



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

JANE FREDERICK HIGH SCHOOL

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School Year: 2020-2021

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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jane Frederick High School	39686763930211	Ver 1 – 07/24/2020	Ver 1 – 08/19/2020	Ver 1 – 08/25/2020

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)

Jane Frederick High School is implementing a Targeted Assistance School (TAS) program. The school has been identified as a Comprehensive Support and Improvement (CSI) for its low graduation rate.

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.

Jane Frederick High School's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder 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

Jane Frederick High School developed a One-Year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on May 13, 2020.

Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Jane Frederick High School and its School Site Council reviewed the progress of the 2019-2020 (Year 3) culminating the document 2019-2020 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the March 11, 2020 School Site Council meeting.

As a result of the stakeholder involvement and data reviews, Jane Frederick High School has been able to complete the Decision Making Model (a component of the CNA) in March 2020.

Resource Inequities

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

The following are resource inequities that if resolved and addressed, should impact and influence increase student achievement

- * ELA and Math teacher collaboration & PD
- * Site-based Professional Development and PLC time
- * Off site Professional Development opportunity for teachers and administrators to receive additional training that reinforces adopted instructional practices.
- * Professional Development on alternative instructional practices & differentiated instruction.
- * Credit recovery courses during instructional day.
- * Attendance recovery program.
- * Student enrichment and exposure field trips
- * Academic offerings that increase the availability of credits for all students.
- * PD- Chromebook use for academics, ViewSonic PD
- * Complete computer update.
- * Use of online curriculum for credit recovery, extension learning opportunities, and original credit (APEX/Cyber HS, CTE certification).
- * ViewSonic installation in 12 classrooms.
- * PD for teachers on effective use of instructional technologies.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 2021, reduce the distance from standard in ELA for All Students by 5 points.

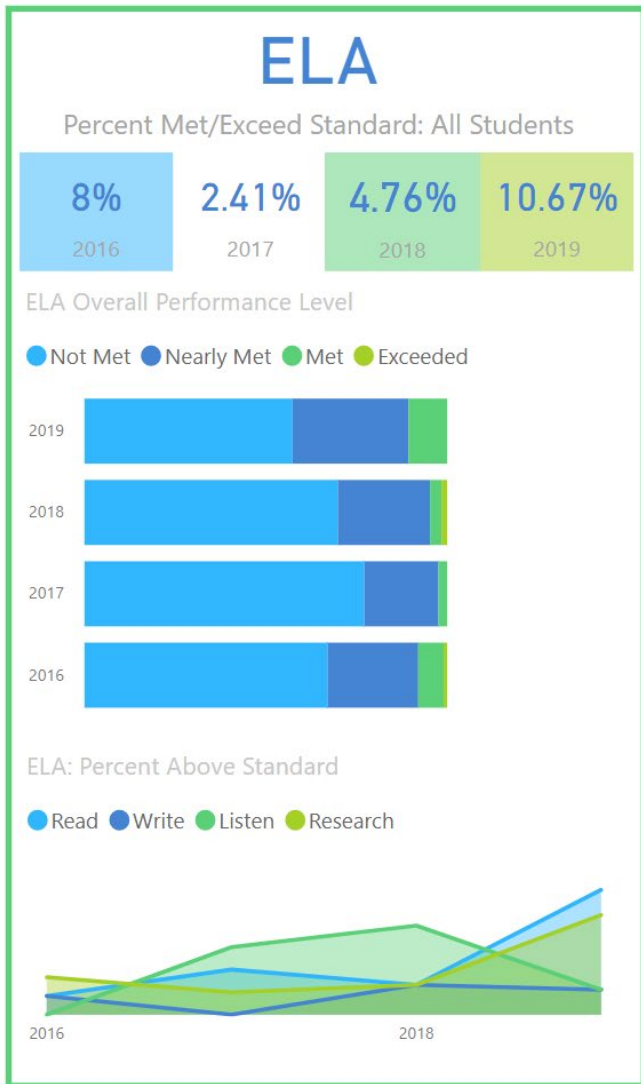
School Goal for Math: (Must be a SMART Goal)

By June 2021, reduce the distance from standard in Math for All Students by 15 points.

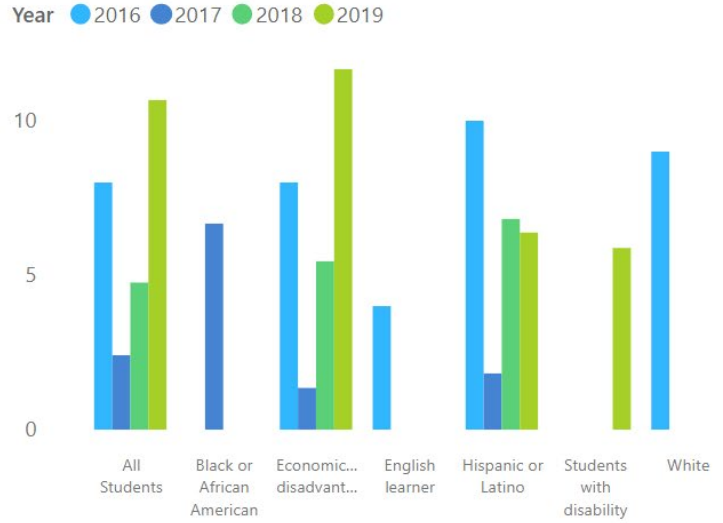
Identified Need

- Be sure English Learner data is reviewed and included.

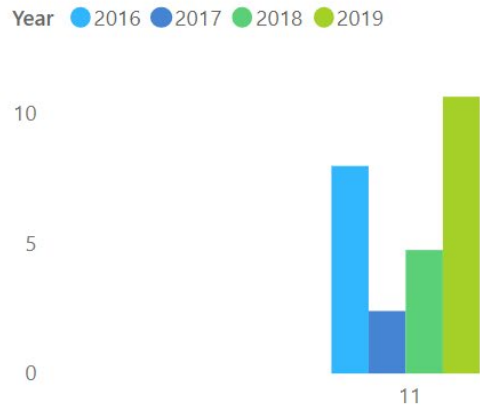
JFHS is challenged with providing our students with sufficient opportunities for rapid credit recovery as well as offering access to the full array of A-G and elective courses to meet the increased graduation requirements.



