



SAN JOAQUIN HIGH SCHOOL MID-CYCLE PROGRESS REPORT

**599 5th Street
McFarland, CA 93250**

McFarland Unified School District

February 22nd – 23rd, 2016

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications identified critical learner needs, and important questions for staff discussion.

➔ **Note:** Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

San Joaquin High School is located at the McFarland Learning Center at 599 5th Street, McFarland, California. The site consists of one main permanent building with three adjacent portable classrooms. A small soccer field and public library are within walking distance from our main campus. Students have access to two computer labs and banks of 3 – 5 computers located in each classroom. In order to fully provide students with the opportunity to earn credits, the McFarland Learning Center has continued to purchase subjects from an on-line e-learning, server-based program, A+ Anywhere Learning System, accessible to SJHS students from 7:30 a.m. to 6 p.m. on campus, Monday through Thursdays and from 7:30 a.m. to 4 p.m. on Fridays. As of January 2016, students also have access to a 24 hour/7 days per week web-based program, Edgenuity, whereupon they can access CP level coursework, if requested.

At San Joaquin High School, we continue to remain at five teaching staff. These five staff members, a counselor, and one administrator, make up our WASC focus group.

SJHS offers a basic core curriculum of 9th through 12th grade English, math, history, and science classes, as well as a number of electives. In addition, we have one period of Physical Education.

Currently there are forty-two students enrolled at SJHS.

The SJHS Vision statement: "To encourage, guide, and support each student to rise to their highest potential in reading, writing, math, and analytical skills."

The SJHS Mission statement: "To endeavor to see that each student graduates with a high school diploma."

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.

PROGRAM ADDITIONS SINCE THE LAST FULL VISIT

Online Learning

A+ Online Learning (General Level Courses)

Lifetime Fitness

Art

Spanish A & B

Career Essentials

Math 8

Edgenuity Online (Includes CP Level Courses)

Science (12 courses)

Math (32 courses)

English (16 courses)

Electives (27 courses)

History (9 courses)

Supplemental Literacy Software

Imagine Learning

Lexia

Supplemental Math Fact Building Software

Fastt Math

INITIAL INTAKE DIAGNOSTIC/ACADEMIC GROWTH TESTING

Scholastic:

Scholastic Reading Inventory

Scholastic Math Inventory

IMPACT ON STUDENT LEARNING

- Students are assessed at intake for reading ability and math skills ability.
 - Data is used for scheduling/teaching purposes
- Students have access to college prep level courses
- Students have access to English and math courses which build literacy and math fluency skills
- Students have additional options to complete elective credits

CHANGES IN STUDENT ENROLLMENT

Student enrollment is down from an average of forty-eight students in 2013-2014 to forty students in 2015-2016, despite secondary level student enrollment being up overall in the district. This may be attributed to several factors. Last year, McFarland High School, the primary feeder school to SJHS, implemented a step discipline program which resulted in fewer students being involuntarily transferred to SJHS. Also at McFarland High School, additional academic interventions are in place, monitored by SIPPs. Students requiring special education services, particularly those with I.E.P.'s based on specific learning disabilities, now have more services available at the traditional site which

has lowered the enrollment of Special Education students from as many as 14 students enrolled in 2013-2014 to 8 students being currently enrolled and attending in 2015-2016.

STAFFING CHANGES

Mrs. Shari Gonzales has replaced Mr. Murrillo as the staff math instructor. Ms. Gonzales has worked at McFarland High School for 18 years and has served as the math chairperson, the AVID coordinator, the School Site Council, cheer coach, tennis coach, and she has spearheaded the transition from California State Standards to Common Core State Standards for the McFarland Unified School District secondary level math curriculum. She was the Summer School Principal who piloted Edgenuity Online CP Level coursework.

Mr. Eric Veiss has replaced the part-time counselor, Manuel Cantu, as a full time bilingual counselor.

Ms. Lori Schultz has returned as Director of Alternative Options/Child Welfare and Attendance after serving two years as McFarland High School Principal. She oversees alternative education at the Learning Center which houses the San Joaquin High School, Independent Study Program, and the Adult Education Program.

Ms. Veronica Mata is a new addition to our staff. She is a family resource advocate for the McFarland Family Resource Center (FRC), working under the direction of Mrs. Lori Schultz who is the Director of Alternative Options and Child Welfare.

