School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 08/25/2020

Version 2 – 10/26/2021

JANE FREDERICK HIGH SCHOOL

Contents

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 2 – 10/11/2021	Ver 1 – 08/19/2020 Ver 2 – 10/12/2021	Ver 1 – 08/25/2020 Ver 2 – 10/26/2021

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.
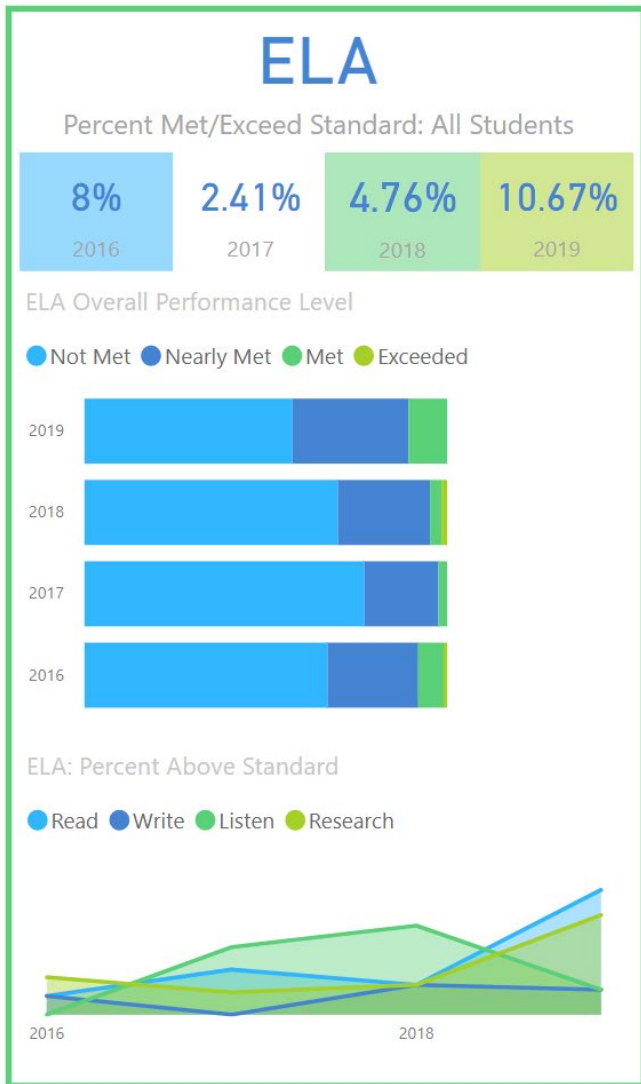
ELA

Percent Met/Exceed Standard: All Students

8%	2.41%	4.76%	10.67%
2016	2017	2018	2019

ELA Overall Performance Level

● Not Met ● Nearly Met ● Met ● Exceeded

2019
2018
2017
2016

ELA: Percent Above Standard

● Read ● Write ● Listen ● Research

2016   2018
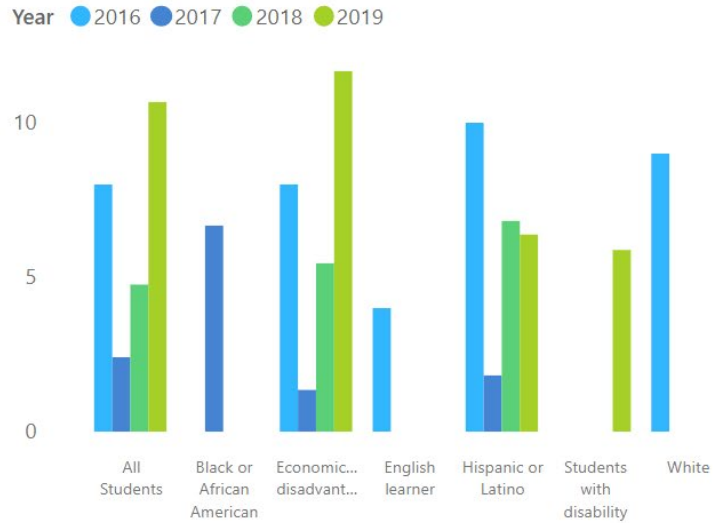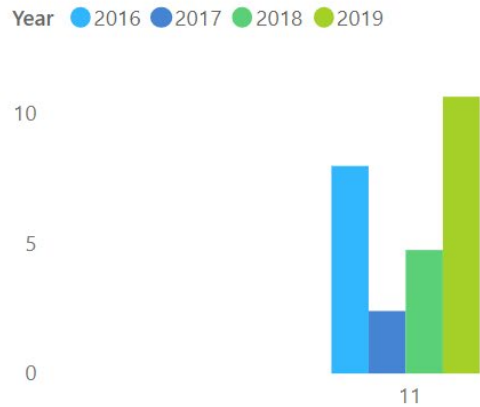
2019 Prelim ELA CAASPP: Area - Percent Above Standard

● Read ● Write ● Listen ● Research

11

ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

All Students | Black or African American | Economic... disadvant... | English learner | Hispanic or Latino | Students with disability | White

ELA CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

11

page 2   SUSD RA 12122019 v3r1

2019 Summative ELPAC
ELPAC Overall Performance Level

25%	38.89%	33.33%	2.78%
Level 1	Level 2	Level 3	Level 4

Overall Results (grade)

● Level 1 ● Level 2 ● Level 3 ● Level 4

Oral Language Overall Performance Level

| 17% | 8% | 56% | 19% |

● Level 1
● Level 2
● Level 3
● Level 4

Written Language Overall Performance Level

| 33% | 58% | 8% |

● Level 1
● Level 2
● Level 3
● Level 4
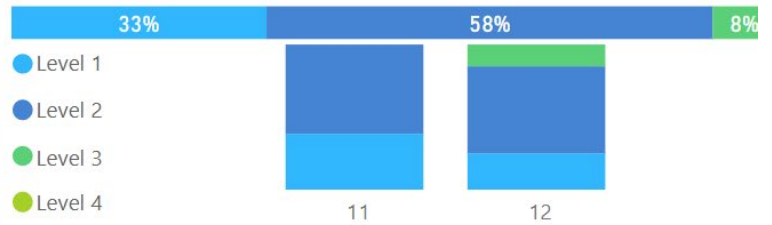
Performance Area: Percent Well Developed

● Listen
● Speak
● Read
● Write
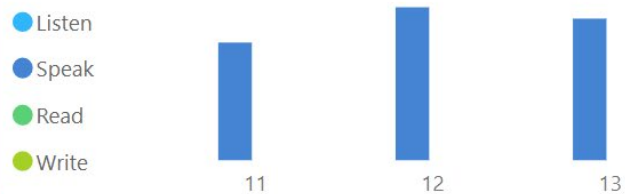
English Learner Progress
Reclassification Rates

7.90%

2015-16   2016-17   2017-18   2018-19
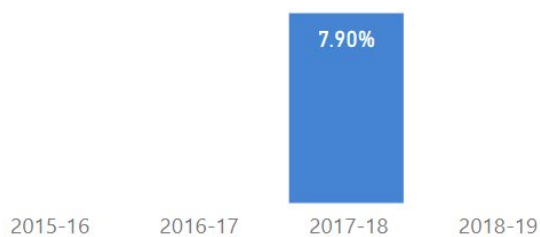
English Learner Progress Indicator (ELPI)

43.3%

ELPI 2019

page 6   SUSD RA 12122019 v3r1

Math

Math CAASPP: Percent Met/Exceed Standard

Percent Met/Exceed Standard: All Students

Year ● 2016 ● 2017 ● 2018 ● 2019

0%	0%	0%	0%
2016	2017	2018	2019

1.0

0.8

SBAC Math Overall PL

0.6

● Not Met ● Nearly Met ● Met ● Exceeded

0.4

0.2

2019

0.0

2018

| All Students | Black or African American | Economic... disadvant... | English learner | Hispanic or Latino | Students with disability | White |

2017

2016

Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

SBAC Math Area Performance

1.0

● Concept & Procedures ● Problem Solving ● Reasoning

0.8

1

0.6

0

0.4

0.2

-1

2016   2018

0.0

11

2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning

1.0

0.5

0.0

11

...

Math
Distance from Standard
All Students - [points]

(Blank)	-232.30	-205.50	-214.40
2016	2017	2018	2019
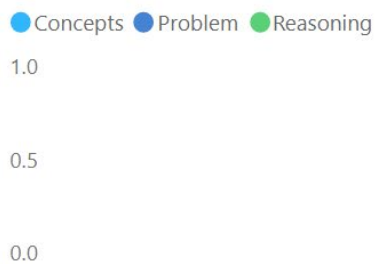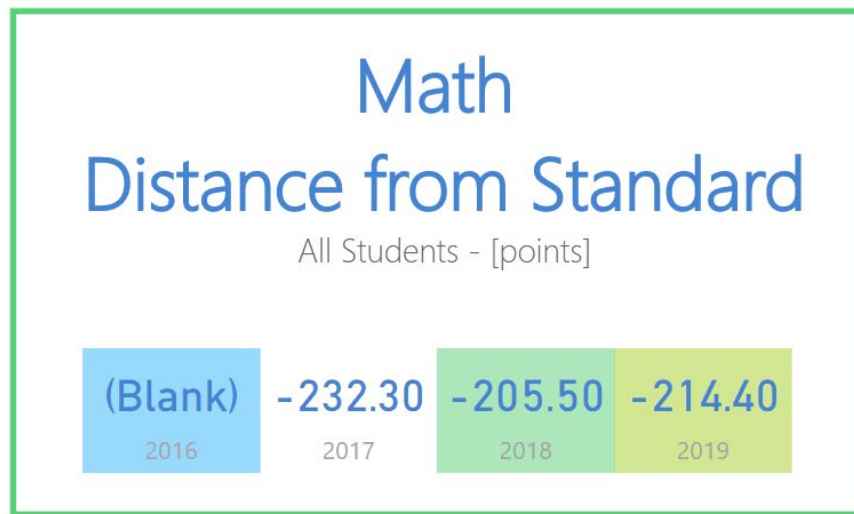
Math Distance from Standard [points]