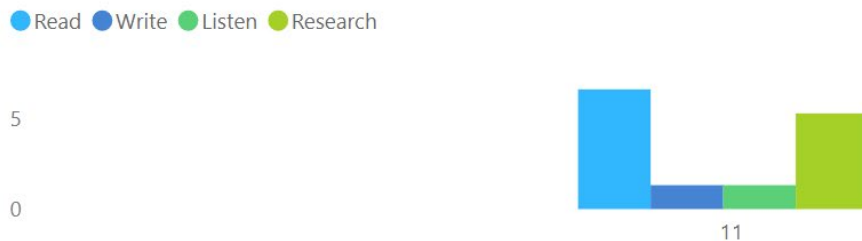
ELA CAASPP: Percent Met/Exceed Standard

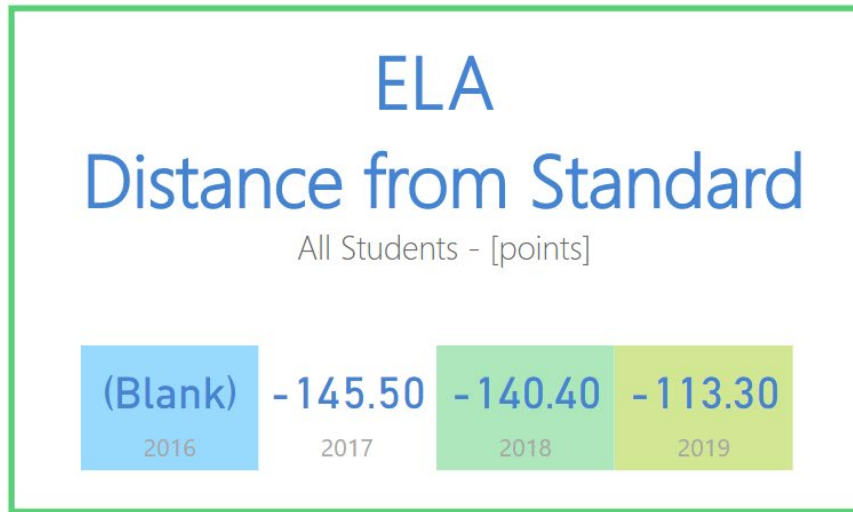


ELA CAASPP: Percent Met/Exceed Standard by Grade Level

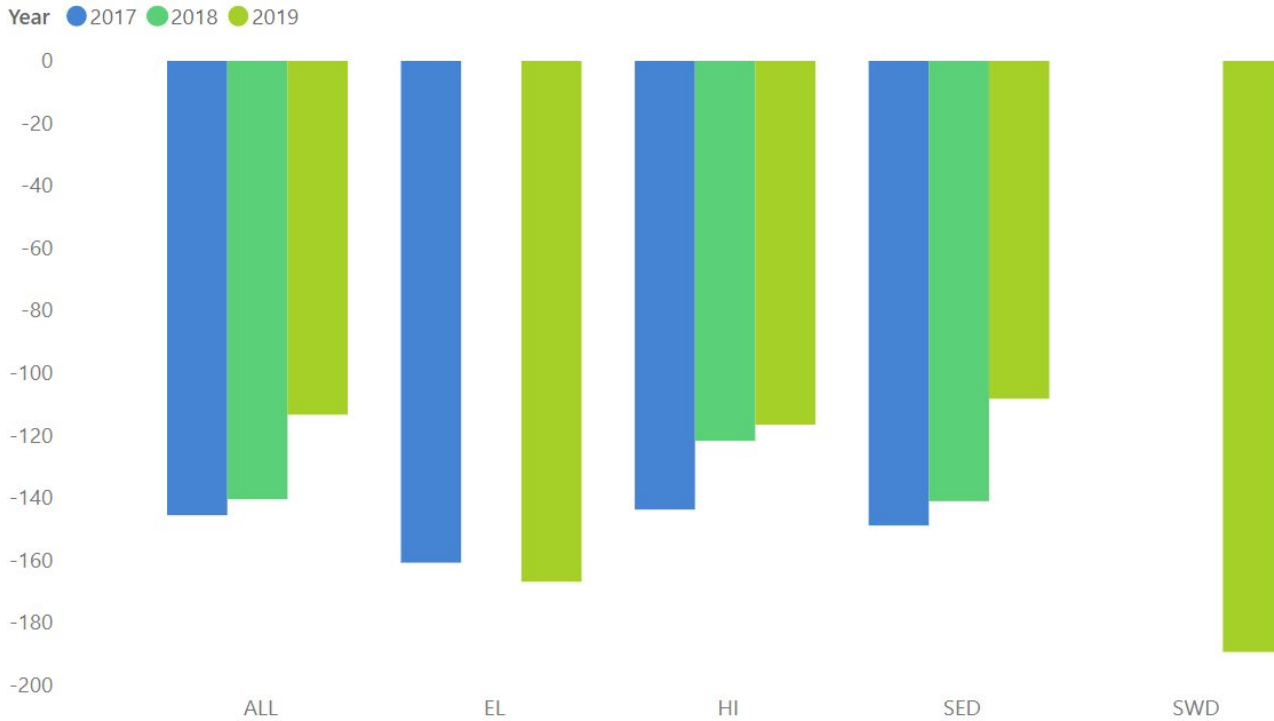


2019 Prelim ELA CAASPP: Area - Percent Above Standard





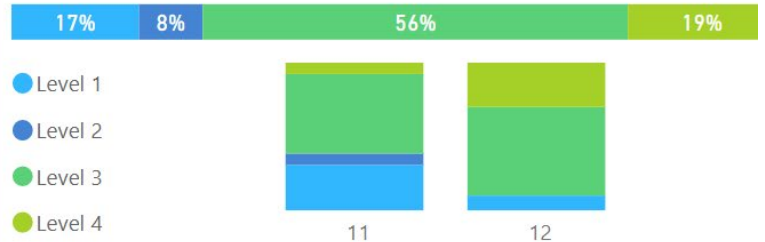
ELA Distance from Standard [points]



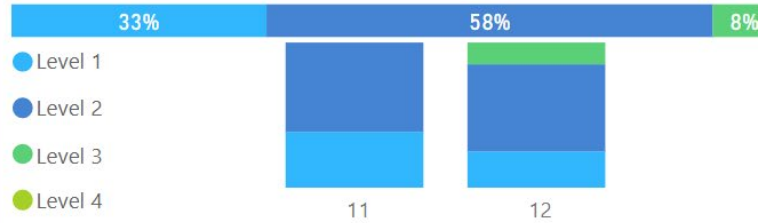
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Oral Language Overall Performance Level



Written Language Overall Performance Level

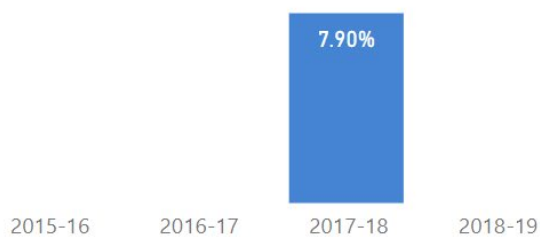


Performance Area: Percent Well Developed



English Learner Progress

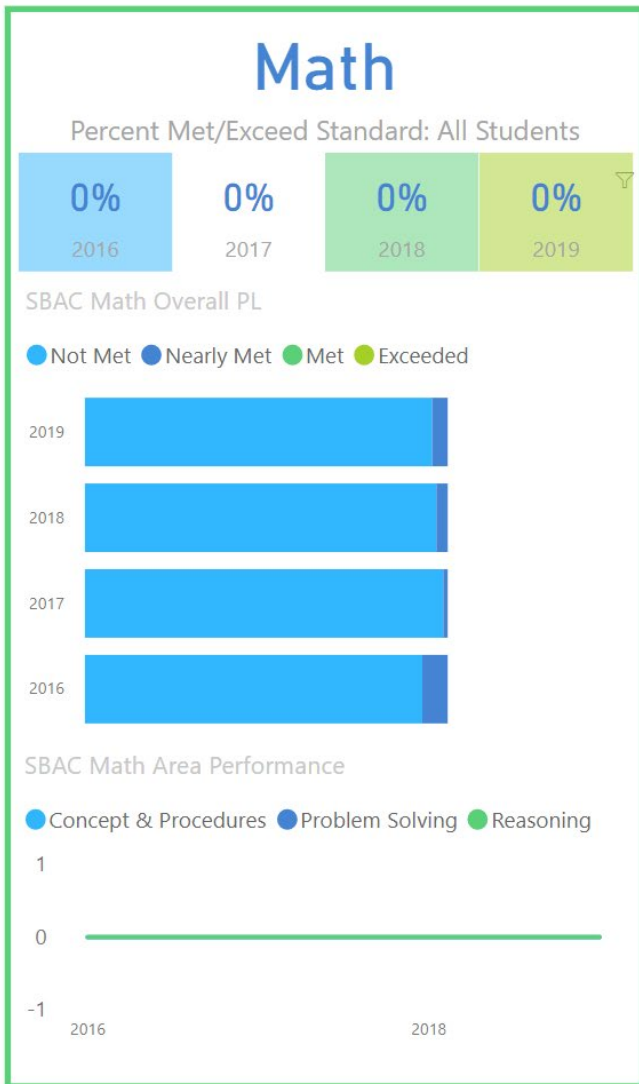
Reclassification Rates



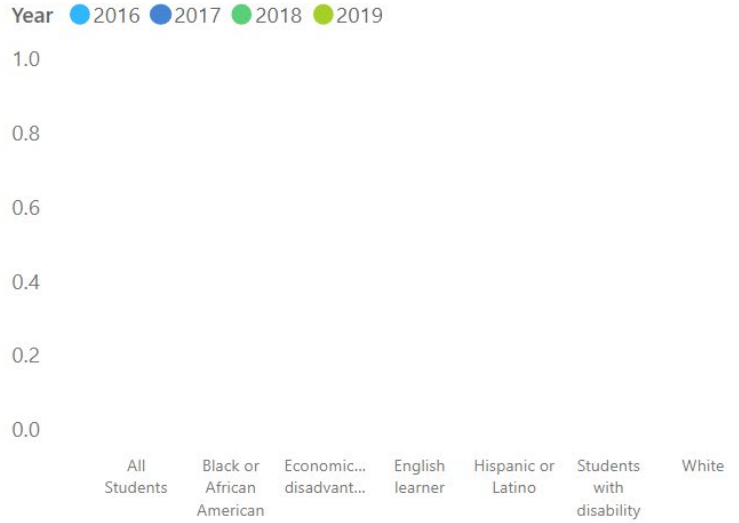
English Learner Progress Indicator (ELPI)

