

San Joaquin High (Continuation) School 2012-13 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14



San Joaquin High (Continuation)



Contact Information (School Year 2013-14)

599 Fifth St.

McFarland, CA 93250-1174

(661) 792-6312

Principal:

Valerie Garcia, Principal

Contact E-mail Address:

vagarcia@mcfarland.k12.ca.us

County-District-School (CDS) Code: 15739081530146

McFarland Unified

Contact Information (School Year 2013-14)

(661) 792-3081

www.mcfarlandusd.com

Superintendent:

Raul Maldonado

Contact E-mail Address:

rmaldonado@mcfarland.k12.ca.us



San Joaquin High (Continuation) 2012-13

School Accountability Report Card

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.

• For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information (School Year 2013-14)

Name	McFarland Unified
Phone Number	(661) 792-3081
Web Site	www.mcfarlandusd.com
Superintendent	Raul Maldonado
E-mail Address	rmaldonado@mcfarland.k12.ca.us
CDS Code	15739081530146

School Contact Information (School Year 2013-14)

Name	San Joaquin High (Continuation)
Street	599 Fifth St.
City, State, Zip	McFarland, CA 93250-1174
Phone Number	(661) 792-6312
Principal	Valerie Garcia, Principal
E-mail Address	vagarcia@mcfarland.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

San Joaquin High School (SJHS) is one of two schools housed on the McFarland Learning Center campus; the other school is McFarland Independent School and we also have an Adult Education Program. SJHS is part of the McFarland Unified School District composed of two elementary schools, one middle school, one comprehensive high school, and the McFarland Learning Center (MLC). McFarland Unified School District is located in the small, rural, and predominantly agricultural community of McFarland California, population approximately 10,000. McFarland is located in the southern part of the San Joaquin Valley, thirty miles north of Bakersfield, adjacent to State Highway 99. The main industry of the area is agriculture with the primary crops being almonds, grapes, cotton, oranges, roses, potatoes, alfalfa, hay, and kiwis.

Our role at SJHS is three-fold:

1. to prepare students academically, emotionally, and behaviorally to return to McFarland High School
2. to promote articulation of curriculum and teaching of "same skills courses" that match those at MHS
3. to assist students in attaining sufficient credits and appropriate instruction to enable them to earn a high school diploma

SJHS serves students who are unable or unwilling to attend McFarland High School, the MUSD comprehensive high school. Various reasons for choosing SJHS include: personal hardships, pregnancy, extended family vacations, special needs for work scheduling, minors on probation, and a positive alternative to the larger high school setting.

The SJHS student population is considered "transitional" in that student enrollment is usually short term, limited to or usually one or two semesters, to enable the student to either make-up missing credits in order to graduate with his/her original class, overcome personal crisis, finish up a work season, or to obtain one on one assistance. However, a considerable number of students have graduated from this school.

An important factor in preparing students for return to MHS is that of being emotionally prepared. Some students come to us because of behavior management problems. We pride ourselves in the caring attitude of our staff members. We are able to assist our students in finding appropriate programs and services to meet their needs in order to assist them in developing appropriate behaviors as well as being able to provide more individualized help in overcoming difficulties (i.e. - counseling referrals, career counseling, and individual education plan).

The curriculum of SJHS mirrors that of the comprehensive high school in that we follow the same course outlines in order to meet state standards across the curriculum. We readily confer with MHS counselors and staff to be sure we are providing for the needs of our students to enable them to return to MHS to meet graduation course requirements and pass the CAHSEE.

We consider the attainment of proficiency level in the basic skills enhanced by technological fluency to be beneficial to successful employment and further education and training. SJHS staff members are well-versed in technology and are striving to integrate its use throughout the curriculum in all our courses. Our district's continuing support of technology and several grants have made it possible for us to provide computers throughout the campus to assist our students in the mastery of skills, research, and the streamlining of their work processes. Students are encouraged to use the computer lab to complete their computer literacy requirement and to complete course assignments.

A team of classified employees support our certificated staff. A district technology team is available to us as needed for technological assistance.

Students with active IEPs receive additional support from the appropriate district specialists in special education and speech pathology in order to reach their goals and objectives. There is a continued collaboration between probation officers and our instructors in working with students who are on probation.

Opportunities for Parental Involvement (School Year 2012-13)

San Joaquin High School is striving to create an environment of increased parental involvement. Our administrative team and the entire faculty and staff actively practice an "open door" policy, believing that the school's parents and community members are an integral part of our success. Opportunities for involvement include ELAC (English Learner Advisory Committee) and DELAC (District English Learner Advisory Committee). Both are committees comprised of parent, staff, and community members specifically designated to advise school officials on English Learner program services. At least one member of ELAC is elected to serve at the district level, DELAC. Other opportunities for parental involvement include School Site Council, Back-To-School Night, Parent/Teacher Conferences, Career Day, and school/community events to mark significant milestones such as the end of the semester or graduation ceremonies.