Year ● 2017 ● 2018 ● 2019

page 5   SUSD RA 12122019 v3r1
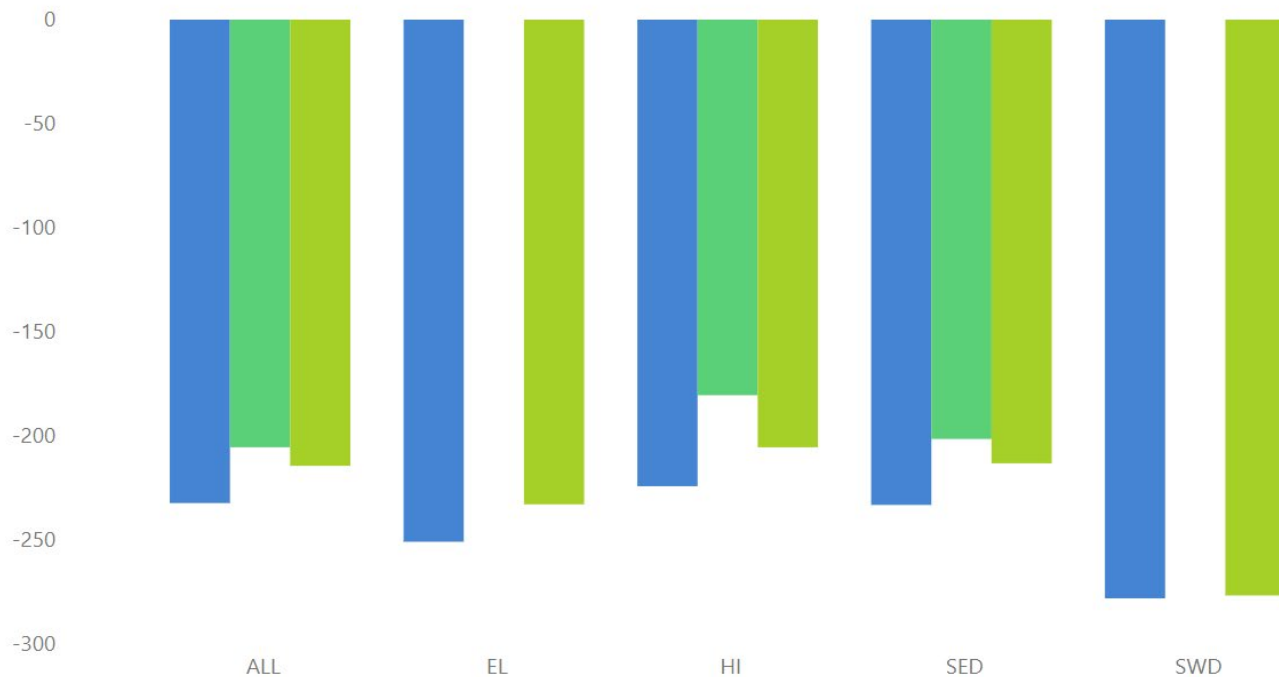
PSAT NMSQT Grade 10

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

page 9   SUSD RA 12122019 v3r1

Graduation Rate
Four Year Cohort - All Students

(Bla...	72.20	70.00	43.40
2016	2017	2018	2019
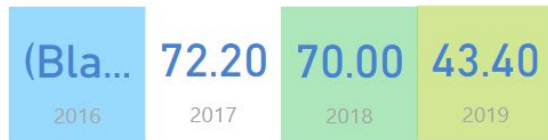
Four-Year Student Group Graduation Rate

Year ● 2017 ● 2018 ● 2019

Graduation Rate
Four-Five Year Combined - All Students

70.00	65.60
2018	2019
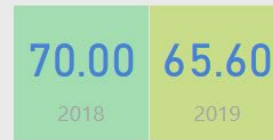
Four-Five Year Combined Student Group Graduation Rate

Year ● 2018 ● 2019

page 10   SUSD RA 12122019 v3r1
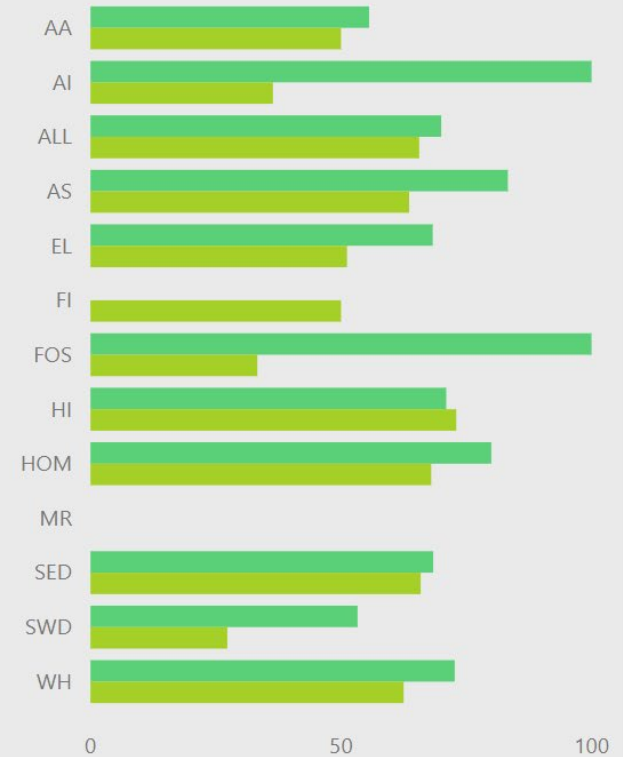
2019 College Career: Prepared All

● Not Prepared ● Approach Prepared ● Prepared

(Blank)	0%	0%	0%
2016	2017	2018	2019

Year		
2019	94.0	6.0
2018	93.1	6.9
2017	92.6	7.4
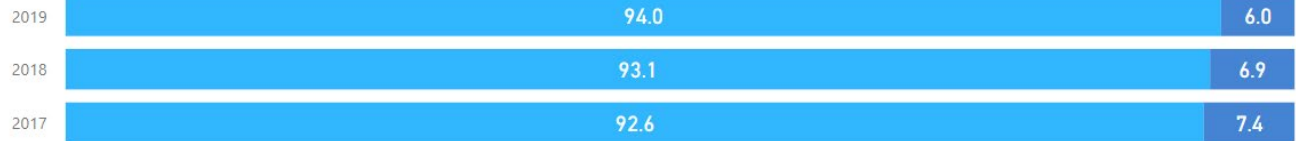
Percent CCI Prepared by Student Group

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

page 11   SUSD RA 12122019 v3r1

UC/CSU
Graduates meeting A-G requirements

Percent Graduates Met UC/CSU (A-G)

1.40%

2017   2018   2019

Year ● 2017 ● 2018 ● 2019

AA

AS

EL

HI

HOM

SED

SWD

WH

page 12   SUSD RA 12122019 v3r1

College-Going Rate
High School Completers

Percent of High School Completers and College Enrollment

● College-Going ● No Record of College Enrollment

2015-16	2016-17	2017-18
0.64	0.72	0.77
0.36	0.28	0.23

Percent of High School Completers and College Enrollment

Year ● 2015-16 ● 2016-17 ● 2017-18

African American

All

Hispanic or Latino

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 ace 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 ace 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

(Blank)	10.2%	17.5%	6.4%
2016	2017	2018	2019

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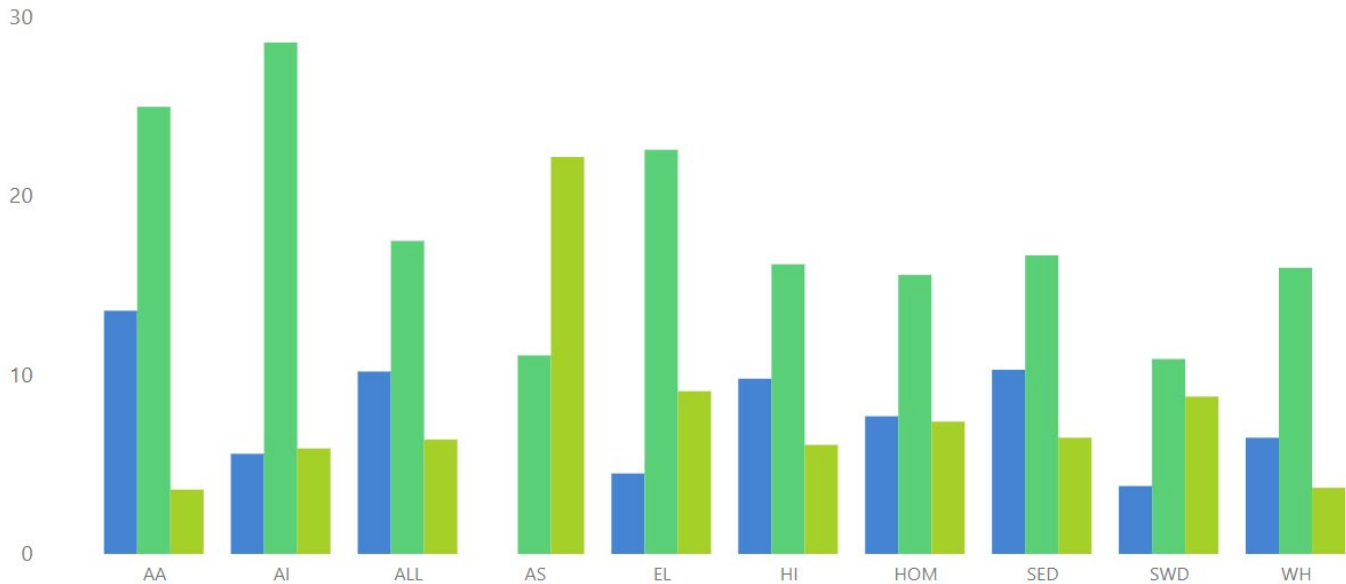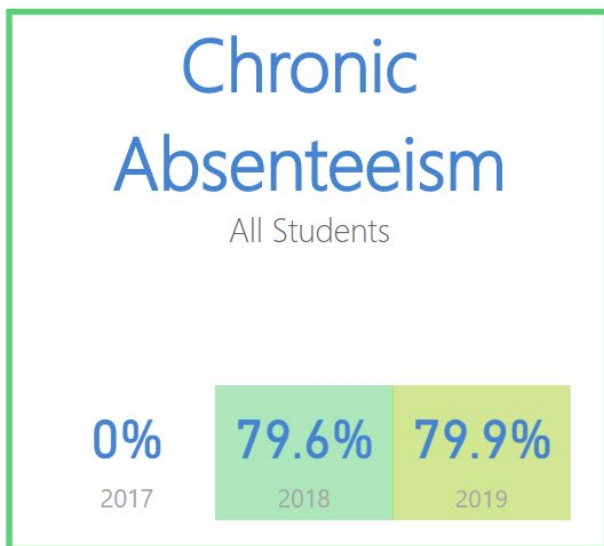
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available

Suspension Rate: Student Group

Year ● 2017 ● 2018 ● 2019
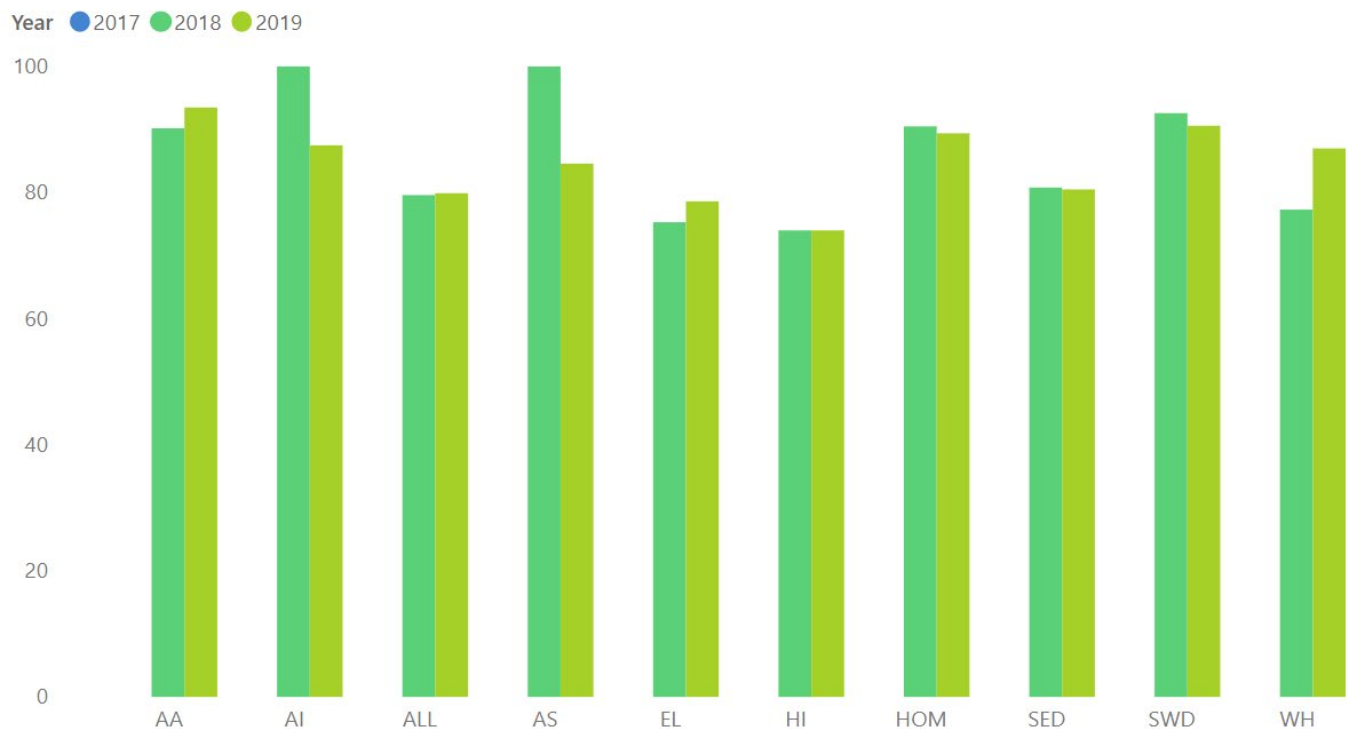
page 8   SUSD RA 12122019 v3r1