IMPACT ON STUDENT ACHIEVEMENT

With the addition of a full-time counselor, the learning environment has improved as evident by the reduction of fights on campus and a lowered suspension rate this year to eight suspensions for eight students. In 2013-2014, a total of eighteen students were suspended for a total of twenty-four events. With the additional help of a full-time counselor in addition to a principal and a FRC advocate, more 1:1 time is devoted to student interventions, counseling, and assistance. Students are also more aware of their credits and where they are deficient. Seven students qualified to return to MHS, on track for graduation spring semester 2016. For 2015 -2016, six students have completed coursework and met the requirements for high school graduation. They are now awaiting the June commencement ceremony.

The new math teacher has been able to integrate the technology into the traditional class work. She is skilled at running groups in her classroom – running online coursework with tutoring to direct instruction of small groups. Her knowledge of A+ and Edgenuity has allowed more students to enroll and be successful in these courses. She has been instrumental in creating coursework aligned to CCSSs and she collaborates often with the traditional high school site teachers. This collaboration allows her to convey to students, who plan to return to the high school, knowledge of standards required to be mastered in coursework that is foundational for more advanced courses they wish to take upon their return. She also shares her computer knowledge skills with staff, such as the collaborative lesson planning and calendaring platform used district-wide, EdCaliber.

The family resource advocate has increased the student population by “finding” students that were not previously enrolled in school. She also makes home visits to improve attendance issues. Attendance has improved in the past three years and is up through December 2015, at 85%. Attendance for the same time period was at 84%. From 2012-2013 to 2014-2015, attendance increased from 84% to 85.38%. These numbers are up despite a switch in district policy to only drop

a student once they are enrolled in another school as evidenced by notification from the new school or CALPADS. Prior to this year, students were dropped after 10 consecutive days of absence. Although the family resource advocate is a district employee housed at our site, her proximity allows us to use her expertise to the fullest.

- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Over the past two years, SJHS has undergone several small but significant changes in its staffing, as well as its computer based curricular offerings, thus enabling it to become not only more academically robust but also enabling it to respond in a more comprehensive way to the needs of its students and the concerns of its parents.

The addition of Life Time Fitness, Art, Math Eight, Career Essentials, and Spanish A and B to our already established course offerings through the A+ Credit Recovery Program has provided our students with even more opportunities to earn credits and fulfill elective requirements. The total number of courses available through A+ Credit Recovery now stands at thirty-three. In addition, SJHS has added Imagine Learning, Lexia, and Fastt Math to its computer literacy-support offerings. Perhaps the most recent development in this area is the purchase of Edgenuity for both McFarland High School and San Joaquin High School. This will allow both sites to offer the entire spectrum of general and college prep courses that Edgenuity offers.

Our staffing changes, though small, are significant. Mrs. Shari Gonzales has taught math at McFarland High School for eighteen years during which time she was also involved in a number of extra-curricular programs. She grew up in McFarland and graduated from McFarland High School in 1990. She continues to reside in McFarland. She is a wonderful addition to our staff.

Mr. Eric Veiss is now our full time counselor. He speaks Spanish fluently and grew up here in McFarland graduating from McFarland High School in 2000. He is a great resource for our students. He makes home visits and phone calls daily to deal with attendance.

Ms. Veronica Mata is our new resident family resource advocate. Her mission is to mitigate barriers to attendance on the part of district students and to provide literally “wrap-around” services to both individuals and families in the McFarland community. Ms. Mata served with the Kern County Probation Department for nine years. She also grew up in McFarland and graduated from McFarland High School in 1995.

Armando Flores, McFarland High School Special Education Teacher, and Juan Carrasco, School District Psychologist and District Special Education Coordinator, continue to provide daily Special Education Services, in both academic and emotional areas where students need support.

Last but not least, Ms. Lori Schultz is our new principal. Ms. Schultz has returned to SJHS after having served the past two years as the principal of McFarland High School. Prior to her service at McFarland High School she was principal at San Joaquin High School for two years. She brings a wealth of knowledge, experience, and understanding to all facets of San Joaquin efforts to meet the needs our students. Ms. Schultz, who is also a McFarland High School graduate, serves the district as the Director of Alternative Options and Child Welfare and Attendance.