43.3%

ELPI 2019



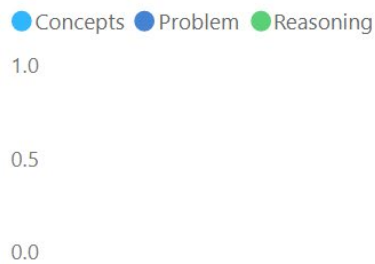
Math CAASPP: Percent Met/Exceed Standard

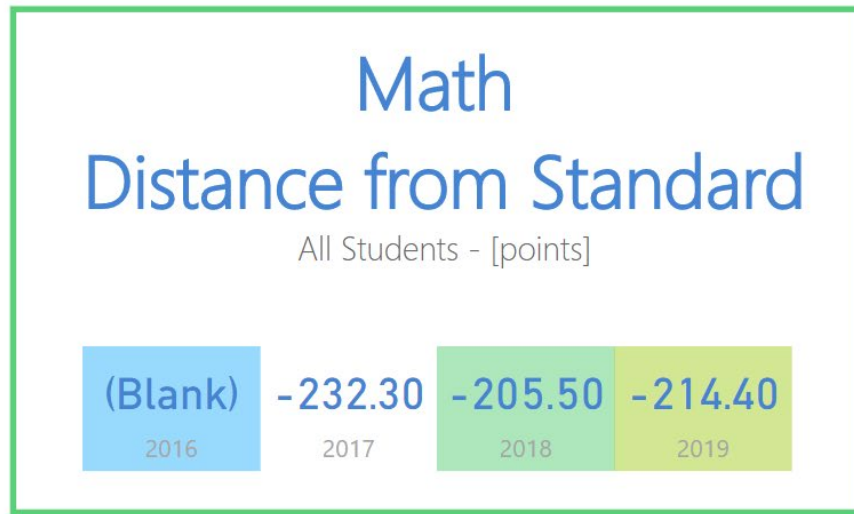


Math CAASPP: Percent Met/Exceed Standard by Grade Level



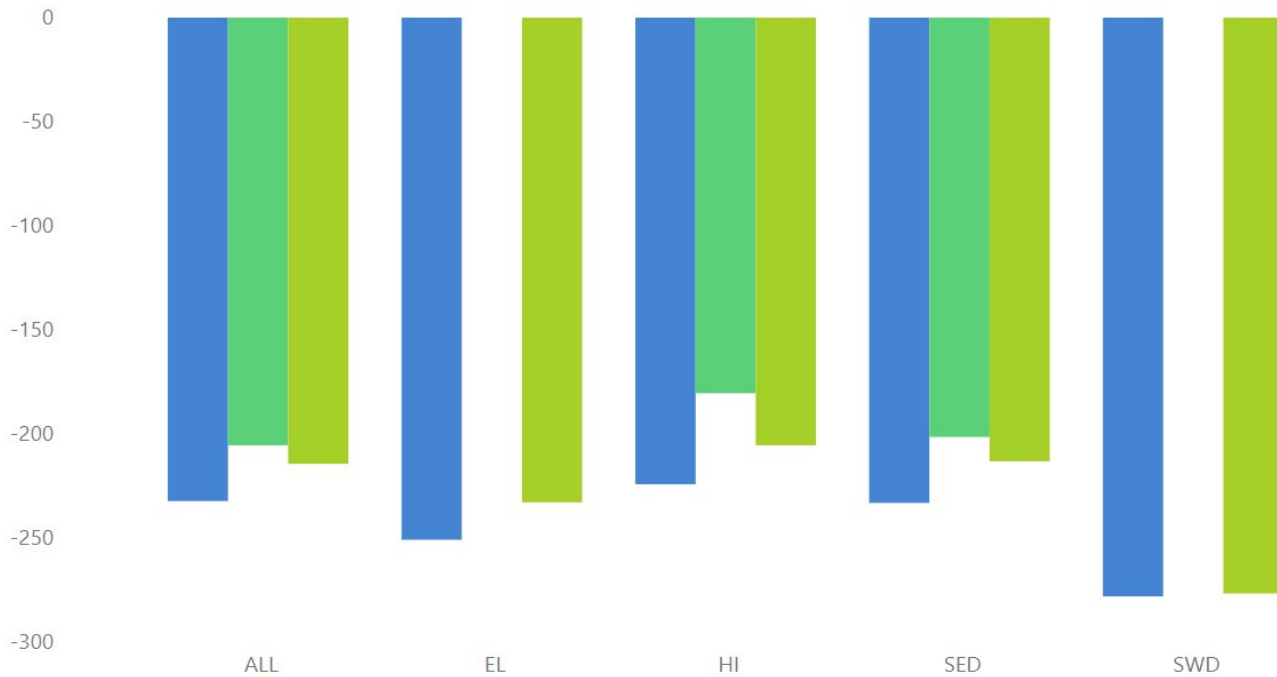
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2017 ● 2018 ● 2019



PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Year ● 2016 ● 2017

Percent Met Mathematics
Benchmark

Year ● 2016 ● 2017

Percent Met ERW &
Math Benchmark

2016

2017

PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

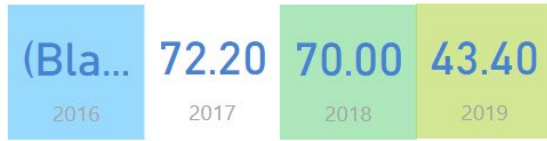
Percent Met ERW &
Math Benchmark

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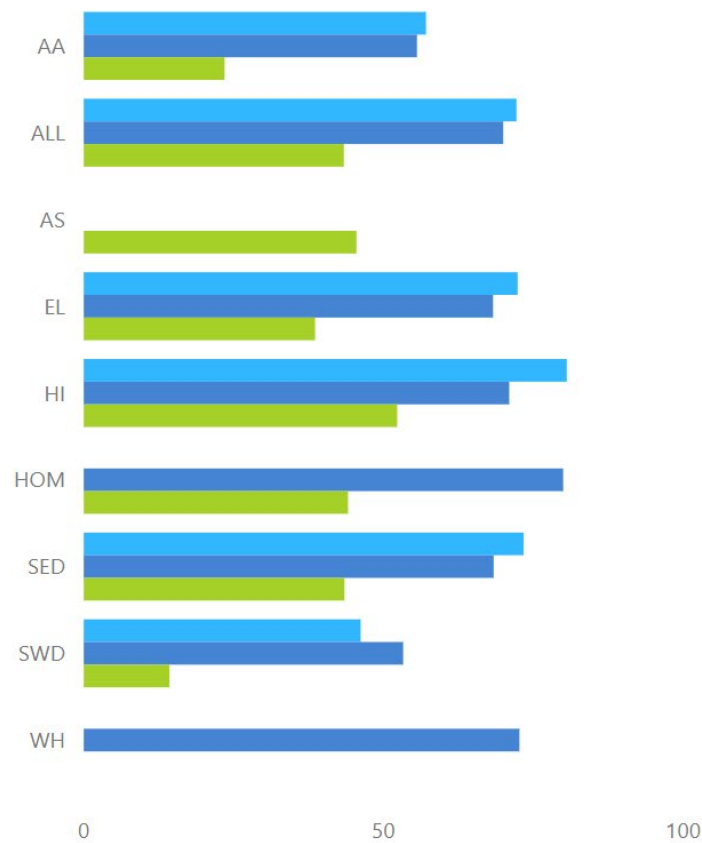
Graduation Rate