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

				TITLE I				
Object	Description	FTE	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	TOTAL BUDGET
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
Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21

REVISED March 30, 2020

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

				LCFF				
Object	**Description**	**FTE**	23030 GOAL #1 STUDENT LOW INCOME	23020 GOAL #1 STUDENT ENGLISH	23034 GOAL #2 LEARNING NEW COST	23035 GOAL #3 MEANINGFUL NEW COST	**TOTAL BUDGET**	
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

Amendments

Version 2 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2020-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

School Goal for ELA/ELD:

By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 10 students.

By June 2022, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 students.

School Goal for Math:

By June 2022, the percentage of all students (grades 9-12) meeting their expected MATH growth on the MDTP monitoring tool will increase by 10% from the fall of 2021 to the spring of 2022.

School Goal for Science:

By June 2022, the percentage of all students meeting or exceeding the standard in Science will increase by 5 percentage points.

School Goal for College and Career Readiness:

By June 2022, increase the percentage of students who have completed courses that satisfy UC or CSU entrance requirements or programs that align with state board approved career technical educational standards by 10 percent.

By June 2022, the graduation rate will also increase by 10 percent.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Title I allocation was reduced by $12,214, resulting in the total allocation of $33,908.

2021-2022 Strategy Update

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.

Instructional coaches (2 @ .5 FTE Instructional Coach – Centralized Service) will provide further support through co-teaching, co-planning or demo lessons in the classroom.

Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning.

* *Scope and Sequence Planning* such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for reteaching to move forward more efficiently.

* *In-Depth Data and Root Cause Analysis*:

Staff Additional Comp: 6 hours X 5 months X $60 X 13 staff = $23,400 - Title I

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
23,400	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Conferences/Trainings/Workshops, Consultants:

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)

* UnboundEd - Training attendance for ELA, Math, Planning Process, Leadership, and post conference collaboration. Eligible Attendees with Title I: Teacher, Program Specialist, Instructional Coach, Administrator

Registration - $700 X 13 staff = $9,100

Training Attendance - 13 hours per session per person

Training Debrief Collaboration - 1 hour per person

Post Conference Collaboration - 6 hours per person

13 staff X 20 hours X $60 = $15,600

UnboundEd total = $24,700

* Professional Learning Communities at Work - Portable Event Package - Focusing on instruction, response to intervention, assessment & grading, culture, teams. The Solution Tree Portable Event Package is an on-demand virtual event focused on a specific topic. These events feature leading experts delivering keynotes and breakout sessions designed for maximum impact and crafted for a virtual format. Once you register and access your Portable Event Package, you will have 60 days to view the content. The video platform allows you to start, stop, pause, and then pick up where you left off. Session handouts and reproducibles will be provided digitally. You have 60 days of unlimited viewing access, beginning when you view your first session. During those 60 days you will have access to all content. The length of each session varies. Typically sessions take 75–90 minutes to complete, but some sessions are shorter by design. Resources include teacher additional compensation. **(Established SUSD Vendor)

Registration - $689 per person X 13 staff = $8,957

Training Attendance - 1 hour per session* per person (session hours may vary) X 15 breakout sessions

Training Debrief Collaboration - 1 hour per person

Post Conference Collaboration - 6 hours per person

13 staff X 22 hours X $60 = $17,160

PLC total = $26,117

* AVID Digital XP/Institute - Registration, Training Attendance, Pre Conference collaboration and post conference collaboration. Eligible Attendees with Title I: Teacher, Program Specialist, Instructional Coach, Administrator

Registration - $850 per person x 13 staff = $11,050

Training Attendance - 20 hours per session per person

Training Debrief Collaboration - Built in Training Attendance

Post Conference Collaboration - 5 hours per person

13 staff X 25 hours X $60 = $19,500

AVID total = $30,550

Site did not identify allocation for $127,505. These funds will be placed in a "Reserve to be Allocated" until the site revises their plan to disburse.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
52,260	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
29,107	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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)

One teacher per 4-hour session (1 Saturday sessions per month) will support students to improve credit/attendance recovery.

Student Attendance Course completion data to provide students with support to improve credit/attendance recovery, including extended day opportunities. Current data shows absences greatly affect student's ability to earn credits, in a timely manner, for graduation. Providing additional time, day and support for students needing assistance can help students gain more credits and clear absences.

4 teacher X 4 hours per sessions X 5 sessions X $60 rate of pay = $4,800 - Title I

EL students who need to be reclassified will be placed in appropriate ELD classes. Students will be provided with targeted one-on-one or small group instruction, hands-on instruction and after school tutoring. Supplemental materials and readings will be provided to students to support learning and instruction. ELD offerings will be expanded to six levels based on new guidelines from the Language Development Office, which were approved by Stockton Unified.

Bilingual Assistant (district funded) will work with students in class (small group or one-on-one) practicing content learned during instruction. Tutoring will also be offered and available for EL students after school. Additional Bilingual support is needed due to growing numbers of EL students and additional ELD classes being added to the schedule.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
4,800	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Jane Frederick will implement AVID school-wide strategies to all students. Students learn AVID strategies as they are integrated into the subject matter and instructional delivery. Leadership team will work on school-wide strategies, such as focused notetaking, marking the text, and levels of inquiry. Teachers commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. Teachers will integrate the AVID articulation matrix as a tool for implementing WICOR strategies, for notetaking, use of agendas/planners, and levels of thinking and questioning at different grade levels. Jane Frederick also focuses on the organizational piece of WICOR, teaching students study skills and how to be organized with organizational tools such as binders, folders, planners, and materials.

Students will be provided student planners at the beginning of the school year to assist with organization. In addition, note-taking supplies, such as notebooks, highlighters, expo markers, chart paper, pencil pouches, organizers will be purchased for students to demonstrate AVID organizational strategies. Provide first generation (and other target population) students with hands-on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.

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, and student work folders, and student planners to assist students with math, reading, and writing strategies including AVID 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.

****General supplies are unallowable using State & Federal funds.****

Instructional materials/supplies: $10,320 - LCFF

AVID: Learning Objectives: Students will research majors and degrees offered at the universities, and then experience first-hand, each university's environment and educational opportunities. Students will

compare and contrast the similarities and the differences (majors, degrees, cost, earning environment, admission rates) associated with colleges in the CSU, UC and private universities.

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
10,320	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

To provide students with College and Career Readiness strategies by implementing rigor in classroom instruction and 21st century skills, monitoring completion of graduation requirements (A-G) and utilizing a comprehensive guidance program to support student achievement.

The counselor will meet with students to discuss transcripts and establish semester goals. Counselor and students will complete an Individualized Student Four Year Plans. The counselor will monitor student achievement and schedule coursework to meet district graduation and A-G requirements. Opportunities for grade recovery are identified by the counselor to support students who are not on track to meet graduation requirements. Grade level advisors will also monitor student achievement through continuous academic evaluations and refer students to the counselor based on academic need and support.

Credit recovery and the achievement of graduation and A-G requirements may also be completed through the APEX program. Students will be placed in this program by the school counselor.

Students will be provided with opportunities to participate in grade level College Entrance Examinations, i.e PSAT for 10th graders and SAT/ACT for 11th and 12th graders. Grade level advisors will provide students with opportunities to practice exam questions using resources provided by Khan Academy and College Board.

All grade levels will be provided with Grade Level Academic Boot Camps/college & career fairs which will provide students with the opportunity to review transcripts and learn about graduation, A-G and college requirements.

Counselor Additional Comp: 2 counselors X 6 hours X 5 months X $60 = $3,600 - LCFF

Field Trips: $5,000 – Title I

All grade levels will be provided with one grade level, college/career field trips to explore firsthand UC, CSU, Technical and Private) school offerings and majors. College/career tours will be scheduled and take place provided COVID 19 restrictions allow these activities. These tours will include visits to the following colleges:

9th Grade: Sacramento State: March 2022: The purpose of this trip is to provide the 9th grade students with an opportunity to become familiar with the atmosphere and learn first-hand some aspects of college life.

10th Grade: CSU Monterey: April 2022: The purpose of this trip will be to help students envision a different future for themselves.

11th Grade: April 2022: The purpose of this trip will be to promote early awareness of college preparation, selection, admissions, financial aid and other critical steps for college entry.

12th Grade: Students at this grade level will participate in virtual college tours in the fall with an option for a physical college tour should COVID 19 restrictions allow this opportunity.

The goal for all college/career tours is to provide students of all grade levels with the opportunity to learn about the academic and extracurricular activities available and to also help them imagine what it would be like if they were in college and demystifies misconceptions. Students leave the campus energized and hopeful for their new future as a college student. The overall main goal of these trips is to place into context the economic and personal value of obtaining a postsecondary education. Additional opportunities will be provided through online webinars or onsite visits from college representatives, apprenticeship programs, intern programs, and community colleges.

Grade level college tours will be offered to all students in grades 9-12. Students will be required to sign-up to participate. Substitutes will be provided for teachers in each grade level. Grade level advisors for each grade level will be invited to attend these college tours. Our school site Guidance Counselor will also assist with supervision during these tours.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
5,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
3,600	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies

$ Amount(s)	Object Code	Description
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Everything in the strategy will remain the same except, Library Media Assistant.

2021-2022 Strategy Adjustment

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects including PLTW/STEM project materials.

Field trips may include a visit to UOP campus for a tour of the Thomas Long School Pharmacy and science center.

Transportation-Field Trip - $708 - Title I

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
708	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 6

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Provide students opportunities to:

*interact with their peers who will attend their kindergarten class promoting social skills,

*establish a connection between the kindergarten teacher and preschooler,

*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and

*attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

$ Amount(s)	Object Code	Description
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

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

By June 30, 2022, maintain zero suspensions occurring at Jane Frederick.

*Not including the suspension associated with students occurring at other schools.

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

By June 30, 2022, reduce the number of students chronically absent by 10%..