III. Student Performance

Standardized Testing and Reporting Program

San Joaquin High (Continuation) 2012-13

School Accountability Report Card

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	2%	5%	N/A	34%	37%	37%	54%	56%	55%
Mathematics	3%	N/A	N/A	41%	44%	44%	49%	50%	50%
Science	N/A	N/A	N/A	27%	34%	28%	57%	60%	59%
History-Social Science	9%	4%	8%	32%	39%	38%	48%	49%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	37%	44%	28%	38%
All Students at the School	N/A	N/A	N/A	8%
Male	N/A	N/A	N/A	11%
Female	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	5%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	10%
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	11%	N/A	38%	34%	30%	59%	56%	57%
Mathematics	N/A	7%	5%	42%	38%	45%	56%	58%	60%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year (if applicable)

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	70%	18%	13%	55%	34%	11%
All Students at the School	100%	N/A	N/A	95%	5%	N/A
Male	100%	N/A	N/A	93%	7%	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	100%	N/A	N/A	95%	5%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	100%	N/A	N/A	95%	5%	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index

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

San Joaquin High (Continuation) 2012-13
School Accountability Report Card

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	B	B	B
Similar Schools	B	B	B

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	62	12	-51
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	19	403	2,346	723	4,655,989	790
Black or African American	0		7		296,463	708
American Indian or Alaska Native	0		1		30,394	743
Asian	0		2		406,527	906
Filipino	0		8		121,054	867
Hispanic or Latino	17	378	2,297	723	2,438,951	744
Native Hawaiian or Pacific Islander	0		0		25,351	774
White	2		26	679	1,200,127	853
Two or More Races	0		5		125,025	824
Socioeconomically Disadvantaged	19	403	2,315	724	2,774,640	743
English Learners	13	340	1,479	681	1,482,316	721
Students with Disabilities	2		212	515	527,476	615

San Joaquin High (Continuation) 2012-13
School Accountability Report Card

Adequate Yearly Progress

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	7
Grade 10	19
Grade 11	19
Grade 12	10
Total Enrollment	55

Student Enrollment by Student Group (School Year 2012-13)

San Joaquin High (Continuation) 2012-13
School Accountability Report Card

Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	92.7
Native Hawaiian/Pacific Islander	0
White	7.3
Two or More Races	0.00
Socioeconomically Disadvantaged	90.9
English Learners	60
Students with Disabilities	7.3

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0	0	0	0	14.3	6	0	0	5	9	0	0
Mathematics	16	5	0	0	13	1	0	0	5	8	0	0
Science	0	0	0	0	12.3	3	0	0	6	4	0	0
Social Science	0	0	0	0	10.5	4	0	0	6	9	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

San Joaquin High School and the McFarland Unified School District have comprehensive emergency and safety plans in place. The district meets regularly with site administrators to coordinate school and district procedures and policies so that efforts remain viable and constant. A site and district representative attends annual training at the county level in order to stay apprised of updates from the country, state or national level. San Joaquin's Safe School Plan contains policies and procedures to handle school site emergencies. The school uses the SIMS/NIMS (State and National Incident Management System) protocols. Various roles with specific assigned responsibilities for dealing with various types of emergencies are outlined in the plan. The roles include incident commander, public information officer, scribe, logistics officer, planning and intelligence officer, and safety officer. San Joaquin High School's plan also contains policies regarding student discipline, child abuse, and crisis/emergency response. (SJHS) staff reviews and updates the School Safety Plan at a minimum of two times per calendar year. An updated phone tree of all staff members are revised each year and serve as a portion of the School Safety Plan. The site facility also has safety drills several times per year. Local law enforcement officers as well as district personnel have participated in the drills.

Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	88.89	62	104	19.74	9.2	
Expulsions	1.39	0	0	0.39	0	

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

San Joaquin High School facilities are maintained in a manner that assures safety, cleanliness, and functionality. To assist in this effort, the MUSD Maintenance and Operations Safety Department conducts annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor". The results of this survey are available at the school office or at the MUSD maintenance department. In addition to the Williams Lawsuit settlement inspection, the site is inspected annually by the Kern County Fire Department. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. A pest/vermin reporting system is in place and issues are addressed as needed.