Four Year Cohort - All Students



Four-Year Student Group Graduation Rate

Year ● 2017 ● 2018 ● 2019

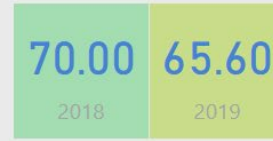


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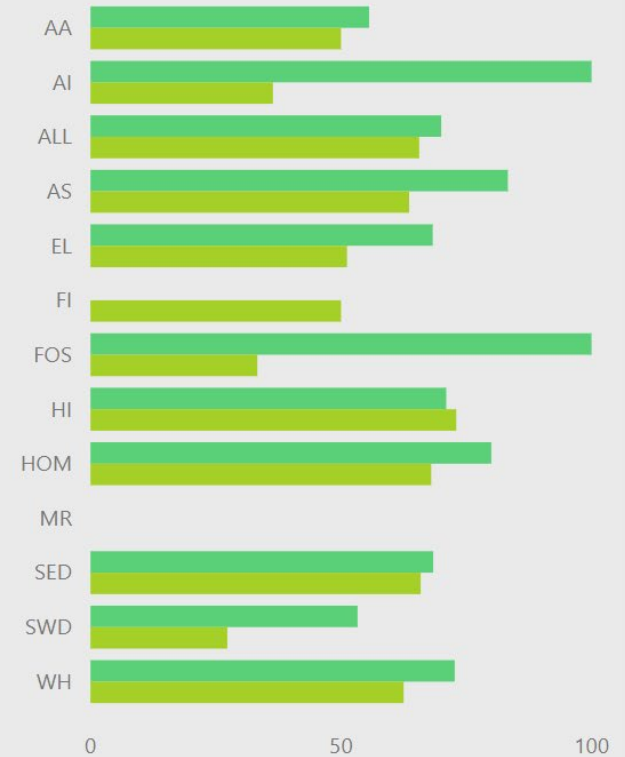
Graduation Rate

Four-Five Year Combined - All Students



Four-Five Year Combined Student Group Graduation Rate

Year ● 2018 ● 2019



2019 College Career: Prepared All

● Not Prepared ● Approach Prepared ● Prepared

(Blank)