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

The Leadership and PLUS programs support initiatives to increase attendance. The ASB/Leadership classes promote a positive school culture and climate through the use of lunch time events, activities and sporting events that celebrate school spirit, attendance, and engagement. Students identified as having attendance concerns are invited to participate in PLUS forums to discuss barriers to attendance and potential solutions. Students are able to take ownership of their discussions and actively engage in the collaborative experience offered by PLUS forums. Additionally, students are able to highlight some of the concerns they have and provide feedback through the PLUS survey regarding their connectedness to the staff and campus at large. (WASC Area E: School Culture and Support for Student Personal and Academic Growth)

The Plus team will coordinate school wide surveys in order to identify student areas of concern. The Plus Advisor will report and share survey data with school staff. Staff will use data as part of the referral and intervention process. The Plus team will also facilitate quarterly forums for each grade level and provide students with an opportunity to share out and express areas of concern. (WASC Area Category D: Standards-based Student Learning: Assessment and Accountability, E: School Culture and Support for Student Personal and Academic Growth)

Funds not allocated

PBIS

Increase the number of students attending class regularly and on time by using PBIS strategies with the PBIS software, data evaluation, student contact, rewards and consequential strategies, and other attendance monitoring means.

Attendance:

RTI-A comprehensive attendance plan will be implemented to promote increased attendance for all students, with a focus on students identified as Chronically Absent. To promote attendance and recognize students for going to class on time, students who have earned Perfect Attendance are celebrated at quarterly Grade Level Assemblies. These students are celebrated in front of their peers and are awarded with RTI Incentive tickets. Students with improved attendance are also monitored and awarded with RTI Incentive tickets. Bus passes are provided for students who meet the qualifications and have improved attendance. In addition to PBIS, the RTI Lunch/Incentive program is utilized to address High School Success topics and provide instruction to all students on issues related to social-emotional/behavioral concerns. Students routinely examine attendance during HSS to monitor and create attendance goals. To address tardiness, a Lunch Accountability program enables students to recover attendance due to late arrivals. This program supports students in neutralizing negative points in the HERO Behavioral Management system and allows for students to earn incentives that promote increased attendance.

RTD Bus Passes $5,000   LCFF – 58730

HERO- The HERO behavioral management system will be utilized to identify students with attendance needs and provide positive reinforcements for students who show improved attendance and behavior. HERO will be utilized in conjunction with the RTI Extended Lunch/Incentive Program to support students by providing incentives for students meeting behavioral and attendance goals.

License Agreement $12,000   Title I - 58450

Restorative Practices- PBIS systems support Tier 1 Interventions for all students and focus on building positive relationships between students and staff to increase student attendance. Alternative to suspensions will be identified through Restorative Practices to support students in maintaining attendance and receiving continued access to classroom instruction.

# of students Tardy to class.

# of Schoolwide tardies.

# of schoolwide days absent.

# of students suspended

# of students sent to ISS

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
12,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
5,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

MTSS Social Emotional/Behavioral

In addition to academic interventions, social-emotional/behavioral needs are addressed through MTSS. Using data from the California Healthy Kids Survey and PLUS surveys, tiered interventions will be utilized to support students social-emotional/behavioral needs.

Tier 1 Social-emotional/Behavioral

Needs are addressed through PBIS and the RTI Extended Lunch/Incentive Program. To further support PBIS, training will be provided in the areas of Trauma-Informed Practices, Restorative Practices (alternatives to suspension), and Culturally Responsive Teaching that will facilitate the building of positive relationships between students and staff. In addition to PBIS, the RTI Lunch/Incentive program is utilized to address High School Success topics and provide instruction to all students on issues related to social-emotional/behavioral concerns. The ASB/Leadership classes promote a positive school culture and climate through the use of Lunch Time Activities (LTAs) that celebrate school spirit and engagement.

Tier 2 Social-emotional/Behavioral

Version 2 – Board Approval 10/26/2021

Interventions include the use of the SAP process to identify areas of support for students, including students with needs in the areas of chronic absenteeism, substance abuse, or anger management. These interventions are identified through the SAP team and are used to facilitate SSTs that support students' social-emotional/behavioral needs. Tier II intervention services targeted for students enrolled in Male/Female Academy.

Tier 3 Social-emotional/Behavioral

Intervention needs, Behavioral Intervention Plans are created that support students in meeting goals. Students have access to Mental Health Clinicians through the Health Center that address strategic counseling needs, as well as referrals to outside service agencies. Tier III intervention services for targeted students enrolled in the SOUL Vike Academy. The Academy is designed to redirect students to a college/career/community track of student achievement. Academic instruction is delivered by four core teachers with the use of Cyber High Credit Recovery Program. Case management for mentorship and mental health conditions will be fulfilled by community agencies such as Raising Youth Resilience.

Consultant: $50,000

# of positive responses to connectedness survey responses.

# of students attending clubs and after school activities.

# of students participating in spirit days.

# of students who qualify for RTI lunch.

# of students who have a SAP referral

# of students referred to the health center or other out of agency intervention.

# of responses on the PLUS survey.

# of students enrolled in PLUS.

# of Forums held yearly.

# of non-duplicated students attending forums.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

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

By June 2022, increase the number of trade union partnerships within the Jane Frederick masonry program to two.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Increase communication to parents about school activities, student grades, assignments, programs, activities, events, and informational meetings. Variety of and frequency of communication types to parents including school messenger calls, website, flyers, marketing, video, marquee, and monthly newsletters.

Explore additional methods of parent communication, such as Remind.

Parents routinely receive communications through Blackboard that advise of upcoming activities. These communications enable the school to send targeted information (based on grade level, tiered GPAs for school activities, events, and informational meetings.) and information to parents of the entire student body. The school website and marquee are regularly updated to reflect activities that occur on campus and opportunities available in the evenings for parents to attend.

ParentVue access is available to all parents and students for the purpose of live grade monitoring. Additionally, parents can communicate with their student's teachers via district email or Google Classroom and request homework in the event of an absence.

Develop and administer a series of mandatory surveys for both students and parents in order to obtain greater understanding of student and parent needs and perceptions

Funds not allocated.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

$ Amount(s)	Object Code	Description
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Title I – Parent Involvement allocation was reduced by $287, resulting in the total allocation of $629.

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)

Parent engagement events are available throughout the school year to communicate information that will support students in achieving success. These events include monthly "Coffee Hour" with the principal, counselor and other staff members. The monthly "Coffee Hour" is held in both the morning and the evening in order to encourage parent participation. Parents are also encouraged to attend a Title I Parent Meeting which is held during Back to School Night, Winter and/or Spring Open House, and serve on the School Site Council.

Parent Meetings – Light snacks and refreshments, parent training material such as chart paper, markers, whiteboard, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training session to provide visuals and hands-on activities for our parents. It is our goal to provide our parents with learning opportunities similar in fashion to those that are also provided for our students.

Cost: $129 - Title I - 50647

Books: Books will be utilized to provide parents with current strategies around positive parenting strategies and ELA and math strategies to support their children at home. Parents will utilize the books to gain an understanding and learn positive skills. These skills will transfer to the parent's ability to help their children at home and provide a positive environment that is conducive to learning.

Cost: $1,000 – LCFF

Non-Instructional Materials: Materials for parent and student involvement activities such as Literacy Night, Science and STEM Night and College Informational Night. These materials are essential to providing hands-on activities for our families to learn together and to build a community that is focused on learning. 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.

Maintain, and expand on the amount and scope of parent participation and engagement to ensure that parents have a voice and are informed of school policy, A-G, college funding resources, student academic achievement, student behavior, school programs and district goals.

Reprographics - $500 - Title I - 50647

The Latino Family Literacy Program is a college awareness program for students and their parents. It will be led by a Merlo staff member and will provide support for the school-going process and college awareness. The curriculum is bilingual and reflects the experiences of Latino families. The program will include 40 Chapter Books and the Awareness program kit, which were purchased for the 2020-21 school year.

Teacher/counselor compensation for 8 one-hour parent meetings.

Teacher/counselor x 1-hour x 8 sessions x $60 per hour = $480

Free webinar training for teacher

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
129	4000 Series	Books & Supplies
500	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
1,000	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

FREDERICK

	July 28, 2020	INITIAL BUDGET/DATE	REVISED BUDGET/DATE

TITLE I				LCFF				TITLE I - PARENT - 50647		
TOTAL ALLOCATION	$	33,908		TOTAL ALLOCATION	$	54,080		TOTAL ALLOCATION	$	632
TOTAL BUDGET DISTRIBUTED BELOW	$	33,908		TOTAL BUDGET DISTRIBUTED BELOW	$	54,080		TOTAL BUDGET DISTRIBUTED BELOW	$	632
TO BE BUDGETED (Should be $0.)		0		TO BE BUDGETED (Should be $0.)		0		TO BE BUDGETED (Should be $0.)		0

ACHIEVEMENT / LEARNING ENVIRONMENT / PARTNERSHIPS

Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
11700	Teacher Substitute (incl benefits)	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
12151	Counselor	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19101	Program Specialist	0.000	$ -	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19101	Instructional Coach	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Bilingual Assistant	0.000		0.000		0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21500	Bil Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22601	Library Media Assistant	0.000		0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22901	Community Assistant	0.000		0.000		0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
29500	Par Lia-Add Comp (incl benefits)	0.000	$ -	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
	Sub Total - Personnel/Benefits		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -
Books & Supplies																					
42000	Books				$ 5,000				$ -										$ -		$ 5,000
43110	Instructional Materials		$ 3,622		$ 10,650		$ -		$ -				$ -				$ -		$ -		$ 14,272
43200	Non-Instructional Materials				$ 3,895		$ -		$ -				$ -				$ 5,035		$ 632		$ 9,562
43400	Parent Meeting												$ -		$ -				$ -		$ -
44000	Equipment		$ 27,786		$ 5,000																$ 32,786
	Sub Total - Books & Supplies		$ 31,408		$ 24,545		$ -		$ -		$ -		$ -				$ 5,035		$ 632		$ 61,620
Services																					
57150	Duplicating																$ 2,500		$ -		$ 2,500
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement		$ -				$ -														$ -
52150	Conference				$ 15,000																$ 15,000
58450	License Agreement		$ 2,500				$ -														$ 2,500
58720	Field Trip-Non-District Trans				$ 2,000																$ 2,000
58920	Pupil Fees																				$ -
58100	Consultants-Instructional																				$ -
58320	Consultants-Noninstructional												$ 5,000								$ 5,000
	Sub Total - Services		$ 2,500		$ 17,000		$ -		$ -		$ -		$ 5,000		$ -		$ 2,500		$ -		$ 27,000
	GRAND TOTAL		$ 33,908		$ 41,545		$ -		$ -		$ -		$ 5,000		$ -		$ 7,535		$ 632		

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
JANE FREDERICK - 507 - 71
PRELIMINARY - 04/16/2021

Fund		Amount
TITLE I	TOTAL ALLOCATION	$ 33,908
	TOTAL BUDGET DISTRIBUTED BELOW	$ 33,908
	TO BE BUDGETED (Should be $0.)	0
LCFF	TOTAL ALLOCATION	$ 40,320
	TOTAL BUDGET DISTRIBUTED BELOW	$ 40,320
	TO BE BUDGETED (Should be $0.)	0
TITLE I - PARENT - 50647	TOTAL ALLOCATION	$ 629
	TOTAL BUDGET DISTRIBUTED BELOW	$ 629
	TO BE BUDGETED (Should be $0.)	0
CSI	TOTAL ALLOCATION	$ 258,872
	TOTAL BUDGET DISTRIBUTED BELOW	$ 131,367
	TO BE BUDGETED (Should be $0.)	127,505