IMPACT ON STUDENT ACHIEVEMENT

All in all, the changes described above have set the stage for San Joaquin High School to serve a more dynamic role in providing both academic and material services to the McFarland community.

- Students have a wider variety of courses to choose from.
- Students have the opportunity to choose online learning with tutoring from their teachers or to learn via direct instruction from a textbook.
- Students now have the option of selecting College Prep, A-G Approved, coursework or general level coursework
 - Three MIS students, overseen by core SJHS teachers, are currently enrolled in 18 CP level courses
 - All three students are show ongoing progress each week as monitored by Ms. Gonzales and Mr. Woessner
- ELD students have access to *Newsela* and *Imagine Learning*, both designed to increase literacy
- Scholastic SAM and SRI diagnostics show improvement for 40% of students over initial assessments
- The commitment to hire and retain qualified personnel is evident in the staffing changes since the last full WASC Self-Study

III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**
- **Describe the process used to prepare the progress report.**

Given that SJHS is such a small site, engagement between all parties involved with the site is almost necessarily constant, and feedback relevant to that engagement, e.g. progress of current students earning credits, important information pertaining to newly enrolled students, and/or contacts with parents is occurring daily. If a student or teacher has a question or concern, access to answers or information is always readily available. If parents have questions concerning their student, the staff, counselor, and administrator are readily available to answer their questions and even meet outside of work hours to accommodate parental work constraints. Many parents are farm laborers who travel outside the area to work. Parents are invited to participate at Back To School Night and parent/teacher conferences, as well as invited to be a part of the parent advisory groups for LCAP, ELAC, DLAC and School Site Council. Although parents will attend individual appointments upon request or request individual appointments, parental involvement as part of a group continues to be a challenge for SJHS.

Students are monitored daily for academic growth and school attendance, which are generally correlated. Students are encouraged to take advantage of the site's extended hours to use the computer labs for online learning programs. Since credits are posted as they are earned, students are encouraged to monitor their own growth and to ask for updated transcripts. All students know how to read a transcript and can tell you what they need to be back on track for graduation (and to be able to return to the traditional high school – which is a goal for many) or to graduate from SJHS. Mini SIPs are held during staff meetings and a plan formulated for students who are not showing academic progress. For students with truancy issues, the attendance clerk attempts to make contact with students who are absent and also uses the school's auto dialing system to notify parents of absences. Students with ongoing truancy concerns are referred to the Family Resource Advocate (on site) who follows up, often with a home visit, to see if the family requires additional assistance. The counselor and director also make home visits as needed.

School Site Council, along with community members, teachers, district office support personnel, staff, and administrators, reviews student achievement data, reviews WASC goals, and oversees the schoolwide action plan developed as outlined in the Single Plan for Student Achievement. Students are responsible for monitoring their own student achievement data and are given, when appropriate, how they compare to others for results, ex. CELDT scores, rate of course completions, attendance, and SRI and SMI data. School Site Council consists of classified and certificated staff, community members and students. Goals for SJHS have remained consistently aligned to those set during the 2013 WASC full self-study with the exception of the update from ESLR's to SLO's for the site last year.

Students, staff, and school site council participated in this update. During the process this year, the SLOs were reviewed and approved without change. Community member and retired bank manager, Jose Hernandez, along with the Larry Kindred, Drug and Alcohol Abuse Counselor from AEGIS Treatment Centers who provides site student group counseling, assisted during this process. All staff members have received a copy of the schoolwide action plan and have participated in discussions during staff meetings. SLOs are prominently posted in each classroom. Teachers use the "ticket out the door" strategy to focus students on their evidence each day that measures progress toward reaching outcome goals. This process and commitment has enabled us to sharpen our focus in clarifying our future goals regarding students, field trips, vocational education, and our vision and mission statements.

Deliberations pertaining to WASC occur through a collective staff effort in staff meetings. Discussions include ideas as to how best to serve the needs of our students so each can rise to his or her maximum potential. These can include student schedule changes, consideration of a student's requests to change to independent studies (often based on a desire to work to assist a struggling parent), counseling one-on-one with the counselor, referral to outside counseling, referral to the FRC to assess family situation and needs for support, scheduling a parent/student meeting, and sharing of successful strategies pertaining to working with individual students. Other times, staff collaborates on ways to inspire and reward students who are showing effort and reaching goals set during initial intake or at semester.

The progress report is a compilation of collective efforts based on outcomes from the weekly staff meetings.