0%

0%

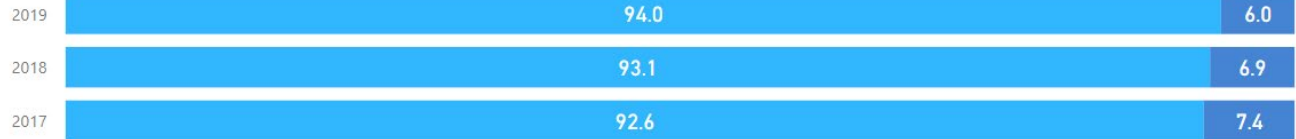
0%

2016

2017

2018

2019



Percent CCI Prepared by Student Group

Year ● 2017 ● 2018 ● 2019

1.0

0.5

0.0

AA

AI

ALL

AS

EL

HI

HOM

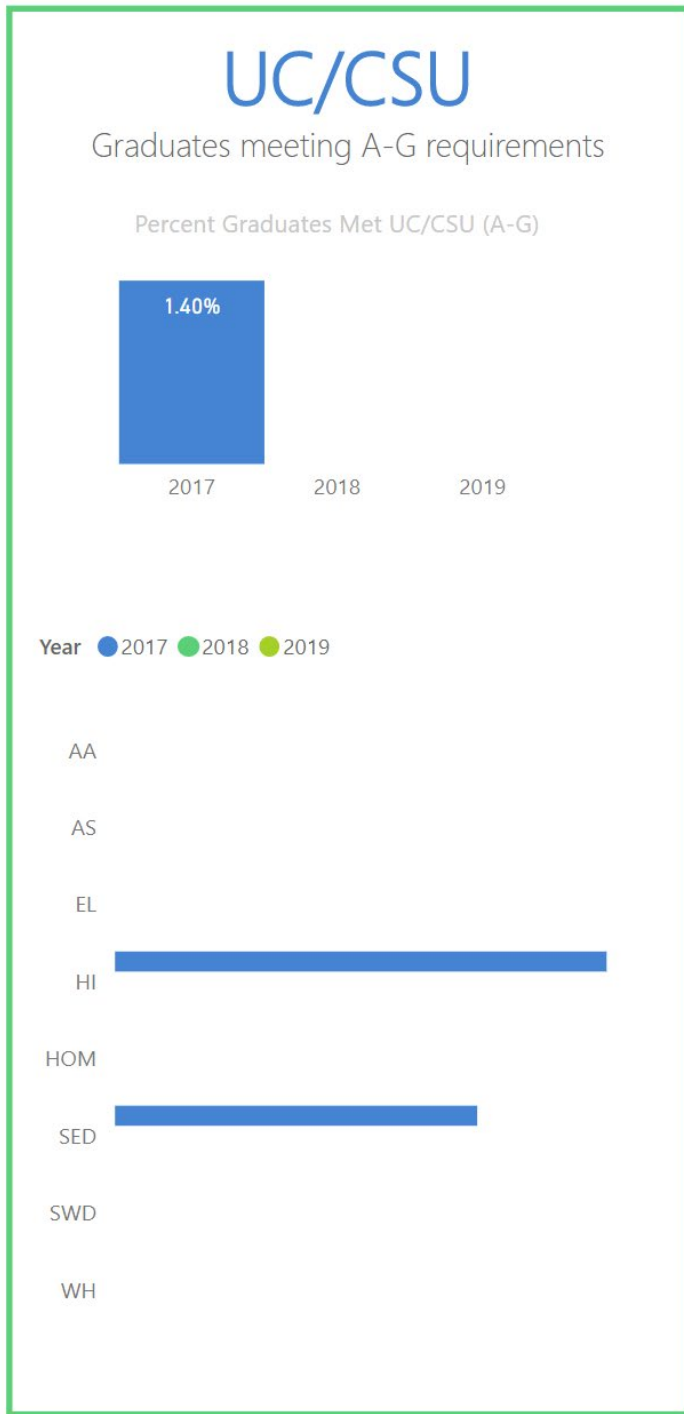
SED

SWD

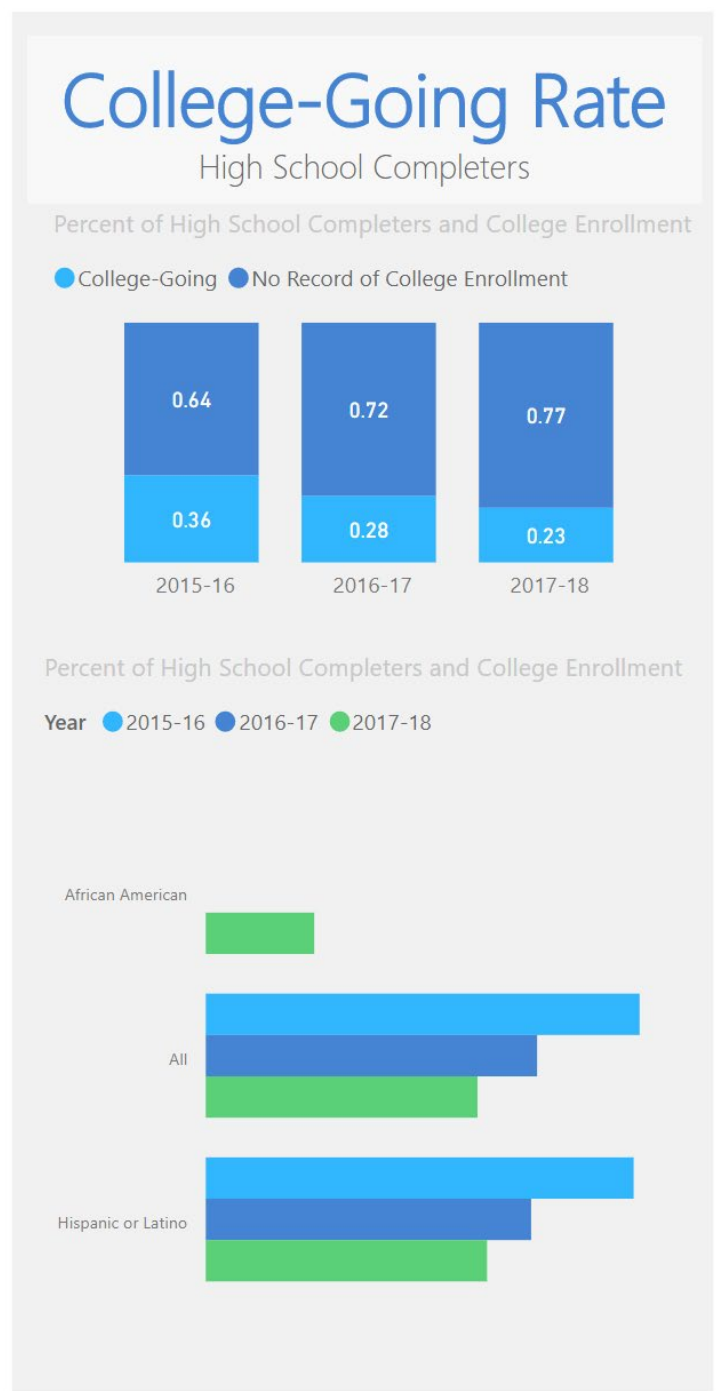
WH

2019 CCI Percent Prepared by CCI criteria

Student Group	Year	UC/CSU	Dual Enrollment	CTE	IB Exam	Military Science	Summative SBAC	State Seal: Biliteracy	AP Exam
AA	2019	0.00	0	0.00	0.00	0.00	0.00	0.00	0.00
AI	2019	0.00	0	0.00	0.00	0.00	0.00	0.00	0.00
ALL	2019	0.00	0	0.00	0.00	0.00	0.00	0.00	0.00
AS	2019	0.00	0	0.00	0.00	0.00	0.00	0.00	0.00
EL	2019	0.00	0	0.00	0.00	0.00	0.00	0.00	0.00
HI	2019	0.00	0	0.00	0.00	0.00	0.00	0.00	0.00
HOM	2019	0.00	0	0.00	0.00	0.00	0.00	0.00	0.00
SED	2019	0.00	0	0.00	0.00	0.00	0.00	0.00	0.00
SWD	2019	0.00	0	0.00	0.00	0.00	0.00	0.00	0.00



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Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-113.3 points below standard	-108.3 points below standard

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-201 points below standard	-186 points below standard

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 teachers and administrators with professional learning opportunities, events and resources that focus on alternative educational programs and environments, scaffolding and differentiation, checking for understanding, classroom management, scheduling, using data to develop and implement formative assessments and drive instruction, and other best practices, interventions, and strategies. Provide substitutes for coverage while at conferences and for release time for visiting other classrooms and schools for best practices learning and sharing.

Conferences/Trainings/Workshops, Consultants, License Agreements:

Conferences and possibly consultancies focused on Math, English Language Arts, English Language Learning, Classroom Management, School Safety and Climate, Alternative Education, Technology, and Leadership Development. (WASC Goal #1)

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$15,000	23030	Conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Student, Subgroup: English Learners

Strategy/Activity

To provide students with supports to improve credit/attendance recovery through additional time, day and support for students needing assistance for students to recoup credits and clear absences. Teachers will integrate supplemental support to English Learners through the alignment of the four domains of ELPAC with daily instruction. (WASC Goal #1)

Provide science lab resources to support in-class instruction and for students to conduct at home. Supplies include clear plastic bins with lids, science related materials for hands on experiments.

Provide additional resources to assist students with their individual learning path. Resources include: novels/books, dictionaries, toner/ink cartridges for printing papers, paper for both printing of papers as well as colored paper for class projects, student work folders and software to assist students with math, reading, and writing strategies. Teachers and administrators will use various types of equipment, and technologies to enhance and support students' various preferred modes and methods of receiving information, instruction and being engaged. Student alternative seating will be piloted in 2 classrooms, (ex. classroom centers, table groups, standing desks, reading centers, quiet zones).

The school will engage in maintenance agreements and upgrade plans and purchases to ensure the equipment and technology is available, appropriate, current, and usable.

Applicable technology includes items such as interactive displays/devices, audio/visual systems, and web-based applications and programs to support blended learning instruction, independent studies, enriched classroom environments, classroom management, and student engagement.

Students will be provided opportunities to participate in field trips to local colleges, trade schools, and universities that connect their learning and aids in demonstrating benefits for staying in school. Field trips also will be provided to support student learning through hands on experiences to augment their in-class instruction.

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$3,622	43110	Instructional Materials
\$2,500	58450	License Agreements
\$40,000	44000	Equipment

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$10,650	43110	Instructional Materials
\$5,000	42000	Books
\$3,895	43200	Non-Instructional Materials
\$5,000	44000	Equipment
\$2,000	58720	Non-District Transportation

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

1.1 Comprehensive PLC: ELA and Math teacher collaboration & PD: Site-based Professional Development and PLC time was provided to support PLCs in alignment of rigor and instructional practices. On-site Professional Development was provided for teachers with a focus in areas that include Direct Interactive Instruction and Academic Language; Site-based Professional Development provides an opportunity for teachers to receive additional training that reinforces adopted instructional practices. Ongoing professional development allows for monitoring of site-adopted strategies and facilitates the PLC process which enables teachers to collaborate with colleagues on the implementation of strategies. Alternative instructional practices & differentiated instruction. Weekly afterschool program for tutoring, credit recovery, and attendance recovery. Credit recovery courses during instructional day. Attendance recovery program. Scheduled college field trips as students are exposed to the culture and climate of post-secondary institutions (Delta College). PLC calendar organized Data Teams effectively and now have an assessment calendar. Academic sections increased for all students by implementing 6 period day, increasing the availability of credits for all students. Afterschool program increased credit recovery options and actual credit availability for all students. Increase student eligibility for graduation, 5th year senior program. Instructional PD-Chromebook use for academics, ViewSonic PD

1.2 Academic Student Achievement: EL - EL- Weekly afterschool program. ELD daily instruction, bilingual aid (individual instructional support). EL teachers-data analysis, teachers and counselors create individual student plans/goals

1.3 Technology Update - Chromebook carts supplied for instructional support to every classroom. Computer lab; complete computer update. Use of online curriculum for credit recovery, extension learning opportunities, and original credit (APEX/Cyber HS, CTE certification). ViewSonic installation in 12 classrooms. PD for teachers Chromebook use for academics, ViewSonic PD

Effectiveness

1.1 Comprehensive PLC: ELA and Math teacher collaboration & PD - Professional Development opportunities supported teachers in implementing instructional practices. Teachers and administrators worked together to develop a productive assessment calendar and developed department based common formative assessments. Teachers and administrators assisted in the monitoring of implementation during the academic year. Site-based Professional Development provides an opportunity for teachers to receive additional training that reinforces adopted instructional practices. Ongoing professional development allows for monitoring of site-adopted strategies and facilitates the PLC process which enables teachers to collaborate with colleagues on the implementation of strategies. Alternative instructional practices enabled students to achieve credits at

a faster pace and access the curriculum more consistently. Common instructional practices allowed for consistency in each department along with common formative assessments so that teachers are now able to collaborate on students' progress and make effective instructional changes meaningful for student progress. Weekly after school program enabled students to recover credits and demonstrate mastery by receiving additional support and time for learning with each teacher. Students are able to make up assignments, re-take assessments and recovery attendance to reduce truancy numbers. Daily credit recovery courses allow students to work at their own pace and choose their classes on a daily basis, working on self-paced online curriculum and paired with teacher alternative assessments when desired by students.

1.2 Academic Student Achievement: EL - Weekly after school program allows EL students access to increased instructional support from teachers. Weekly after school program enabled students to recover credits and demonstrate mastery by receiving additional support and time for learning with each teacher. Students are able to make up assignments, re-take assessments and recovery attendance to reduce truancy numbers. Daily credit recovery courses allow students to work at their own pace and choose their classes on a daily basis, working on self-paced online curriculum and paired with teacher alternative assessments when desired by students. Daily EL class instruction serves to support EL students throughout the instructional day by implementing targeted instruction such as language acquisition scenarios and assistance with Bilingual aid increases student support throughout the day as paired with core instruction in English classes. JFHS continues to implement our EL Master Plan and more staff are becoming familiar with all elements of the plan. Administration has worked closely with staff to ensure our English Learners are receiving quality instruction and that teachers are integrating the ELD standards into the core instruction. There is a continued need to purchase an interim language assessment tool in order to monitor EL progress throughout the year. We will continue to research and seek input from reliable sources. English Learners continue to show mixed results on the ELPAC and CAASPP assessments. JFHS will continue to make our EL students a priority and seek ways in which to support their success.