Left section — ACHIEVEMENT / LEARNING ENVIRONMENT / PARTNERSHIPS

Goal columns: 50643 GOAL #1 STUDENT ACHIEVEMENT (LOW INCOME) · 23030 GOAL #1 STUDENT ACHIEVEMENT (LOW INCOME) · 50650 GOAL #1 STUDENT ACHIEVEMENT (ENGLISH LEARNERS) · 23020 GOAL #1 STUDENT ACHIEVEMENT (ENGLISH LEARNERS) · 50671 GOAL #2 LEARNING ENVIRONMENT (SCHOOL CLIMATE) · 23034 GOAL #2 LEARNING ENVIRONMENT (SCHOOL CLIMATE) · 50672 GOAL #3 MEANINGFUL PARTNERSHIPS (COMMUNITY/PARENTS) · 23035 GOAL #3 MEANINGFUL PARTNERSHIPS (COMMUNITY/PARENTS) · 50647 GOAL #3 MEANINGFUL PARTNERSHIPS (PARENTS)

Object	Description	50643	23030	50650	23020	50671	23034	50672	23035	50647	TOTAL BUDGET
	Personnel Cost-Including Benefits										
11500	Teacher - Add Comp (incl benefits)	$ 28,200									$ 28,200
11700	Teacher Substitute (incl benefits)										$ -
12151	Counselor (incl benefits)										$ -
12500	Counselor-add Comp (incl benefits)		$ 3,600								$ 3,600
13201	Assistant Principal (incl benefits)										$ -
13201	Assistant Principal-add Comp (incl benefits)										$ -
19101	Program Specialist (incl benefits)										$ -
19500	Prog Spec–Add Comp (incl benefits)										$ -
19101	Instructional Coach (incl benefits)										$ -
19500	Instr Coach–Add Comp (incl benefits)										$ -
21101	Instructional Asst/CAI (incl benefits)										$ -
21500	Inst Asst/CAI–Add Comp(incl benefits)										$ -
21101	Bilingual Assistant (incl benefits)										$ -
21500	Bil Asst-Add Comp (incl benefits)										$ -
22601	Library Media Assistant (incl benefits)										$ -
22500	Lib Med Asst–Add Comp (incl benefits)										$ -
22901	Community Assistant (incl benefits)										$ -
22500	Comm Asst–Add Comp (incl benefits)										$ -
29101	Parent Liaison (incl benefits)										$ -
29500	Parent Liaison-Add Comp (incl benefits)										$ -
	Sub Total - Personnel/Benefits	$ 28,200	$ 3,600	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 31,800
	Books & Supplies										
43110	Books/Supplies/Materials (less than $500 per item)		$ 10,320						$ 1,000		$ 28,200
43200	Non-Instructional Materials										
43400	Parent Meeting									$ 129	$ 3,600
44000	Equipment ($500 - $4999.99 per item)										$ -
	Sub Total - Books & Supplies	$ -	$ 10,320	$ -	$ -	$ -	$ -	$ -	$ 1,000	$ 129	$ 31,800
	Services										
57150	Duplicating							$ 500			$ 28,200
57250	Field Trip-District/Non-District Trans	$ 5,708									$ -
56590	Maintenance Agreement										$ -
52150	Conference		$ 8,400								$ 3,600
58450	License Agreement					$ 12,000					$ -
58920	Pupil Fees										$ -
58100	Consultants-Instructional/Non-Instructional					$ 5,000					$ -
	Sub Total - Services	$ 5,708	$ 8,400	$ -	$ -	$ 17,000	$ -	$ -	$ -	$ 500	$ -
	GRAND TOTAL	$ 33,908	$ 22,320	$ -	$ -	$ 17,000	$ -	$ -	$ 1,000	$ 629	

Right section — CSI / ACHIEVEMENT

Goal column: 50334 GOAL #1 STUDENT ACHIEVEMENT (LOW INCOME)

Object	Description	FTE	50334
	Personnel Cost-Including Benefits		
11500	Teacher - Add Comp (incl benefits)	0.000	$ 52,260
11700	Teacher Substitute (incl benefits)	0.000	
12151	Counselor (incl benefits)	0.000	
12500	Counselor-add Comp (incl benefits)	0.000	
13201	Assistant Principal (incl benefits)		
13201	Assistant Principal-add Comp (incl benefits)		
19101	Program Specialist (incl benefits)	0.000	
19500	Prog Spec–Add Comp (incl benefits)	0.000	
19101	Instructional Coach (incl benefits)	0.000	
19500	Instr Coach–Add Comp (incl benefits)	0.000	
21101	Instructional Asst/CAI (incl benefits)	0.000	
21500	Inst Asst/CAI–Add Comp(incl benefits)	0.000	
21101	Bilingual Assistant (incl benefits)		
21500	Bil Asst-Add Comp (incl benefits)		
22601	Library Media Assistant (incl benefits)		
22500	Lib Med Asst–Add Comp (incl benefits)		
22901	Community Assistant (incl benefits)	0.000	
22500	Comm Asst–Add Comp (incl benefits)	0.000	
29101	Parent Liaison (incl benefits)	0.000	
29500	Parent Liaison-Add Comp (incl benefits)	0.000	
	Sub Total - Personnel/Benefits		$ 52,260
	Books & Supplies		
43110	Books/Supplies/Materials (less than $500 per item)		
43200	Non-Instructional Materials		
43400	Parent Meeting		
44000	Equipment ($500 - $4999.99 per item)		
	Sub Total - Books & Supplies		$ -
	Services		
57150	Duplicating		
57250	Field Trip-District/Non-District Trans		
56590	Maintenance Agreement		
52150	Conference		$ 29,107
58450	License Agreement		
58920	Pupil Fees		
58100	Consultants-Instructional/Non-Instructional		$ 50,000
	Sub Total - Services		$ 79,107
	GRAND TOTAL		$ 131,367

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

No site funded positions were identified during staffing reviews.

2020-2021 SPSA Evaluation

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 ace 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 ace 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.

SPSA Year Reviewed: 2020-2021

Implementation/Effectiveness:

1.1 – Professional Development & 1.2 – Invention Supports: There is no parent professional development at this time. District professional development will be offered for staff.

Material Changes: None identified.

Future Changes: Site administration changes which may lead to enhanced or adjustments to actions/services for implementation. New administration will review alternatives to overcome and support students during and post pandemic events.

Goal 2 – School Climate

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.

SPSA Year Reviewed: 2020-2021

Implementation/Effectiveness:

2.1 – PLUS/PBIS: SSC minutes did not provide details of implementation.

Material Changes: None identified.

Future Changes: Site administration changes which may lead to enhanced or adjustments to actions/services for implementation. New administration will review alternatives to overcome and support students during and post pandemic events.

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.

SPSA Year Reviewed: 2020-2021

Implementation/Effectiveness:

3.1 – College/Career Partnerships & 3.2 – Parent Involvement: Input was received regarding parent involvement and professional development. SSC minutes did not include details of implementation.

Material Changes: None identified.

Future Changes: Site administration changes which may lead to enhanced or adjustments to actions/services for implementation. New administration will review alternatives to overcome and support students during and post pandemic events.

Comprehensive School Profile Data

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Success Assurances Implementation and Evaluation
Current Dashboard: **Graduation Rate:** Yellow: 70% -2.2% 2018: 2017: 97 2016: 64 2015: 61 **College/Career:** Red: 0% **SBAC:** **2017-2018** **ELA:** Orange: 5% Distance from standards -140.4 Increase of 5.1 **Math:** Orange: 0%	**Dashboard Goals:** **Graduation Rate:** Jane Frederick currently functions as a community day and continuation school in one site. With the SUSD increased graduation requirements Jane Frederick needs to add positions/courses to its program to be competitive and increase graduation rates. One alternative we would like to consider is an alternative credit model utilizing a decreased elective requirement for graduation aligning closer to state graduation model. Otherwise the school needs to add Science and Physical Education to its course offerings as well as CTE pathways. **College/Career:** Jane Frederick would like to develop its CTE pathways and develop a dual enrollment program for students. Increasing College and Career rates substantially; moving out of Red and increasing each year with a successfully developed program. **ELA:** Increase by 15% overall	**Instructional Needs:** Low attendance Lack of rigorous instruction in the classroom. Insufficient use of site-adopted Instructional Strategies (i.e., A.L.L., DII, etc.). Increased systematic opportunities for ongoing monitoring and support of Teachers (non-evaluative). New curriculum adoption requires instructional support. Need for differentiated instruction and PBL lessons. Consistent professional development for ELA, Math, Social Science and Science, electives. Lack of data driven decision making. Classroom management that takes away from instructional time. Continued PD for trauma informed instructional/SEL/and restorative practices.	Data from previous two years will be used to compare to 2019-20 data in regard to: ✔ Teacher Grades ✔ SBAC Data ✔ MAP Data ✔ Graduation Rate Data ✔ A-G Data ✔ Discipline Referral Data ✔ SAP referrals ✔ Exit Tickets at the conclusion of PDs. ✔ Student/Staff Surveys

Distance from standards 205.5 Increase of 26.8 2016-17: ELA: 2% Met Standards Math: 0% Met Standards **MAP:** Overall 2017-18 Math: 0% Met Standards Reading: 1% Met Standards Fall18-19 Math: 0% Met Standards Reading: 9% Met Standards Winter 18-19 Math: 2% Met Standards Reading: 15% Met Standards **ELPAC:** 2016-2017: 0%	**Math:** Increase to have and place with a percentage on assessments Increase MAP scores by 5%.		

2017-2018: 8% Reclassified 5 students total Listening: 0% Speaking: 86% Reading: 0% Writing: 0% **Graduation Rate:** 2016-17: 70% 2017-18: 70% **A-G Completion:** School does not currently offer all A-G courses on site: 0% **Discipline:** Suspensions (All Students) 2016-17: 10% 2017-18: 18% 2018-2019: 15% March	Increase graduation rate by 10%. Reduce the number of Discipline Referrals by 10% and suspensions by 5% with alternative interventions		

Positions Requesting for 2019-2020 School year:

Position:	What currently have	Reason
.30 counselor 1.0 counselor	Currently .70 counselors funded (with .30 funded from school budget) 1.0 project prevent counselor –funded by project prevent grant that ends June of 2019.	To meet the high demands of at risk youth at a continuation school, students and staff have come to rely on and respond to the interventions that have supported their success. Project prevent counselor does professional development for staff on multi-tiered systems of support and has built an intervention support system at the school. As well as building CTE college and career programs to support alternative education. Graduation and attendance rates through academic guidance and emotional social support programs. Supporting 504 plans, Foster and homeless students with individualized and group supports. Academic Counselor tracks all credit recovery and graduation credits, scheduling with graduation goals for all students. Student enrollment changes and school sees about 400+ students each year with a continuous enrollment of 250 max. SAP referrals: **2018-2019: 106+ referrals 90% tier 3** **2017-2018: 115 referrals 90% tier 3** **2016-2017: 102 referrals**
1.0 time Healthy Start Coordinator	Was approved by project prevent funding for 2018-2019 school year however, is just now going through Human Resources and will not be funded by time the hiring is concluded.	To support Intervention and tiered system and restorative approach to school and student success. Position will provide alternative placement to suspension and run restorative conferences when conflict occurs. In addition will track students interventions steps and provide check and connect procedures for academic and attendance related issues.
.5 ELD teacher	None Split between Stockton High School	With a 28% ELD population and over 50% of students entering school site needing 3 to 4 years of English language arts in their senior years an ELD teacher could increase reclassification rates to above 10%

		An ELD teacher would allow English teachers to focus on giving students opportunity to attain much needed English credits for graduation. 2018 ELA Learners Program: Level 4 16.7% Level 3 26.2% Level 2 45.2% Level 1 11.9%
1.0 Full time work study CTE teacher	.50 work study teacher	With a full time, work study/CTE teacher, the CTE GFSF program adopted as the school's entry CTE course would allow the CTE pathways to develop and meet student needs of building towards college and career development.
1.0 Full time Science teacher	None	With an A-G and CTE pathway district adoption Jane Frederick needs to offer proper science courses with a science credentialed teacher. Science is a hands on learning component with labs that are not as easily done through on line work and packets how JF is meeting non-A-G science credits currently.
.5 ELA Instructional Coach .5 Math Instructional Coach	None	**Provide support in the classroom to teachers by:** ● Co-teaching ● Co-planning (content and Instructional) ● Modeling (content and Instructional) ● Targeted Feedback **Provide instructional support by:** ● Differentiation of instruction ● Standards based grading ● Assessment for learning (CFUs) **Provide curricular/ content area support by:** ● Support in implementation of newly adopted curriculum. ● Increasing teacher content area knowledge. ● Promoting implementation of CCSS/NGSS. ● Unpacking standards and identifying essential skills. **Acting as a Data Coach:** ● Data driven decision making

		● Facilitate analysis of formative and summative assessments.
1.0 SDT/Attendance Clerk	None	As a SARB school attendance is a priority and based on positive enrollment. Currently school secretary is doing this 2 months behind.