Measurement of the success of the previous plan was evaluated using the "Results Assessment" column of the rubric at the end of this report. Bi-annually, usually in September and in March, reports are given in open session by the principal to the McFarland Unified School Board. The Learning Center publishes a newsletter six times per year where information regarding the site is shared with parents and the community. In addition, a local community newsletter was established in the spring of 2015, the McFarland Tri-Agency Newsletter. The principal and other MUSD personnel contribute articles highlighting SJHS and the McFarland Unified School District.

Additional curriculum and course offerings have improved student morale, as evidenced in fewer suspensions (see pg. 3) and drop outs/no known enrollment. From six dropouts in 2012-2013, SJHS has reduced that number to 1 student through January for 2015-2016.

Newly implemented diagnostic assessments has informed instruction and improved achievement because it is used by teachers for lesson planning, advisement of student need for interventions/tutoring, or to signal that student is capable of doing more advanced work and at a quicker pace. Administration uses this data for student coursework scheduling.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
 - If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.
- ➔ **Note:** *The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

Schoolwide Critical Area for Follow-Up #1: The staff has not received on-going appropriate staff development in alternative education instructional strategies, understanding the relationship between curriculum and standards, and how to assess them.

Staff has attended the annual California Continuation Education Association State Conference every year since the full WASC visit. These conferences have enabled staff members to hear speakers, attend seminars and presentations, and talk to and interact with other teachers and administrators in continuing and alternative education, providing us with various strategies, e.g. journal writing, relaxation techniques, discipline procedures, and being able to inspire students and reinforce the importance of acquiring an education to the reluctant learner. Administration and staff takes pride in offering an alternative educational option to students who, for whatever reason, do not fit in the traditional setting. Staff also understands that many routines and procedures in a traditional setting may not work in an alternative setting and that is acceptable as well as long as a student shows measurable academic progress.

Schoolwide Critical Area for Follow-Up #2: Currently the school does not have an assessment system that measures student academic needs upon entry to the school, frequent assessment to measure ongoing progress, and an exit assessment to measure over all accomplishment.

San Joaquin High School has instituted initial diagnostic intake assessments in reading and math, specifically the SRI ("Scholastic Reading Inventory") and the SMI ("Scholastic Math Inventory"). Student assessments are then scheduled quarterly thereby enabling the students and teachers to monitor student growth and for teachers to implement necessary support.

As a result of the outcomes, *Imagine Learning*, an innovative language and literacy software program for ELLs and struggling readers, is being incorporated weekly into ELA instruction to increase literacy, as is *Newsela*, printed nonfiction/current event leveled news articles. These high interest articles come with common-core aligned quizzes or activities.

The math diagnostics provides initial and ongoing data that the math teacher uses for small group tutoring.

In addition, students can access *Fastt Math*, an adaptive computer program which creates an individualized learning progression for every student, and embedded assessment ensures math fact mastery.

Schoolwide Critical Area for Follow-Up #3: Students are not able to demonstrate accomplishment of standards and ESLRs through student work and standardized assessment.

Work is ongoing in establishing student demonstration of accomplishment of academic standards through student work and standardized assessment. The McFarland Unified School District McFarland Curriculum Team (MCT) committee has currently been tasked with aligning and articulating the Common Core State Standards into a scaled system according to which semester credits can be awarded. Working under the direction of Rigorous Curriculum Design (RCD), an outside consultant, the English and Math Common Core State Standards were analyzed and broken down into the key components. These key components were then placed onto the calendar to ensure they were addressed and assessed during the school year. In 2014-15, RCD was changed to MCT. This is an ongoing process with math and English teachers (Mrs. Gonzales and Mr. Lewy) meeting with secondary math and English teachers throughout the year on a regular basis.

The Expected Schoolwide Learning Results were formed in 2001 and revised in 2007. During our Self-Study review, we found the ESLRs needed revamping to meet the needs of our ever changing students in the 21st century. In 2014 -2015 under the guidance of Mrs. Garcia, the principal, the staff, students, School Site Council, and other stakeholders reviewed and updated the expected schoolwide learning results and arrived at a new measurable set of School Wide Learning Outcomes (SLOs) which are easier for students to visualize, verbalize, and to accomplish. Our new SLOs were adopted by our SSC at the October 16, 2014 meeting. Believing that the two schools, San Joaquin High School and McFarland Independent School, represent alternative learning options for subjects taught at the local traditional high school, both schools adopted the same SLOs. In 2015, McFarland Independent School received a six year WASC accreditation; this work reflected the commitment of the site to shared values of student learning and measures of success.