1.3 Technology Update - Chromebook carts supplied for instructional support to every classroom. Chromebook allow students to access online credit recovery and original credit classes. Blended model of learning has been utilized by math teachers to allow for a varied differentiated learning experience for struggling students. Computer lab; complete computer update enables teachers to team teach and develop a useful career oriented center that teachers can utilize with support for guidance tech to pair with career exploration and college entrance requirements and process of application. Use of online curriculum for credit recovery, extension learning opportunities, and original credit (APEX/Cyber HS, CTE certification) have allowed students different learning scenarios to demonstrate mastery of the curriculum and take more classes to reach the required credits for graduation. ViewSonic installation in 12 classrooms has enabled teachers to develop more interactive lessons and allows students differentiated style of learning in which they can utilize the ViewSonics to learn and demonstrate mastery. PD for teachers Chromebook use for academics, ViewSonic PD has enabled teachers to develop increased skill sets to utilize with students, increasing instructional strategies, resources and learning scenarios further enhancing and increasing student mastery.

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

Material Changes

1.1: Comprehensive PLC: ELA and Math teacher collaboration & PD: No Change

1.2: Academic Student Achievement: EL: No Change

1.3: Technology Update: No Change

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.

Future Changes

1.1 Comprehensive PLC: ELA and Math teacher collaboration & PD - Increased collaboration between the Business Office and the administration provided a clearer understanding of costs for this action. Estimated expenditures were calculated more appropriately, and the actual expenditures were less than estimated. No major changes were made to this goal. Changes made to the expected outcomes and metrics were due to the new state dashboard and exceptions. With the increase in sections offered due to the 6 period instructional day, changes may be made to credit recovery strategies and opportunities. Administration will work closely with the Director of CTE to build community partnerships and place students in work experience and job shadowing positions during their senior year. Administration will expand College and Career learning for students by bringing in speakers, scheduling field trips, and holding career days.

1.2 Academic Student Achievement: EL - Administration and LDO will be working with teachers throughout the year to pilot specific EL lessons to support those students who are not making adequate progress. LDO PD training will be expanded and lessons and instructional strategies that have been implemented will increase.

1.3 Technology Update - Use of technology & access to technology. More career technical educational courses allocating technology resources obtained and future plans for updating technology components on campus. On-going PD aligned to technology needs, not only for students but aligned to teachers will be necessary as the technology infrastructure and hardware is improved and increased. The implementation of the CCSS and the increase in the use of technology has created an increased need for Technology Coaching and Curriculum support for teachers. PD will be designed with this as a common focus.

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By May 2021, reduce the number of Discipline Referrals by 10% and suspensions by 5% and replace with alternative interventions to suspension.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By May 2021, reduce the number students chronically absent by 10%.

Identified Need

Discipline:

Suspensions (All Students)