Jane Frederick High
Stockton Unified School District
Comprehensive Support and Improvement Plan
in Partnership with the Continuous Improvement and Support Department, SJCOE
2020 - 2021

Jane Frederick High focus area: Build teacher collaboration practices as well as support professional learning of a few high-impact instructional strategies. These strategies will be selected by and learning will be facilitated by Jane Frederick teachers to build internal instructional capacity. The strategies will support the identified need to actively engage students, support and bridge learning gaps, and connect with students' real-world experiences. In addition, strategies should support the learning teachers are doing through Unbound Ed, and therefore should include clear connections to student access, grade level standards, scaffolding up, and ensuring equitable practices.

Impact on student engagement, learning, and achievement:
Through learning experiences that effectively scaffold and meaningfully engage, students' attendance is likely to be positively impacted. In addition, indicators of student learning and achievement are likely to improve.

How success/impact will be measured
- Teacher collaboration time and increased connectedness to colleagues through collaboration experiences
- Teacher feelings of efficacy and impact on student engagement and learning
- Student attendance and another student-level indicator of staff's choice

Additional teacher and coach time compensation with CSI funds:
- Teachers and coaches will timesheet for additional time developing professional learning for colleagues.

Actions	When	Who is Involved	Progress Measurement
Participating teachers and coaches meet to plan strategy sharing-out facilitation	[January] *This time to be compensated as it is outside of the teachers' and coaches' contracted time.*	Participating teachers Instructional coaches SJCOE, CIS team member	Development of a mini professional learning session focused on a single, high-impact instructional strategy
Collaboration / PLC meeting: - Strategy spotlight: high-impact instructional approach/strategy used by a JFHS teacher;	January 2021 Monthly PLC meeting	JFHS instructional staff SJCOE, CIS team member	Brief teacher survey to measure teacher-level impact from collaboration (collegiality and feelings of efficacy and impact on students)

learning facilitated by that teacher - Focused teacher discussions: how and when to try the strategy			
Teachers try strategy learned from colleague, taking note of impact on student engagement and learning. Support provided by coaches.			
Participating teachers and coaches meet to plan strategy sharing-out facilitation	[February] *This time to be compensated as it is outside of the teachers' and coaches' contracted time.*	Participating teachers Instructional coaches SJCOE, CIS team member	Development of a mini professional learning session focused on a single, high-impact instructional strategy
Collaboration / PLC meeting: - Strategy spotlight: high-impact instructional approach/strategy used by a JFHS teacher; learning facilitated by that teacher - Teacher discussions: how and when to try the strategy	February 2021 Monthly PLC	JFHS instructional staff SJCOE, CIS team member	Brief teacher survey to measure teacher-level impact from collaboration (collegiality and feelings of efficacy) and impact on students' engagement and learning
Teachers try strategy learned from colleague, taking note of impact on student engagement and learning. Support provided by coaches.			
Participating teachers and coaches meet to plan strategy sharing-out facilitation	[March/April] *This time to be compensated as it is outside of the teachers' and coaches' contracted time.*	Participating teachers Instructional coaches SJCOE, CIS team member	Development of a mini professional learning session focused on a single, high-impact instructional strategy
Collaboration / PLC meeting: - Strategy spotlight: high-impact instructional approach/strategy used by a JFHS teacher; learning facilitated by that teacher	March or April 2021 Monthly PLC	JFHS instructional staff SJCOE, CIS team member	Brief teacher survey to measure teacher-level impact from collaboration (collegiality and feelings of efficacy) and impact on students' engagement and learning

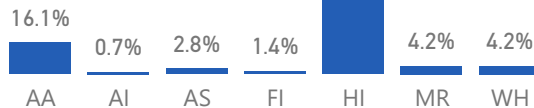|			
- Teacher discussions: how and when to try the strategy			
Teachers try strategy learned from colleague, taking note of impact on student engagement and learning. Support provided by coaches.			
Year end reflection and next steps meeting	May 2021	JFHS instructional staff SJCOE, CIS team member	Identified positive impact on teacher collegiality, instructional practices, and student outcomes. Identified next steps that build upon what worked.

Progress

2020-2021

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1
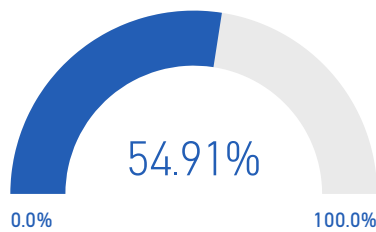
February

143
Count

AA	AI	AS	FI	HI	MR	WH
16.1%	0.7%	2.8%	1.4%	70.6%	4.2%	4.2%

January

CWA

33
Parent Outreach

Engagement

54.91%

0.0%   100.0%

Chronic Absenteeism

Academics

Winter

Participation	Participation	Participation
0%	**0%**	**43%**
ELA: K-11	Math: K-8	MDTP-Fall
On-Track K-8	On-Track K-8	Nearly + Ready
(Blank)	**(Blank)**	**0%**
Percent	Percent	Percent-Fall

High School: No Credits Earned

10	11	12
1	12	13

Reclassification

English Learners February

ELPAC IA	ELPAC IA
(Blank)	**(Blan...**
Percent GL Tested	Total Tested

Curriculum:
Tests Administered Through Feb 1st

Benchmark	Ready Class
(Blank)	**(Blank)**
Total Test Count	Total Test Count

Saavas

(Blank)
Total Test Count

PLUS Winter 2021   School Climate

Enrollment

2020-2021

Change: All Enrollment
(current-previous month)

-4 ↓

Dec-Jan change

|	
01-Aug 140 Enrollment	**06-Jan** 146 Enrollment
02-Sep 144 Enrollment	**07-Feb** 143 Enrollment
03-Oct 152 Enrollment	
04-Nov 152 Enrollment	
05-Dec 150 Enrollment	

SUSD RA v2

Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on displiay, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021
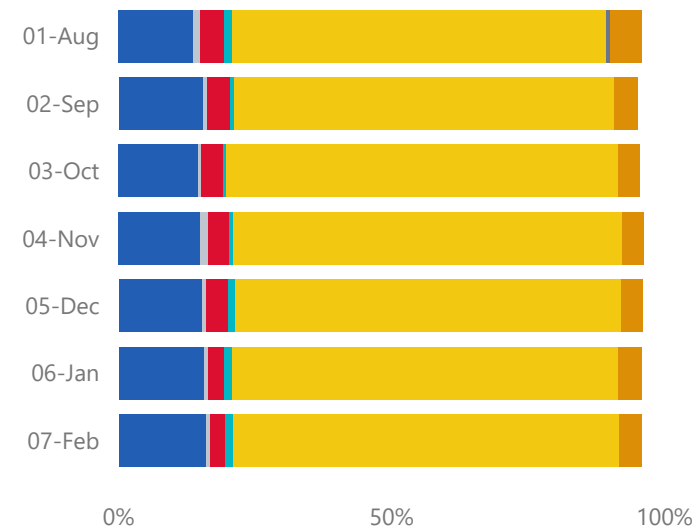
Grade Level: Student Count

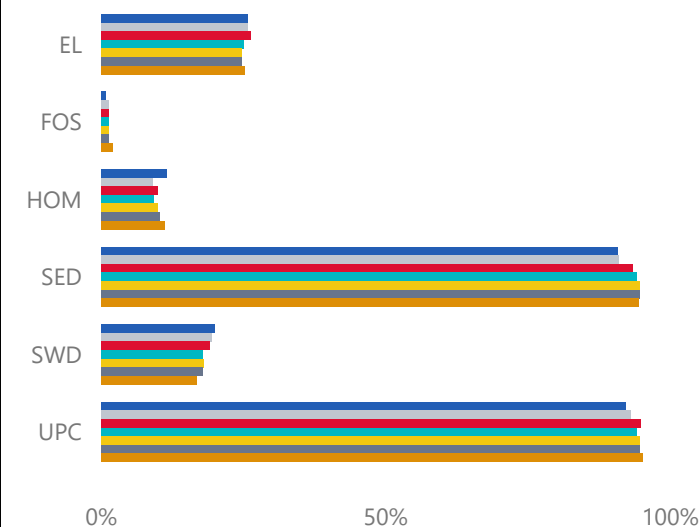Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec ●06-Jan ●07-Feb
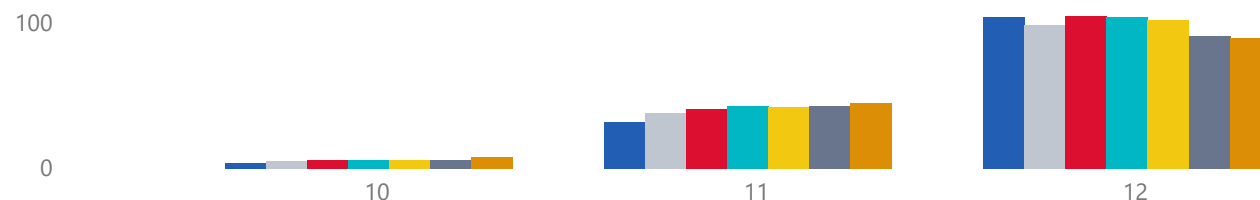
Race/Ethnicity: Percent

