O*NET Survey in the fall. Using the data from survey results, the counselor will use this information to organize and provide in-person and/or virtual field trips related to student career and college interests.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

11th and 12th grade students (adding lower grades if there is capacity)

Strategy/Activity

Collaborate and establish field trips with Bakersfield College, San Joaquin Valley College, Universal Technical Institute, College of the Sequoias, California State University, Bakersfield, International Farm Show, union trade career fairs, the U.S. Military branches, and others to explore available pathways for interests determined from the O*NET Surveys. Each student will have the opportunity to attend at least 2 of 8 college and/or career in-person and/or virtual field trips scheduled throughout the year. Students who participate in at least two field trips will be eligible to earn college t-shirts and other college/career items.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

500.00

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students have the opportunity to complete CareerSafe OSHA Certificates in construction, health care, agriculture, cosmetology, culinary, automotive, general, and manufacturing

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to expand and develop CTE pathways on site. Provide opportunities for staff to research and develop CTE courses, elective courses. Explore CTE grants for program and staff/teacher funding.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Staff will visit continuation schools with successful CTE and elective courses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Student engagement as indicated by attendance was a major concern. In 2021-2022, 100% of students participated in O*NET surveys and students were invited to attend at least two virtual field trips targeting areas of interest. Some students who initially expressed interest in attending, declined to attend on the day of the virtual field trips resulting in a overall participation of 74% attending Last year we surpassed our goal for students completing CareerSafe Certificates.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We met the goal of providing at least two college/career field trips. We will continue to provide additional college t-shirts and other college/career items to supplement that strategy/activity to increase field trip attendance. We did not spent \$500.00 of incentive money allotted which is being rolled over to be expended this year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As we explore ways to meet CTE requirements, CareerSafe Certificates will continue to be offered in 2022-2023. We have added a two-part Employability Skills course that focus on building a resume and developing workforce soft skills (ex. interviewing, work ethics). The end goal is to combine these courses to create a CTE pathway.

Our goal for 2021-2022 was to increase the number of CareerSafe Certificate completions. This did not happen and we have determined that prior year data was for MLC (SJHS and McFarland Independent School students combined). In addition, this data is skewed because many students qualified to graduate under AB 104 at the state required 130 credits. This eliminated the need for elective courses and student chose to not attempt CareerSafe courses in order to focus on meeting state graduation requirements. Note that in 2022-2023, AB 104 has been eliminated thus 2022-2023 should be our baseline year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 1: All MUSD students will be taught by a highly qualified staff that provides rigorous, relevant, and intentional instruction that prepares all students for success in college and/or career

Goal 2

Use local standardized assessment reading and math data to guide instructional decisions, course enrollment, and implementation of additional supports such as scaffolding and differentiated instruction.

Identified Need

Due to the transitory nature of our students, they enroll with few assessments indicating current basic reading and mathematics skills. An intake student basic academic evaluation is needed in order to guide needed scheduling, instruction, and interventions. Subsequent assessments are valuable in analyzing student academic growth. Although assessments have been routinely administered at the site, we need to ensure all students take an entry level reading and math assessment, in a timely manner according to the district timelines, using Renaissance STAR Reading and STAR Math Enterprise assessments, so district reports are readily available instead of having to keep our own data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance STAR Math Enterprise	2019-2020 Baseline Year 90% of students were assessed 10.25% Showed gains in Math 2021-2022 Baseline Year 96.3% of students were assessed 22.7% Showed gains in Math	Increase percentage of students assessed and increase scaled scores between the Fall test and the Spring test or maintain if a student scored in the top color band.
Renaissance STAR Reading Enterprise	2019-2020 Baseline Year 90% of students were assessed 21.3% Showed gains in Reading 2021-2022 Baseline Year 96.3% of students were assessed 22.7% Showed gains in Reading	Increase percentage of students assessed and increase scaled scores between the Fall test and the Spring test or maintain if a student scored in the top color band.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Upon student enrollment, assess student using Renaissance STAR Reading and STAR Math Enterprises. Then assess according to the district testing calendar to monitor student progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Analyze student weekly academic growth, credit completion per quarter, and yearly graduation rate. Reward students who meet program goals: attendance, academic growth, behavior, and participation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