During the 2015-2016 school year, the staff and other stakeholders reviewed and re-approved the SLOs. We realize, however, that with the ever changing student body, we need to set up a process to review the SLOs, assessment results, and action plans on a biannual basis in order to include newly enrolled students and parents.

Activities and data that indicate students have met the competency of the SLOs include:

- “Ticket out the Door” exercises where students are assigned an SLO outcome and they give a personal measurement of how they have accomplished that outcome
- Classroom, site, district, and state assessments, ex. SRI, SMI, CELDT, coursework quizzes/exams,
- Participation in field trips
- Daily attendance at 85%, or higher
- Completing of at least 40 credits of coursework per semester/being back on track to graduate with cohort
- Positive behavior; no referrals or suspensions
- Completing the coursework requirements for graduation, or returning to the traditional high school back on track with credits with a graduation target date coinciding with their original cohort

Student Learning Outcomes

The McFarland Learning Center pledges to uphold the following outcomes:

Outcome	The outcome will be measured by
	<i>*With student examples given in italics</i>
1.- Our students will take responsibility for their own learning while achieving academic excellence by meeting district and state requirements for their graduation.	<p>Students will show at least 5% growth in:</p> <ul style="list-style-type: none"> •District assessments- ex. <i>SRI, SMI, CCSS</i> •Staff generated assessments- ex. <i>CCSS-based course quizzes, tests – formative/summative</i> •Transcripts – ex. <i>Self-monitoring of coursework progress, transcripts/progress toward meeting graduation requirements in measurements</i>
2.- Our students will demonstrate the ability to effectively communicate via reading, writing, speaking, and listening.	<p>Students will show at least 5% growth in:</p> <ul style="list-style-type: none"> •State assessments – Ex. <i>CELDT</i> •District assessments – ex. <i>CCSS, Entry level reading & math scores, ex. SRI/SMI</i> •Class discussions, presentations, & participation - <i>examples</i>
3.- Our students will prepare for adult life by exploring higher education and career opportunities.	<p>Students will show at least 5% growth in:</p> <ul style="list-style-type: none"> •Research papers across the curriculum •Authentic Assessments – Ex. <i>CCSS and other coursework assessments</i> •Pursuing post-secondary educational pathways, ex. <i>participation in career/college field trips, listening to career oriented speakers – military, local guests, completing writing assignments that explore careers of</i>
4.- Our students will demonstrate responsible citizenship in an ever changing world.	<p>Students will show at least 5% growth in:</p> <ul style="list-style-type: none"> •Following district, school, and classroom rules, ex. <i>positive behavior with no referrals or suspensions</i> •Participating in school activities •Coming to school every day and being on time to each class with all necessary materials, ex. <i>±85% attendance, participation in rewards for 100% attendance, being prepared for the day's learning</i>

Although SLO's are part of daily conversations and accomplishment can be measured through daily student work, earning of A+ "apples", growth measured on assessments, appropriate behavior, and positive attendance, staff recognized that San Joaquin High School students are limited in their personal experiences and thereby are limited in ability to personally visualize college and career opportunities and/or how to "prepare for adult life". Therefore, staff embarked on an effort to provide students with an opportunity to literally "get out of McFarland" and see directly for themselves what possibilities exist for enrolling in and becoming a part of a community college.

As a result in 2014, our new principal, Mrs. Valerie Garcia, and our then new counselor, Mr. Eric Veiss, arranged for a day-long visit to each of the three local community colleges: Bakersfield College, Taft College, and Porterville College. In each case, we were provided access to, and comprehensive tours with, not only actual students but administrators as well. The students were able to see "up close and personal" for themselves what a community college campus looked and felt like, and the potential opportunities and experiences that were available to them.

The following year, in 2015, Mrs. Garcia and Mr. Veiss arranged for our students to visit the Simon Wiesenthal Museum of Tolerance in Los Angeles. After our visit, the students were very quiet, and many expressed shock and surprise that such events as the Holocaust could occur in a supposedly, “civilized” culture. Many of them stated that they had heard the term “Holocaust” in the past but had no familiarity with the sequence of events or the terrible ideas that sprang from them until they actually saw them as they were depicted during the tour.