Student Group ●AA ●AI ●AS ●FI ●HI ●PI ●WH

Student Groups: Percent

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ▶

Engagement

school search
Jane Frederick High School

Month
All

2020-2021

Connections

04-Nov	04-Nov
25.90% Rate	43 Count

05-Dec	05-Dec
28.92% Rate	48 Count

06-Jan	06-Jan
54.91% Rate	95 Count

SUSD RA v2

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2**: student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on displiay, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency**: Reports are updated monthly; **Updated**: January 2021
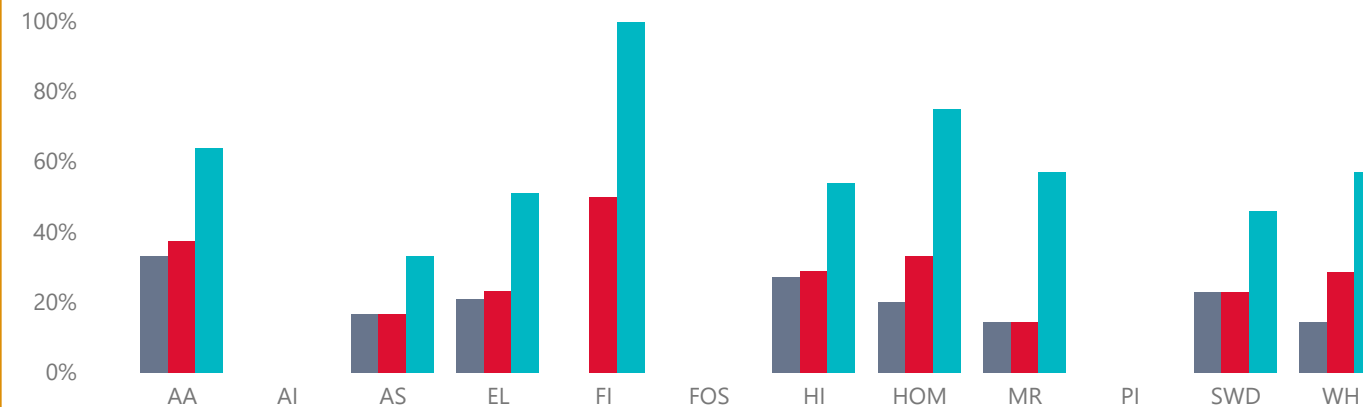
Chronic Absenteeism: Student Group
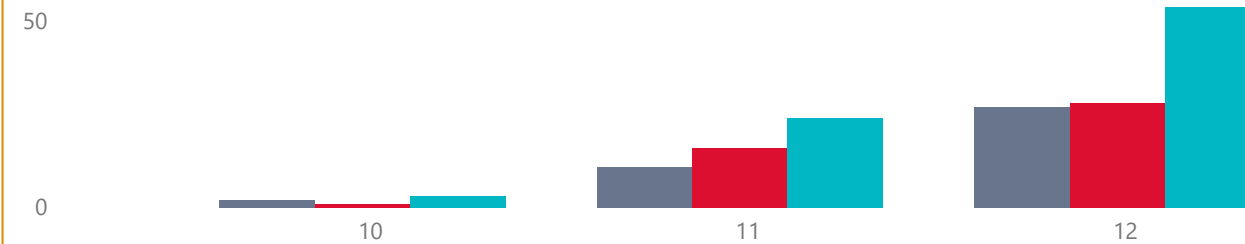
Month ● 04-Nov ● 05-Dec ● 06-Jan

Chronic Absenteeism: Student Group
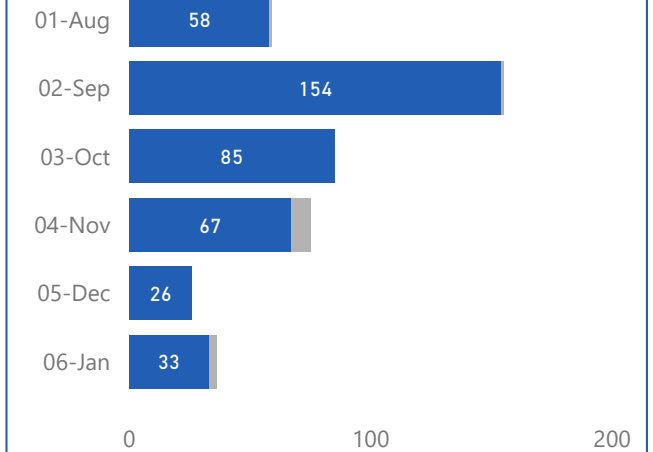
Month ● 04-Nov ● 05-Dec ● 06-Jan

CWA Connections

SubCategory ● Parent Outreach ● Tier 2

01-Aug	58
02-Sep	154
03-Oct	85
04-Nov	67
05-Dec	26
06-Jan	33

counselors : coming soon!

iReady

ELA K-8

2020-2021

school search
Jane Frederick High School

Term
All

Student Group
All

Participation

35%	0%	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports
Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter.
High School Data Currently Not Reported

SUSD RA v1.1

iReady Percent On-Track

On Track
(Bla...
Fall

(Bla...
Winter

Spring

iReady Percent Two or More Years Below Grade Level

2+ Below
(Bla...
Fall

(Bla...
Winter

Spring

iReady Percent No Growth (since Winter 2019)

No Gro...
(Bla...
All

(Bla...
Winter

Spring

F-W Growth **F-S Growth**
(Blank)
All

iReady F-W Typical Growth

iReady

school search

Jane Frederick High School

Math K-8

2020-2021

Term
All

Student Group
All

Participation

0%	0%	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

(Bla...
Fall

(Bla...
Winter

Spring

2+ Below

(Bla...
Fall

(Bla...
Winter

Spring

No Gro...

(Bla...
All

(Bla...
Winter

Spring

iReady Percent On-Track

iReady Percent Two or More Years Below Grade Level

iReady Percent No Growth (since Winter 2019)

F-W Growth	F-S Growth
(Blank)	
All	

iReady F-W Typical Growth

Curriculum

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.
* 30 minutes: percent of students averaging 30 minutes per subject per week
* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** February 2021

Feb 2021
Curriculum Assessments

Ready Class	Saavas	Benchmark
(Blank)	**(Blank)**	**(Blank)**
Total Test Count	Total Test Count	Total Test Count

Curriculum: Test Count

Curriculum: Average Test Count

Sequence | Reporting Week

Online Instruction: 30+ minutes

Online Instruction: Passed Lessons 70%+

SUSD RA v1.1

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** THe Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:
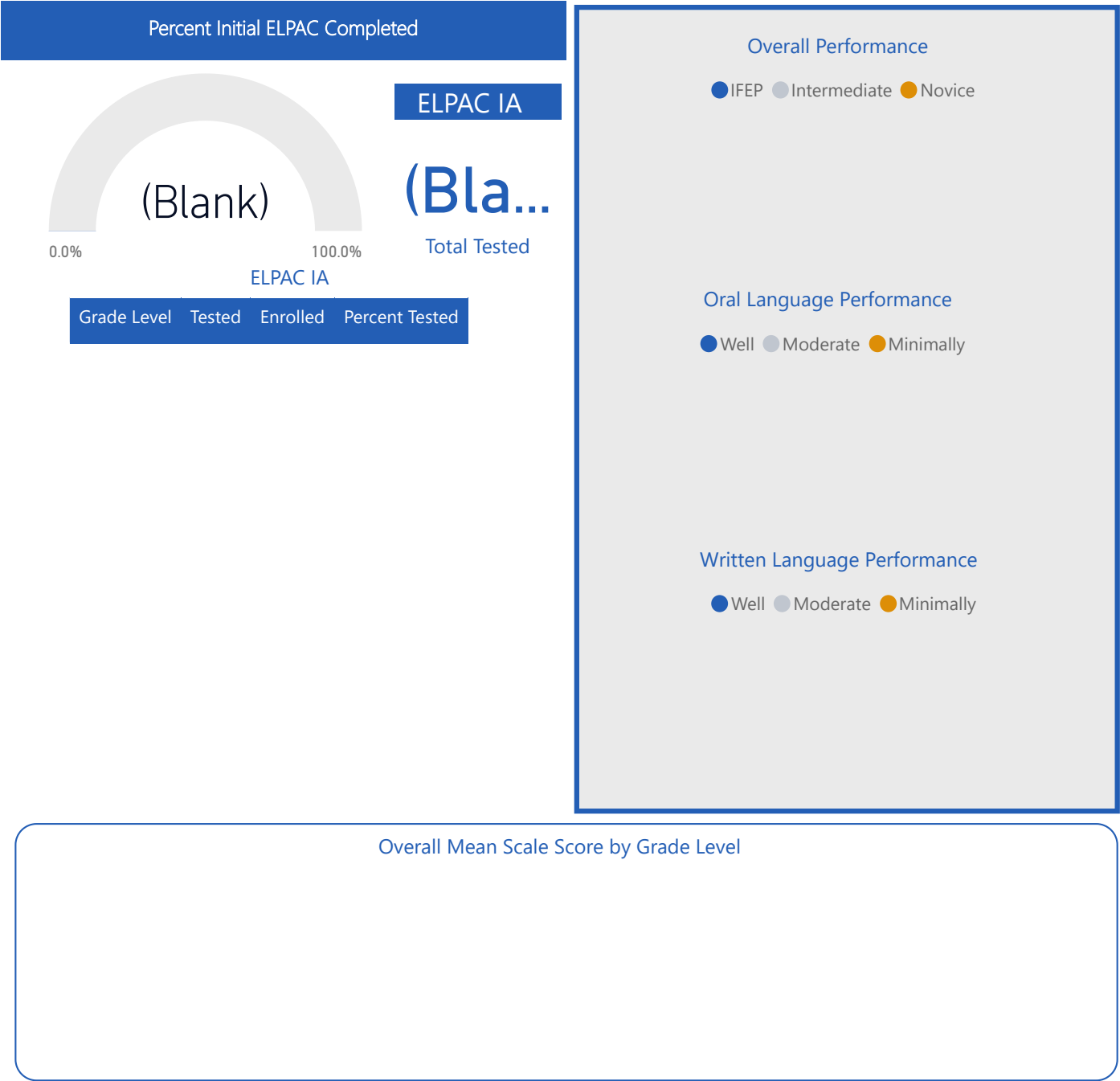**IFEP**: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner.**
Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligibile:** Count of all English Learners eligble for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:
1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.
Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: February 2021

Percent Initial ELPAC Completed

ELPAC IA

(Blank)

0.0%   100.0%

ELPAC IA

(Bla...

Total Tested

Grade Level	Tested	Enrolled	Percent Tested

Overall Performance

● IFEP ● Intermediate ● Novice

Oral Language Performance

● Well ● Moderate ● Minimally

Written Language Performance

● Well ● Moderate ● Minimally

Reclassification

Reclassification by Grade Level

Overall Mean Scale Score by Grade Level

SUSD RA v2

School Climate

school search
Jane Frederick High School

Grade Span
All

2020-2021

Question Priority
All

Term
1-Fall

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

Navigation: Use Filters to select Term, Grade Span, Question
Source: Student Support Services - PLUS program
Frequency: Reports are updated after administration (3x a year);
Updated: Win2021

Count
(Blank)
Grade 4-5

Count
(Blank)
Grades 6-8

Count
(Blank)
Grades 9-12

Count

All Responses

Count
(Bla...
All

I feel like I am part of this school.

I have been cyberbullied in the last 30 days.

I feel like my voice matters to adults at my school.

At my school, there is a teacher or other adult who believes that I will be a success.

At my school, there is a teacher or other adult who really cares about me.

I feel safe in my school.