584.34 Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide students with an effective instructional program that includes individualized instruction, 1:1 direct instruction/tutoring, self-paced learning, intensified guidance services, and a variety of instructional options and vocational experiences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We met the goal of testing onsite during the district testing window. 22.7% of the 96.3% of the students tested quarterly improved their scores in Math and in Reading. Students also took the assessment more seriously when it was incentivized.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not spend \$584.34 of incentive money allotted in the prior year so it is being rolled over to be expended this year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are increasing the number of times tested in 2022-2023 from 4 to 5 and the testing dates to be used to be set as Fall and Spring. Our goal for 2022-2023 is to continue to test onsite during the district testing window. Changes can be found in Goal 2: Strategy 1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 1: All MUSD students will be taught by a highly qualified staff that provides rigorous, relevant, and intentional instruction that prepares all students for success in college and/or career.
 Goal 3: MUSD will ensure all students, parents, and community members feel welcomed, involved, and engaged in their educational experience
 Goal 4: MUSD will provide a safe, well-maintained, healthy, and supportive environment for all stakeholders

Goal 3

Teachers and staff will provide support for students to take responsibility for their own learning in order to ensure mastery of priority California Common Core and to meet graduation requirements. Improve instructional opportunities and to work daily to utilize Edgenuity, an online learning system aligned to the Common Core State Standards, as well as textbook instruction State Standards.

Identified Need

Our site would greatly benefit from an efficient, easily accessible data management system which would allow us to reward and manage student activities, individual academic gains and achievements as well as manage their behaviors needing interventions in a timely manner. Alternative education learners have unique learning needs and styles. We have found our students work best when motivated. Analysis of transcript summaries, attendance, fifth year senior rates, and drop out rates indicate a need for motivating opportunities and curriculum and a system for efficiently managing data used to reward and support student learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Course Completion	Needed: 27.5 Credits per Semester 2019-2020 26.19 Credits earned 2020-2021 20.65 Credits earned 2021-2022 22.07 Credits earned	Student enrolls and completes a minimum of six classes (or 30 credits) per semester using Edgenuity and/or Textbooks
Graduation Data	SJHS: 4-Year Adjusted Cohort Graduation Rate and Outcome Data 2018-2019: 22 Students, 9 Grads, 40.9% 2019-2020: 14 Students, 2 grads, 14.3%	2022-2023 50% graduates (based on credits at enrollment)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2020-2021: 29 Students, 16 Grads, 55.2% 2021-2022 TBD (Expected 55%)	
Attendance Data	2019-2020: 75% Attendance 2020-2021: 95% Attendance 2021-2022: 95% Attendance	SJHS 2022-23 - 95%
Digi-Coach	New Program to MLC	80% Observed Student Engagement and/or 80% Observed Teacher Interaction with Student
Professional Development	<ul style="list-style-type: none"> At least 2 PDs per year At least 2 PDs for staff members with Aeries, ParentSquare, KIDS, Edgenuity, or similar productivity software per staff member In-house PD with information from staff attending CCAE Conference and shared with staff 	<ul style="list-style-type: none"> Number of Professional Development sessions attended by staff - at least 2 PDs with Aeries, ParentSquare, KIDS, Edgenuity, or similar productivity software per staff member In-house PD provided by staff attending CCAE Conference
SSICA Data	New Program. Baseline will be new data obtained through daily use of program.	<p>Increase in student engagement through parent participation in accessing SSICA real-time attendance, merits, and demerits system.</p> <ul style="list-style-type: none"> Merit and Demerits earned Parent contact and responses

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide appropriate online learning opportunities: Edgenuity (web-based coursework meeting college A-G requirements, general level graduation requirement and the needs of students with IEPs.); increase instructional opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Monitor student weekly growth. Provide students with progress data and reward growth of >30% of assigned work per week.