On a lighter note, for the last several years, we have taken a number of students who have met certain academic and behavioral criteria to an annual November hockey match sponsored by the Bakersfield Condors Hockey team. Students realize that their attendance at SJHS is important and will enable them to participate in field trips that they otherwise might never have the opportunity to enjoy.

Consequently, the school’s culture has become more sensitive to social differences, and at the same time more motivated towards academic improvement. Expanded off-campus students experiences improve the culture of the school because students are able to see for themselves opportunities that exist after high school graduation. Students are able to share and discuss prospects with their peers who also participate in the experiences. Improved school culture can be seen in the increased attendance, reduced drop-out rate, and reduced suspensions and negative behavior incidents recorded in Infinite Campus, the student information system.

For Spring 2016, mini field trips (2 adults, 8 students per trip) are planned for students to visit the International Ag Expo in Tulare, College of the Sequoias – Tulare Center, Bakersfield College, WestTec, and other local schools where students can explore the possibility of enrolling in courses leading to certification or degree.

In 2016-2017, McFarland High School will complete the upgrade of the ag/welding shop and will offer 2 seats per period for SJHS who want to participate in the new Logistics or Welding certification programs. Through these programs, students will earn certifications that will enable them to find employment in these fields directly out of high school. These programs have originated as a result of 2014 – 2015 collaborations between McFarland High School (Ms. Schultz, Mrs. Garcia, and Brian Bell), Porterville College, Taft College, WestTec, and private industry.

V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

As was outlined in Section II, it is rapidly becoming apparent that those avenues for student achievement which involve self-paced use of computer-driven curriculum are becoming an increasingly significant factor in San Joaquin High School's ability to put students "back on track" to either return to McFarland High School with the requisite credits to graduate on schedule from MHS or to successfully graduate from SJHS. For students who choose to learn via this method of instruction, core subject teachers are available to provide direct instruction and/or tutoring for difficult or challenging sections.

As proof of our success in this endeavor, as of this writing we are currently looking at sending at least seven current SJHS students back to McFarland High School for the spring semester on track for graduating in June 2016. These students represent, effectively, approximately 20% of our current student body.

Reading comprehension is an ongoing challenge in our ELA classes. Mr. Tim Lewy, our resident ELA teacher, has recently begun using a very simple, straightforward series of brief news articles about events in the nation or the world, provided by a company called *NewseLA*. These articles are followed by a series of common-core based questions intended to check for understanding.

Finally, at the end of the day, San Joaquin High School, given the fact that we are such a small, self-contained site, has enabled us to provide the flexibility to respond and adjust to the needs of our students and to the needs of our community. San Joaquin High School has been here for thirty years. And, we are just getting started.

Refinements made include the addition of a fourth goal (rational - to encourage parent involvement, to address student population changes due to short-term enrollments of less than a year, and to increase student achievement) and continued commitment to the goals created during the WASC Full Self-Study at the beginning of this term.

Revised Schoolwide Action Plan

1. Continue to Engage in Professional Development Specific to Alternative Education.
 - a) Identify standards to be learned and how to assess them
 - b) Identify types of resources for alternative education
 - c) Measured by the following student outcomes:
 - i. Students will take responsibility for their own learning while achieving academic excellence by meeting district and state requirements for their graduation as measured by assessments and completing coursework that meets district and state of California requirements for graduation

2. Continue to Develop a System of Assessments
 - a) Initial intake assessment for alternative education
 - a) Formative assessments to measure to guide instruction
 - b) Summative assessments
 - c) Measured by the following student outcomes:
 - i. Students will take responsibility for their own learning while achieving academic excellence by meeting district and state requirements for their graduation as measured by assessments and completing coursework that meets district and state of California requirements for graduation.