2016-17: 10%

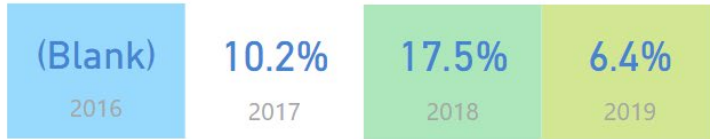
2017-18: 18%

2018-2019: 15%

Attendance/Chronic Truancy –

Suspension Rate

All Students
percent of unduplicated suspension

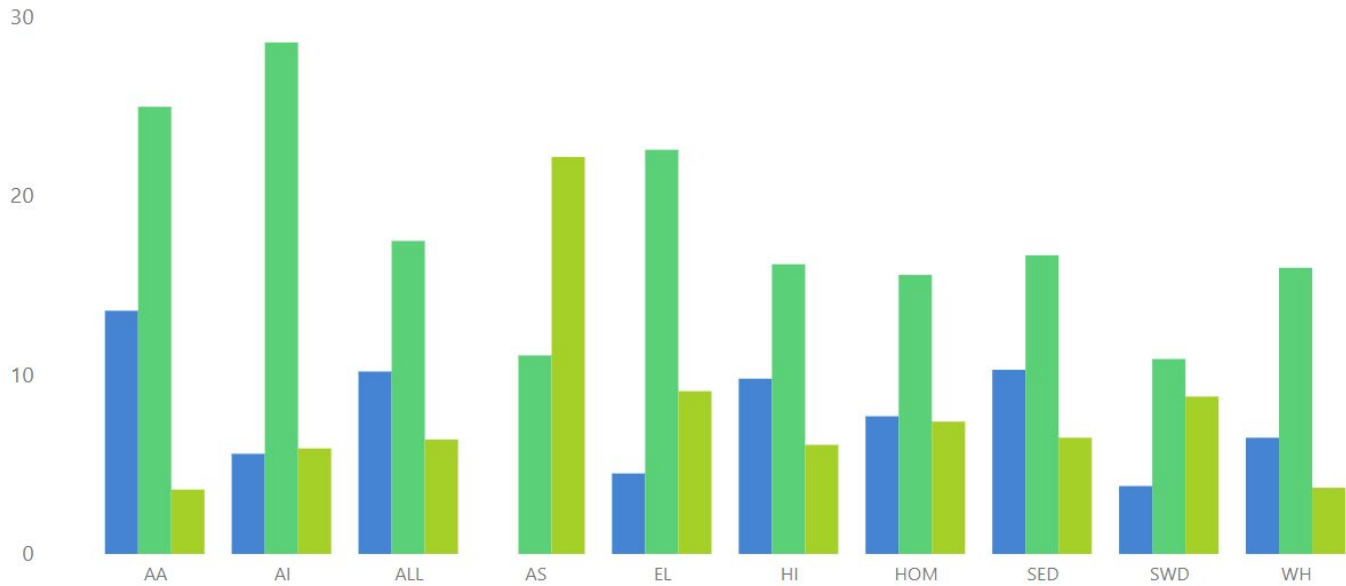


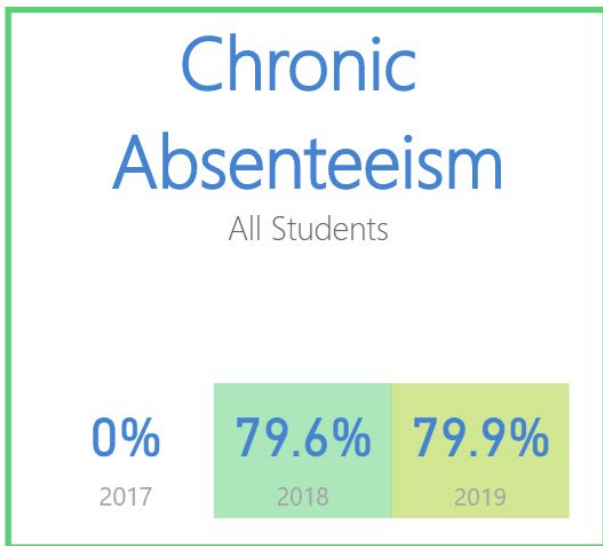
Expulsion

All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available

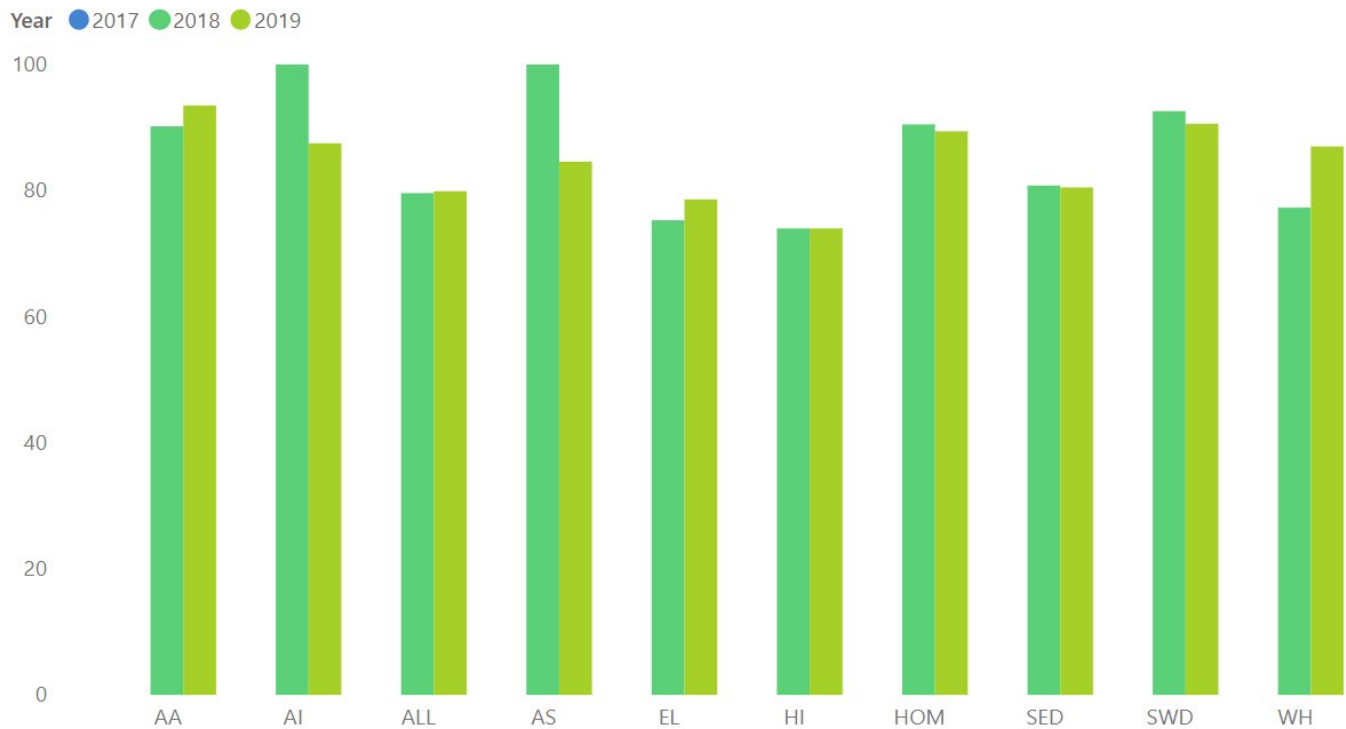
Suspension Rate: Student Group

Year ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All students)	6.4%	1.4%
Chronic Absenteeism (All students)	79.9%	69.9%

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

PLUS/Leadership class and PBIS enrichment activities to support students' academic achievement, social/emotional well-being, agency, involvement and engagement such as Frederick Fridays, intramural activities, guest speakers, and traveling exhibits. The school will support and provide a variety of student-centered activities promoting student empowerment, engagement, achievement, and agency. (WASC Goal #2, #3)

Counselor to provides students with individual and whole school academic & social/emotional planning and monitoring. (WASC Goal #2, #3)

MTSS (Social/Emotional) Mental Health counseling, Substance Abuse and Anger Management counseling, Restorative Justice practices and Frederick Five student recognition program. (WASC Goal #2, #3)

Number of students being referred for social/emotional issues; number of discipline referrals and suspensions; Calendar of student activities

of academic & social/ emotional intervention plans

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source - LCFF:

\$ Amount(s)	Object Code	Description
\$5,000	58320	Consultant Non-Instructional

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

JFHS has engaged in monthly Positive Behavior Intervention and Support (PBIS) training and are implemented, reviewed and updated its plan continuously. Data from the implementation of each action is monitored on a regular basis by the PBIS team and discussed with all teachers. ASB was paired with the PLUS curriculum to allow for increased student voice on campus. The students are engaged in forums to build positive school culture and survey students and staff throughout the year regarding overall school climate.

JFHS has successfully implemented the MTSS plan successfully serving our students, and providing them with enrichment activities and intervention services to help them improve their learning outcomes. Counselors are implementing comprehensive counseling services based on the national standards model for school counselors, and provide academic, college readiness and social emotional support to students. Administrators, counselors and teachers have completed Restorative Justice training. The leadership team evaluates social-emotional education curriculum and determines recommendations. Our Mental Health initiative, along with increased academic counseling services has opened opportunities for students to talk with adults who care and can help them prepare for their future. JFHS staff has participated in professional development around the understanding and implementation of Trauma Informed Practices. The professional development for Trauma Informed Practices sought to inform staff about the general concept of trauma, provide immersive experiences around the impact of trauma and build staff capacity to be responsive to students experiencing trauma. JFHS administrators and our SAP coordinator developed and implemented a variety of whole school and targeted classroom support around the use of growth mindset. Some teachers introduced growth mindset strategies into classrooms as a means of increasing student self-awareness. JFHS administrators and our SAP coordinator have conducted a variety of professional development modules around social and emotional learning and addressing vulnerable populations including homeless and foster youth. Counselors and administration provided case management, triage and staff development. Additionally, a counseling intern provided direct counseling services, staff development and classroom support. JFHS provides dedicated spaces where students can obtain social and emotional support services as well as other types of assistance for a wide range of needs. The JFHS Social Worker Assist is tasked with bridging community partners and building the capacity of students by and working with the SAP coordinator in educating them on mental health. JFHS has experienced growth in implementation of the multi-tiered system of supports using Positive Behavior Intervention and Support (PBIS). JFHS is strengthening its Tier 1 and Tier 2 structures, engaging in the utilization of data to identify students in need of more intensive interventions.

Effectiveness

The JFHS average daily attendance is low. Social Worker Assist will continue to work with parents to improve attendance. CWA will be providing strategies to the JF Social Work Assist to assist in using effective strategies for improving attendance. There is a continued need to add additional social workers, counselors and psychologists due to the increase in mental health issues we are seeing in our students. Mentorship is needed to provide consistent support for students.

A review of JFHS student survey responses shows that student connectedness to school varies and can improve. Students report more positive feelings towards coming to school than at their previous high schools. In addition, staff, student and parent survey feedback indicate a continuing need to provide support to students at each grade level, increased counseling and mental health services, and increased access to college and career readiness opportunities. Comprehensive counseling plan and pacing guide was completed in 2017-2018. Planning began in 2016-17 and curriculum for social emotional domain under the ASCA model is being piloted during 2018-2019. Staff members attended Restorative Justice training and Restorative practices have been implemented to combat challenging behaviors. JFHS is improving both academically and in the areas of social and emotional intelligence. Community agencies have provided support for substance abuse and anger managements (TUPE/Point Break) We would like to continue on this path as we are seeing an upward trend and know we need more time to continue the growth, while adjusting along the way. JFHS incentive program has been developed and applied to reward students for positive attendance, academic success, and behavioral improvements.

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

Material Changes

No changes to note

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.

Future Changes

Additional after-school opportunities have been added to continue to create opportunities for students to participate and increase their motivation to stay in school and do well. Sew a Seed community agency was added in 17-18 to assist in working with some of our more challenging students and to help decrease discipline referrals. Counselors and Social Worker Assist have received additional training to support their efforts in improving student attendance and academic achievement. PBIS and PLUS strategies have progressed to assist with parent engagement and reduction of student discipline referrals. JFHS continues to expand the multi-tiered system of support for positive behavior using PBIS to additional sites and support sustainability for JFHS with a focus on low-income, ELs, homeless and foster youth.