There is a lot of tension at my school between different cultures, races, or ethnicities.
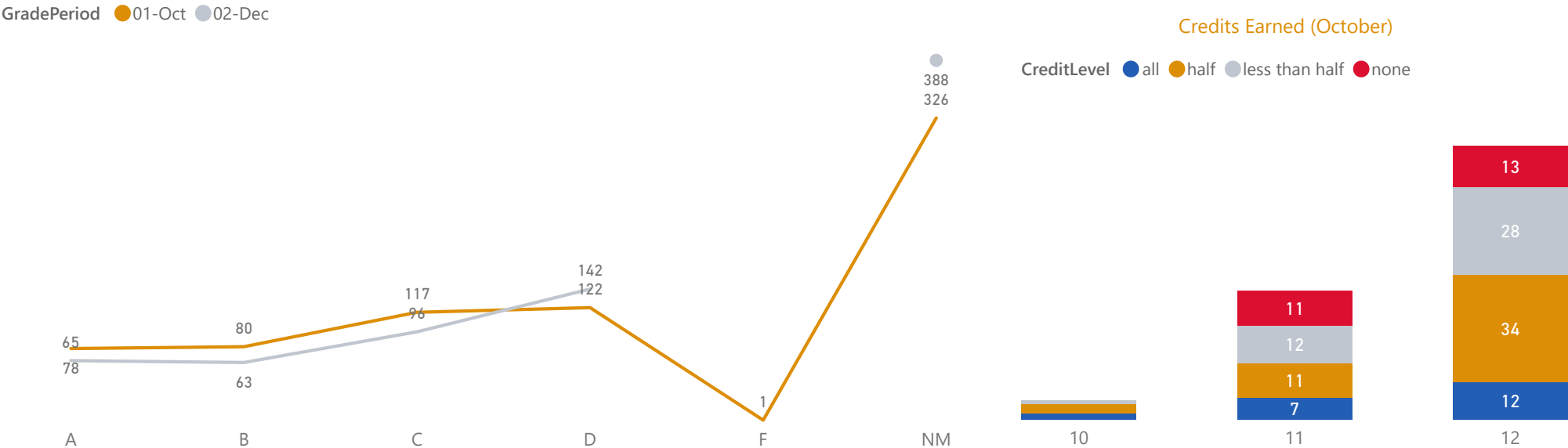
High School

Overview: Distribution of transcript grades reported by grade, course, and credits earned.
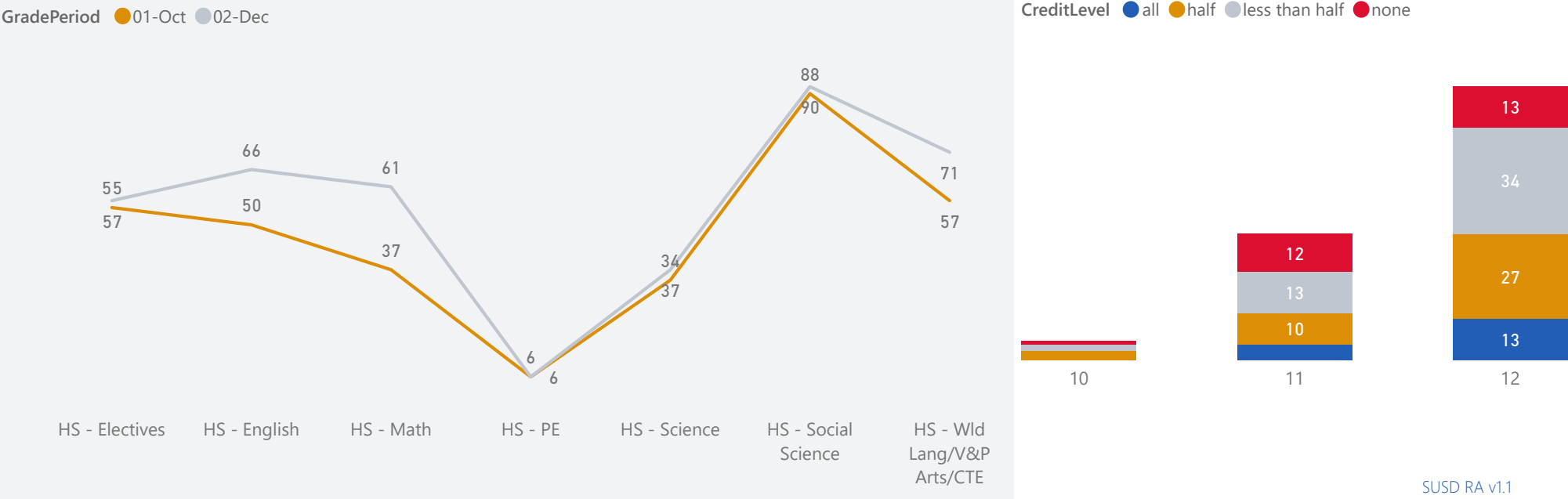
Transcript Grades:

* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.

* All: all credits attempted were earned
* Half: more than half of credits attemped were earned
* Less than half: less than half of credits atttempted were earned
* None: no attempted credits were earned

Navigation: NA; **Source:** Research; IS, Synergy
Frequency: Reports are updated after end of term, test; **Updated:** January 2021

Grade Distribution and Term

GradePeriod ● 01-Oct ● 02-Dec

Subject and Non-Passing Grades

GradePeriod ● 01-Oct ● 02-Dec

Credits Earned (October)

CreditLevel ● all ● half ● less than half ● none

Credits Earned (December)

CreditLevel ● all ● half ● less than half ● none

SUSD RA v1.1

High School

school search

Jane Frederick High School

Grades 9-12

2020-2021

term

All

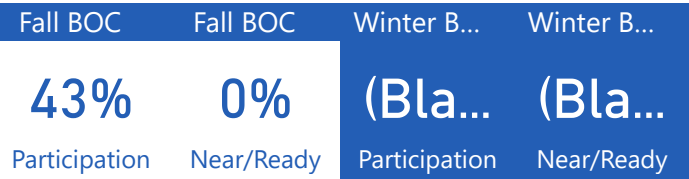**MDTP (9-12 math course enrollment)** The Mathematics Diagnostic Testing Project (MDTP) is administered at the beginning of course (BOC) and indicates students readiness for currently enrolled math course.

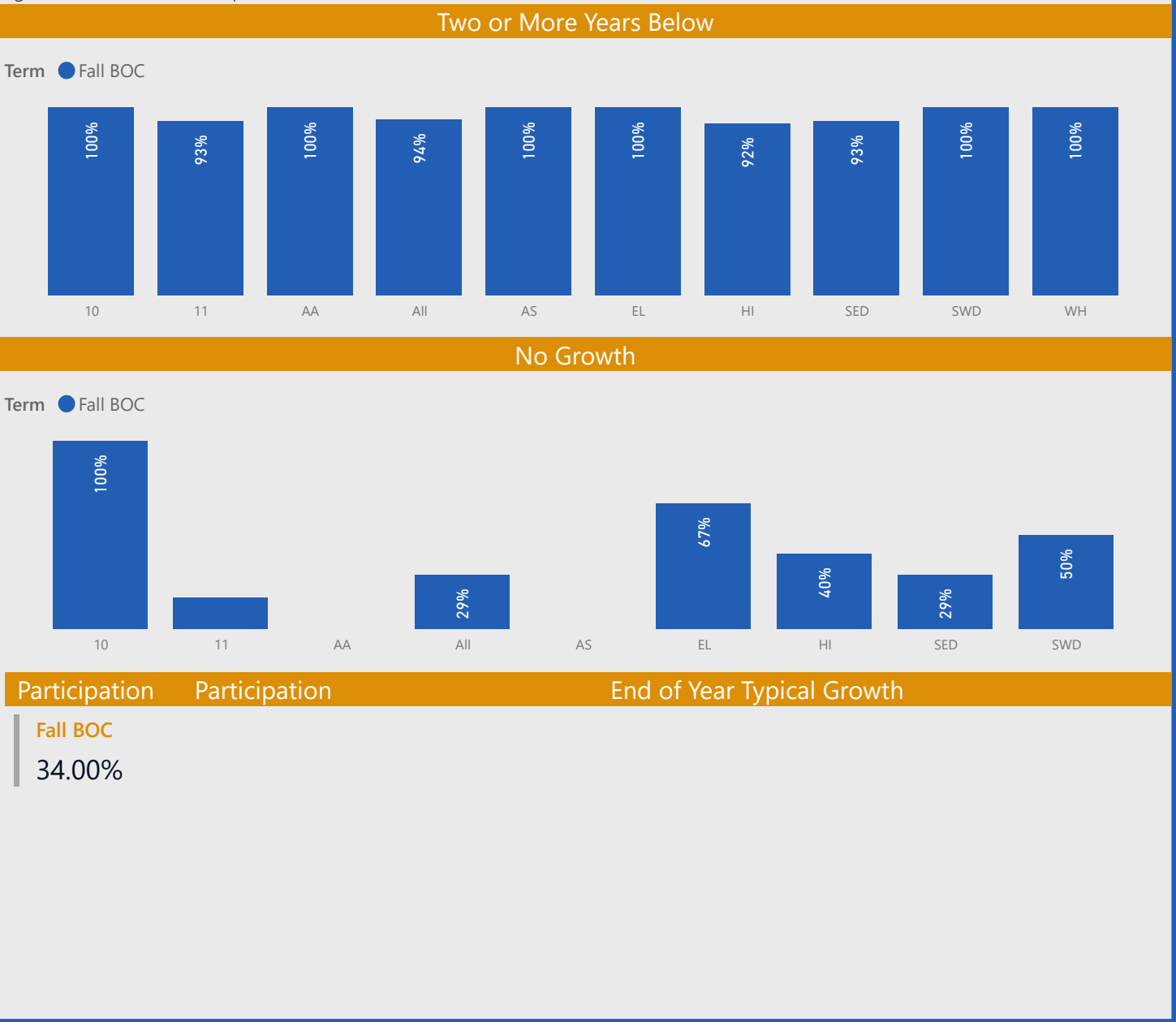-- Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30) Updated March 2021

Fall BOC	Fall BOC	Winter B...	Winter B...
43%	**0%**	**(Bla...**	**(Bla...**
Participation	Near/Ready	Participation	Near/Ready

Term ● Fall BOC

0%	0%	0%	0%	0%	0%
09	10	11	EL	SED	SWD

Term ● Fall BOC

0%	0%	0%	0%	0%	0%	0%
Alg II	Alg/Int Math	Calc	Geo	Int II	Int III	Math Analysis

iReady ELA (9-11) ELA diagnostic is administered 2x in each term (Beginning and End of Course -- BOC/EOC) for students enrolled in grade level ELA course. Updated March 2021

Two or More Years Below

Term ● Fall BOC

10	11	AA	All	AS	EL	HI	SED	SWD	WH
100%	93%	100%	94%	100%	100%	92%	93%	100%	100%

No Growth

Term ● Fall BOC

10	11	AA	All	AS	EL	HI	SED	SWD
100%			29%		67%	40%	29%	50%

Participation	Participation	End of Year Typical Growth

Fall BOC

34.00%

Math HS Course Exams: midterm and end of course exams. Navigation: NA; Source: Illuminate; Updated: February 2021

Math Assessment Administered b...

Average Math Assessment by Co...

Reference and Updates

2020-2021

Report Log

* v1 01122021: preliminary review
* v1.1 01212021 administrators - published
* v2 020521 update: Enrollment; Engagement, English Learners
* v2.2 021821 update: Curriculum Assessment; PLUS winter;
* v2.3 022521 redesigned HS grades/test

Feedback Suggestions Comments Questions Ideas
Share your thoughts with our team!

Report Content

Student Level Reports
* iReady (portal), Student Level (Illuminate)
* RFEP eligibility (Illuminate)
* ELPAC IA testing list
* Benchmark Universe
* MDTP
* Saavas (portal)
* HS Math Course Exams: Algebra 1, Algebra 1A, Geometry, Algebra II (Illuminate)

Acronyms

Student Groups
ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Recommendations and Assurances

Site Name: **Jane Frederick High School**

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

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

   English Learner Parent Involvement Committee   **10/11/2021**

Date of Meeting

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

Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

   This SPSA was adopted by the SSC at a public meeting on **10/12/2021**.

Date of Meeting

Attested:

Suzanne Anderson

Typed Named of School Principal

Suzanne Anderson (signature)

Signature of School Principal

10/13/2021

Date