San Joaquin High School consists of 4 buildings. The main permanent building houses 6 classrooms, 3 offices, two sets of restrooms and miscellaneous storage areas, built in 1987. Two adjacent portable classrooms and an additional prefab 2-room classroom with restroom facilities was added in 2010. Students have access to three computer labs within 3 of the above mentioned classrooms. The computer labs were upgraded with new computers in 2011-2012. A small soccer field and public library are within the same city block. In addition to SJHS, a continuation high school and an adult education program are also housed on the McFarland Learning Center site. A custodian cleans classrooms and grounds daily. The buildings are secured and alarmed at the end of each day. A new angle-iron security fence has been installed to secure student area during school and to assist in securing entry to the site when school is not in session. Cameras and a bell system have been ordered and are scheduled to be installed in 2012-2013.

School Facility Good Repair Status (School Year 2013-14)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✔	—
Interior: Interior Surfaces	—	✔	—
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—	✔	—
Electrical: Electrical	—	✔	—
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	✔	—
Safety: Fire Safety, Hazardous Materials	—	✔	—
Structural: Structural Damage, Roofs	—	✔	—
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✔	—

Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—	—	✔	—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	7	5	5	
Teachers without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence	2	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	92	8
All Schools in District	87	13
High-Poverty Schools in District	87	13
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)	0.5	N/A
Other		N/A

Note: Cells shaded in black or with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Adequate	Prentice Hall Literature Pearson 2010 A+ Credit Recovery	0%
Mathematics	Adequate	CA Algebra I, II, Geometry- Prentice Hall 2009 CA Algebra Readiness: Concepts Skills and Problem Solving - Glencoe/McGraw Hill 2008	0%
Science	Adequate	Earth Science - Prentice Hall 2007 Biology - Printice Hall 2007	0%
History-Social Science	Adequate	Modern World History - McDougal Littell 2006 American Vision: Modern Times - Glencoe 2006 Macgruder's American Gov't. - Prentice Hall 2006 Economica: Principles in Action - Prentice Hall 2006	0%
Foreign Language	Not currently offered	Not Offered	0%
Health	Adequate	Health: A Guide to Wellness - Glencoe/McGraw Hill 2003 Positive Prevention - American Red Cross 2007	0%
Science Laboratory Equipment (grades 9-12)	Not currently offered	Not Offered	0%
Visual and Performing Arts	Not currently offered	Not Offered	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$59,389
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	\$63,166
Percent Difference - School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,811	\$38,578
Mid-Range Teacher Salary	\$60,058	\$59,798
Highest Teacher Salary	\$76,461	\$78,044
Average Principal Salary (Elementary)	\$103,272	\$95,442
Average Principal Salary (Middle)	\$79,865	\$98,080
Average Principal Salary (High)	\$107,095	\$106,786
Superintendent Salary	\$140,690	\$150,594
Percent of Budget for Teacher Salaries	0.36%	0.37%
Percent of Budget for Administrative Salaries	0.05%	0.06%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

San Joaquin High (Continuation) 2012-13

School Accountability Report Card

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	32.7	24	17.1	32.7	24	17.1	16.6	14.7	13.1
Graduation Rate	9			59.76	70.83	77.63	74.77	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Graduating Class of 2012

Group	School	District	State
All Students	4	185	418,598
Black or African American		1	28,078
American Indian or Alaska Native			3,123
Asian			41,700
Filipino		1	12,745
Hispanic or Latino	4	180	193,516
Native Hawaiian/Pacific Islander			2,585
White		3	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	1	12	31,683
English Learners	2	124	93,297
Students with Disabilities	2	176	217,915

Career Technical Education Programs (School Year 2012-13)

San Joaquin High (Continuation) 2012-13

School Accountability Report Card

In the spring of 2011-2012, the principal of San Joaquin High School met with the director of North Kern Vocational Training Center to work to create an opportunity for students to participate in Career Technical Education. In the past, students could attend. However, transportation issues prevented them from doing so. During this meeting, bus drop off and pick up was established at San Joaquin High School. Courses to be offered in the nearby towns of Delano and Wasco include: Auto Body/Fender Repair, Health Occupation, Marketing & Merchandizing, Banking/Co-Op, Medical Receptionist, Nursing Assistant, Security & Law Enforcement, and Medical Assisting. Credits may also be earned from on the job training and/or work experience. These classes will began the Fall 2012.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

For the pass three years, the district has devoted five days for staff development. In addition, weekly staff meetings are held on Wednesdays after students have gone for the day. Two meetings each month are devoted to staff development. Our Professional Learning Community focuses on intervention strategies and differentiated instruction for At-Risk Students.