Analyze student credit completion per month, per semester and yearly graduation rate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide professional development and opportunities to collaborate with other continuation education colleagues from other districts to two new staff members at the California Continuation Education Association 2023 Conference. This professional development is designed to promote best practices in designing rigorous, relevant, and intentional instruction that leads to student achievement of high standards, completions of a high school diploma, effective preparation for career or college plans, positive community involvement and a foundation for life-long learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement SSICA, a smartphone-based app that can scan student's ID cards to track attendance and to provide them with rewards and consequences. It also provides data for analysis, real-time notifications to parents, and a way to track behaviors that should be rewarded or addressed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1400

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Develop textbook-based curriculum for ELA, Science, and Career Choices to ensure (a) measure mastery of priority CCSS, (b) improve instructional opportunities, (c) develop 10-year plans, (d) meet graduation requirements, and (e) enrich the alternative studies program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The site continues to work to meet this goal. Distance Learning proved to be challenging for many students who, even with supports, did not complete as many courses as in prior years when they attended onsite. Digi-Coach was pushed to 2022-2023 for implementation with observations remaining informal in 2021-2022. Attendance calculates at 95%. Note: this calculation is skewed by the site requirement that a student attend 3.75 - 4.5 hours per day, 5 days per week even though CA EC requirement is at least 15 hours per week or 3 hours per day at school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A major difference existed between the intended implementation and/or the budgeted expenditures for conferences and SSICA. SSICA is expected to be fully implemented in January 2023 which will provide the first semester of baseline data. The software has been integrated with student data and students have been issued ID cards compatible with the system. Due to a scheduling conflict, two designated staff rescheduled attending the 2022 State California Continuation Education Association conference for Spring of 2023. The funding allotted has been rolled over to student incentives in Goals 1 and 2 and this conference will now be funded by LCAP. Development of textbook curriculum is ongoing.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

SSICA is expected to be fully implemented in January 2023. The software has been integrated with student data and students have been issued ID cards compatible with the system. Due to a scheduling conflict, two designated staff rescheduled attending the 2022 State California Continuation Education Association conference for Spring of 2023. The funding allotted has been rolled over to student incentives in Goals 1 and 2 and this conference will now be funded by LCAP.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 1: All MUSD students will be taught by a highly qualified staff that provides rigorous, relevant, and intentional instruction that prepares all students for success in college and/or career.

Goal 4

Provide rigorous, relevant, and intentional instructional support to English language learners so that they are able to access instruction and satisfactorily complete assignments.

Identified Need

English Learners at San Joaquin High School have all assessed as Intermediate (CELDT), Somewhat Developed (ELPAC), or higher. The number of English Learners varies from year to year. In 2018-2019, 20 Students were ELs, in 2019-2020, 16 students were ELs, and in 2020-2021, 13 students are ELs. 92.3% of the students in 2020-2021 are long-term EL students. This data indicates a need to provide targeted support for English learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased scaled scores on STAR reading test	Of the students who tested in 2020-2021, 12.5% of EL students increased their scaled scores on the STAR reading test.	40% of EL students will increase their scaled scores on the STAR reading test by June 2023
Increased Course Completion	In 2021-2022, 25 EL students earned an average of 22.07 credits per semester	Students will show literacy growth as measured by the ability to complete at least 27.5 credits per semester

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

Analyze student weekly academic growth, credit completion per quarter, and yearly graduation rate. Reward students who meet program goals with certificates, special food treats, supplemental school supplies, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100

Source(s)

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

ELD Strategies to be used across the curriculum. All teachers will emphasize using academic language, speak slowly and increase wait times, differentiate, and use multiple modalities when possible.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

Students will be provided a period of English language direct instruction using English 3D and Freckle teaching resources and opportunities for differentiation and inquiry-based learning. Literacy is also enhanced using NEWSela resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Although our STAR Reading goal was not met, 32% of the students showed an increase in STAR Reading scores. Students nearly met the goal of earning 27.5 credits per semester in 2021-2022, at an average of 22.07 credits earned each semester.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no significantly major differences between the intended implementation and/or budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A more realistic goal was set for the expected percentage of students showing an increase in Reading. It was adjusted from 50% to 40% for 2022-2023.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,584.34

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$2,584.34

Subtotal of additional federal funds included for this school: \$2,584.34

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$2,584.34

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:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Lori Schultz	Principal
Maria Perez	Classroom Teacher
Araceli Jacinto	Parent or Community Member
Leslie Reyes	Secondary Student
Erika Magallanes	Secondary Student
Monica DeLira	Other School Staff

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Special Education Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 11/3/2022.

Attested:



Principal, Lori Schultz on 11/03/2202

SSC Chairperson, Maria Perez on 11/03/2022