3. Continue to establish and refine Student Progress Measurements
 - a) By subject – weekly, bi-weekly, etc.
 - b) Establish credit value for standard or skill acquired
 - c) Student progress measurements will make adequate measureable progress easier to identify and therefore easier for students (and other stakeholders) to demonstrate, measure and monitor increased academic achievement and excellence

4. Develop stakeholder involvement in development and review of Schoolwide Learning Objectives and reports of school progress (new)
 - a) Explore and implement ways to generate parental involvement in participation for ongoing school improvement
 - b) Explore and implement ways to involve and report to all stakeholders with consideration given for the short-term enrollments and changes in students/parents from the fall semester to the spring semesters
 - c) Goal: to increase student commitment to academic achievement through culture of involvement, acceptance of personal responsibility for active participation, and perception of immediate vesting and appreciation for the alternative education program offered through SJHS

Overall GOAL: Improve achievement for all learners at San Joaquin High School to increase the number of high school graduates				
COMPONENTS	*LCAP GOAL(S)	REASON FOR COMPONENT	ACTIVITIES	ASSESSMENT OF ACTIVITIES ON OVERALL GOAL
Professional development in alternative education	1 2 3	Teachers need to be continuously refreshed with delivery strategies, standards, and methodology for alternative education	<ul style="list-style-type: none"> Attend Conferences and Workshops annually e.g., California Continuation Education Association State Conference Visit alt. ed. school sites Guest speaker(s), ideally an exp. teacher, from an al. ed. school site Teacher discernment of the value of the material/information gained from attendance at the conference and the subsequent implementation - <ul style="list-style-type: none"> Notes from collaborative discussions following Handouts/materials/resources shared from other schools 	<ul style="list-style-type: none"> Student academic achievement as evidenced by courses completed, credits earned, improved attendance, SMI and SRI quarterly assessments after application of instructional interventions and strategies at the end of each quarter
Collaboration time	1	To build an effective strategy for delivering standards	<ul style="list-style-type: none"> Select strategies or activities to implement Score writing samples using rubrics academic achievement with SJHS's students increased Establish essential CCSS to be mastered for each core subject Prioritize standards and select essential standards to be covered in classes as determined to be CCSS Review/Revise credit/standard equivalency Course outlines revised annually or as needed Research/review test banks to find suitable questions to be used for assessments Build assessment system for measuring mastery of specified standards: pretests, formative tests, and summative tests Implement selected assessment system to measure student mastery of specified standards Evaluate assessment systems Disaggregate assessment data 	<ul style="list-style-type: none"> Teacher assignment of student progress in class Teacher assessment of how collaboration improved instruction and curriculum Student assessment of academic progress to measure improvement in achievement after implementation new instructional tools and adjustments of instruction. Student assessment of their own progress with changes in instruction
Use diagnostic intake assessments	1 2 4	To measure reading, speaking, writing and mathematical ability baselines	<ul style="list-style-type: none"> Implement quarterly assessments with the same system to measure academic growth Incoming students take diagnostic intake assessment as part of registration; teachers are apprised of results Calendar quarterly dates for growth assessment testing schoolwide Conduct assessments Disseminate results to core teachers, students, and parents/guardians Use diagnostic results with incoming transcript grades to schedule students in appropriate classes 	<ul style="list-style-type: none"> Writing samples demonstrating improved writing skills as measured by the CCSS Writing Rubric Evaluation of teachers of diagnostic testing and how it affected their instruction
Implement effective research-based <u>programs</u> for ELLs/ELA	2	<ul style="list-style-type: none"> To develop proficiency & provide access to core subjects 	<ul style="list-style-type: none"> Measurable literacy growth Implement program Monitor progress List specific changes to be implemented 	<ul style="list-style-type: none"> CELDT results SRI results Specific program changes need to be measured for effectiveness
Engage parents/families	3 4	<ul style="list-style-type: none"> To support student success in school by building community partnerships To obtain feedback To involve parents in the educational process 	<ul style="list-style-type: none"> Semi-Annual review of SPSA, WASC Goals, SLOs Surveys/feedback HOW? Log book/sign-in sheets Survey Results Reports to Stakeholders Instructional staff analysis of findings in surveys and identified adjustments to be made in classroom and communication of student progress. 	<ul style="list-style-type: none"> Parents engage in student conferences Parents respond to calls and notifications Parents engage in design of student learning plans

*Summary of McFarland Unified School District LCAP Goals: 1.) Full implementation of the CCSS to increase student achievement in ELA/ELD, math, social studies, science and literacy, 2.) Implement effective researched-based programs for English Language Learners to develop proficiency and provide access to core subjects, 3.) Create safe and welcoming environments where students attend and are connected to their schools, 4.) Engage parents and families to support student success in school by building community partnerships