Comprehensive MTSS framework has been developed and applied to JFHS because we can address both the social emotional and increased academic progress for all students. JFHS continues to

provide professional development for teachers and staff in engagement strategies, restorative practices, inclusion, and growth mindset that promote communication, collaboration, creativity and critical thinking in the classroom learning environment. In 2018-2019 the teachers received professional development to increase their understanding of the role that trauma plays as an inhibitor to increasing educational outcomes for students. Additionally, staff worked to integrate trauma informed strategies into their classroom practices. Based on most recent stakeholder surveys and the California Healthy Kids Survey results, there is a need to increase students' wellbeing, feeling of connectedness and engagement to school. An analysis of our stakeholder feedback and JFHS results indicates a need to focus efforts in a more targeted manner in the areas of school connectedness, self-harm indicators and the number of students experiencing harassment and/or bullying. It is believed targeting these three areas will provide significant and leveraged results. 21st Century Skills - the 6 C's are so critically entwined with a student's social-emotional well-being.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, increase the number of trade union partnerships within the Jane Frederick masonry program to two.

Identified Need

Meaningful Partnerships:

Currently, Jane Frederick has a partnership/apprenticeship partnership with the Bricklayers and Allied Craftworkers Local 3.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of CTE partnerships	2	2

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

To ensure students are planning for a postgraduate path, establish and expand opportunities for presentations from various union trades programs including outreach from Delta College.

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

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

Provide parents with support and resources that empowers parents to be engaged in their student's learning, such as parent conferences, written communication in the form of parent newsletters, after school academic focused activities (WASC Goal #3)

Non-instructional materials are to provide parent with manipulatives to assist them with helping their child at home with school work. Non-instructional funds also used to support and encourage parent, family and community engagement.

Provide parents/guardians of students with a school planner to assist in goal setting, tracking homework, course completion rates, school deadlines, and pertinent school/district information

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$919	43200	Non-Instructional Materials

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$2,500	57150	Duplicating
\$5,035	43200	Non-Instructional Materials

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

Community Partners and Engagement: The JFHS CARE team focused on supporting students by developing meaningful partnerships with community agencies and organizations that would provide services to strengthen all students' ability to stay in school and achieve a diploma. Community partnerships are broken down into the following three categories: Mentorship - Sew a Seed- the Sew a Seed mentorship program was productive for students to be engaged in individual and group counseling to address truancy, goal setting, social/emotional behaviors, and student achievement. 2 counselors worked with students throughout the year in caseloads up to 25 per cohort, 8 weeks in duration. TAY- Transitional Aged Youth program provided a counselor to mentor students in trauma informed practices. Counseling consisted of behavior, academic, and attendance focus to provide students with more support in becoming on track to graduate and receive a diploma. This is paired with a post-secondary plan for each student. Intensive Counseling Point Break TUPE- Tobacco Use Prevention Education provided services for student with tobacco and marijuana use issues. Counselor provided individual counseling with students as well as whole group classroom instructional regarding the health concerns and issues concerning these products. Anger Management- provided individual and group counseling developing plans for students to utilize coping strategies and strategies to monitor their own behaviors. Career Technical Support and Community Service MITA- provided resources to maintain the masonry class in the form of brick, tools, mortar and other supplies. In addition, MITA provided curriculum resources and industry connections for students Salvation Army- provided a community service location for SDC students, connecting to students with volunteer work to build work skills and post-secondary experience. PRIDE Center- worked with students for community service and allowed students to complete mandatory counseling hours. Provided class presentations in Teaching Tolerance.

Parent Engagement: We continue to seek ways to further engage parents in opportunities for school visitation, parent education and involvement. JFHS has continued the process of engaging parents about student progress based on individual needs during SST conferences. In addition, JF has developed a quarterly parent/student meeting for all students who did not attain minimum amount of credits and are off track of the individual plan developed for every student. Parents report that there is still a need for increased communication so JF will work with intervention staff and faculty to address these issues. JFHS has created a CARE Team to develop increased and improved methods of effectively communicating with all stakeholders of JFHS. Parent Engagement workshops will begin in the fall with teams of staff and parents being trained in August and continuing in September. Workshops will be promoted at Back-to-School Nights and Parent-Teacher-Conferences. JFHS will continue to recruit and encourage parent participation in site and district advisory committees such as SSC, ELAC, & DELAC.

Effectiveness

Community Partners and Engagement: As our data shows, our at-risk students are showing growth. Continuing the work, we are doing will help us focus even more on accelerated achievement. Our After School program and Summer Cyber High/APEX credit recovery support for students has resulted in an increased graduation rate. 5th year senior program has enabled students to continue coursework and meet the graduation criteria.

Parent Engagement: More parents are attending meetings and conferences. Parents have agreed to assist with and attend the workshops and meetings. This is a very effective way to increase parent engagement. Our outreach has shown to be more effective this year as we held more events and outreach. Our community and parents are more likely to come to an individual meeting than group workshop. This puts strain on the staff in providing more opportunities but has increased the involvement of our community.

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

Material Changes

Community Partners and Engagement: No material differences.

Parent Engagement: No material differences.

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.

Future Changes

Community Partners and Engagement: To be determined

Parent Engagement: Input from both staff members and parents indicate a need for increased school to home communication. JFHS will use social media as a means of communication and JFHS will continue to update the JFHS Website and Face Book pages on a regular schedule. JFHS will be pursuing other avenues of training and programs to get more parents actively engaged. Discussions with stakeholder groups indicated that there was a need for a wider range of topics than what could offer and wanted more of a "hands on" approach to parent engagement. JFHS will host community resource nights to build a strong parent involvement base. Information will be presented to parents in English and Spanish. Stakeholders continue to appreciate the increased Parent Engagement opportunities - parenting skills, college and career readiness, understanding and helping students with Common Core state standards, and technology. Input indicates this is something to maintain and increase. We will continue to provide the above services and continue to outreach in order to increase parent and community involvement.

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	\$47,041
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$101,121

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	\$47,041

Subtotal of additional federal funds included for this school: \$47,041

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 (\$)
LCFF	\$54,080

Subtotal of state or local funds included for this school: \$54,080

Total of federal, state, and/or local funds for this school: \$101,121

Budget Spreadsheet Overview – Title I

FREDERICK**Preliminary Budget Allocation - TITLE I
FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 46,122
TOTAL BUDGET DISTRIBUTED BELOW	\$ 46,122
TO BE BUDGETED (Should be \$0.)	0

50647 TOTAL ALLOCATION	\$ 919
TOTAL BUDGET DISTRIBUTED BELOW	\$ 919
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp							\$ -
11700	Teacher Substitute							\$ -
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist							\$ -
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
	Sub Total - Personnel/Benefits		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials							\$ -
43200	Non-Instructional Materials		\$ 3,622				\$ 919	\$ 4,541
43400	Parent Meeting							\$ -
44000	Equipment		\$ 40,000					\$ 40,000
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
	Sub Total-Supplies		\$ 43,622	\$ -	\$ -	\$ -	\$ 919	\$ 44,541
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair							\$ -
52150	Conference							\$ -
58450	License Agreement		\$ 2,500					\$ 2,500
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
	Sub Total-Services		\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ 2,500
	GRAND TOTAL		\$ 46,122	\$ -	\$ -	\$ -	\$ 919	

Budget Spreadsheet Overview – LCFF

FREDERICK

REVISED March 30, 2020

Preliminary Budget Allocation - LCFF**FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 54,080
TOTAL BUDGET DISTRIBUTED BELOW	\$ 54,080
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT	STUDENT	LEARNING	MEANINGFUL	
			LOW INCOME	ENGLISH	NEW COST	NEW COST	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp						\$ -
11700	Teacher Substitute						\$ -
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist						\$ -
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk						\$ -
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ -	\$ -	\$ -	\$ -	\$ -
Books & Supplies							
42000	Books		\$ 5,000				\$ 5,000
43110	Instructional Materials		\$ 10,650				\$ 10,650
43200	Non-Instructional Materials		\$ 3,895			\$ 5,035	\$ 8,930
43400	Parent Meeting						\$ -
44000	Equipment		\$ 5,000				\$ 5,000
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 24,545	\$ -	\$ -	\$ 5,035	\$ 29,580
Services							
57150	Duplicating					\$ 2,500	\$ 2,500
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference		\$ 15,000				\$ 15,000
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans		\$ 2,000				\$ 2,000
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional				\$ 5,000		\$ 5,000
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 17,000	\$ -	\$ 5,000	\$ 2,500	\$ 24,500
GRAND TOTAL			\$ 41,545	\$ -	\$ 5,000	\$ 7,535	\$ 54,080