

2023-2024 School Plan for Student Achievement 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 School 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:

English Learner Advisory Committee

11/15/2023

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 11/3/2023.

Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Committee

Date of Meeting

Committee

Date of Meeting

Attested:

Ryan Hesse

Typed Named of School Principal



Signature of School Principal

11/17/2023

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jane Frederick High	39686763930211	11/03/2023	06/20/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

The purpose of this plan is to provide a guide to support and promote educational success and excellence for Jane Frederick High School students. Jane Frederick High School is implementing a Comprehensive Support Improvement (CSI) program.

Description

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 students come to the school due to credit deficiencies and poor school attendance. Jane Frederick is a flexible learning environment that provides alternative educational interventions and supports for high school students. Jane Frederick focuses on positive attendance supports that allows students to decrease their chronic absenteeism.

Jane Frederick High School requires that all students be taught to high academic standards that will prepare them to succeed in college and careers. This ensures that vital information is provided to our school staff, families, students, and community members through annual statewide assessments that measure students' progress toward those high standards. 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)/activity(ies)) can be referenced to the LCAP's intent.

Engaging Educational Partners

Advisory groups (School Site Council and ELAC) consisted of school staff, parents, and community members. Parent input was conducted to discuss learning goals and progress, as well as support the development of our community partnership and communication. Student feedback was elicited through the implementation of climate surveys, local assessment data, and student conferencing or counseling.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

Information was gathered through the use of various surveys to students, staff, and parents/community. Remind, Google Forms, and PULS surveys were used to obtain stakeholder input. This data was reviewed by School Site Counsel (SSC), ELAC, school administration, and school leadership team.

Classroom Observations

Classroom observations were conducted on a daily/weekly basis by school administration and instructional coach. Instructional strategies, classroom management, engaging activities, and classroom interventions were seen and observed. Data was reviewed by School Site Counsel (SSC), ELAC, school administration, and school leadership team. This data was then synthesized to create relevant and informative professional development for Jane Frederick teaching staff with an overall goal to improve instruction and student academic support.

Analysis of Current Instructional Program

Jane Frederick High School has developed a one-year (2023-2024) school plan which aligns to the district's goals and incorporates strategies specific to its school. The original plan was reviewed by the school's School Site Council in May of 2023 and obtained board approval in June of 2023.

Standards, Assessment, and Accountability

During the 2022-2023 school year, Jane Frederick High School initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments, and gaps through the Decision Making Model (DMM). In February and March of 2023, assessment, attendance, and discipline data were reviewed and discussed in the creation of the DMM (Decision Making Model) to guide the team in the creation of the 23-24 SPSA. In April of 2023, the draft of the 2023-2024 plan was presented to stakeholders through School Site Council, Staff Meetings, and English Language Advisory Council; for further input and adjustments. The revised draft was reviewed and approved with input from SSC, Staff and ELAC in May 2023. (WASC A2 Governance Criteria Criteria) Goals and specific strategies were planned to increase student achievement and decrease discipline and truancy rates. (WASC A3 Leadership: Data Informed Decision Making and Ongoing Improvement Criteria)

The findings of this needs assessment were discussed with the School Site Council, ELAC and Teacher Leadership Team. In summary, the needs assessment identified gaps in Math with areas of focus such as foundational concepts, English with writing skills, and Science with laboratory activities, reports, and presentations. The need to increase parent involvement was also heavily discussed, with a variety of suggestions and strategies to be implemented in the 2023-24 school year. It was determined that continued support in Math, ELA, and Science was needed to increase rigor, student engagement, and task alignment to the common core standards. The site will have one part-time instructional coach to provide instructional support to teaching staff and students. It was determined that a firmer plan for content support, including scheduling dates for data analysis of common assessments and reteaching activities across the courses would better support students and teachers.

Staffing and Professional Development

Staffing and Professional Development Summary

Jane Frederick PLC is characterized by the belief that the fundamental purpose of the school is student learning. Our PLC states that all staff members believe that all students can and will learn. Our staff demonstrate high expectations for all students. Jane Frederick PLC establishes, supports, and strengthens high-performing collaborative teams that work interdependently toward common student achievement goals. Our department PLC collaboration plan follows the Jane Frederick Collaboration model which is a five-step agenda where all department members are involved in a collaboration process of 1 and 1/2 hours, twice a month. The PLC five step agenda is as follows: 1.Data Review 2. Reflection on Strengths/Obstacles 3. Creation SMART Goals 4. Selecting Common Instructional Strategies 5. Noting the Results Indicators.

Staffing and Professional Development Strengths

Jane Frederick staffing and professional development strengths incorporate 3 areas: Strategic Planning, Data Analysis, and Instructional Design.

Strategic Planning focuses on lesson design/planning both vertical and horizontal that also includes cross-grade level planning on subject matter. Our strategic planning establishes behavioral interventions and instructional strategies.

Data Analysis has goal-setting for students based on formative tests and intervention and extension plans based on summative tests.

Instructional Design encompasses collaboration on units of study preparation, developing and revising instruction, and differentiated instruction for significant subgroups (such as Special Ed, EL, Foster Youth, etc.)

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Jane Frederick Teachers need to be trained in PLC and SEL strategies. **Root Cause/Why:** Only 50% of teacher have been trained in PLC and only 57% have been trained in SEL strategies.

Teaching and Learning

Teaching and Learning Summary

Jane Frederick provides a flexible learning environment for our students with various options that include: credit recovery, online classes, independent study, credit reduction (seionr year only), modified schedule, and after school tutoring. Due to the consistent number of students coming to Jane Frederick at different times of the year and those students having variously different remaining requirements for graduation, Jane Frederick gives variable credit so students can complete their needed credits according to their individual learning plan based upon their distrct transcript. Jane Frederick counselors will meet individually with new students to determine a plan for graduation completion and will communicate that plan to student, their parents, and their teachers. Jane frederick, additionally, follows the SARB contract (and its requirements) that many of our students have when they enroll at the school.

Teaching and Learning Strengths

Jane Frederick teaching staff is very strong in building relationships/rapport with their students. The majority of the teaching staff demonstrate a high level of content knowledge in their lesson planning and incorporate a variety of technologically based instructional strategies. etc.) Jane Frederick teaching staff participate in monthly collaboration and department meetings. In these meetings, the teaching staff focuses on scope and sequence, lesson planning, DOK higher thinking and questioning, culturally relevant teaching, checking for understanding strategies, lesson building, classroom management, behavior management, parent/guardian contact, formative and summative assessment creation and implementation, and D/F list data.

Graduation Rate 2022-23 School Year: 80%

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Jane Frederick students need additional instructional support for Mathematics. **Root Cause/Why:** None of Jane Frederick students (0%) meet or exceeded CAASPP testing proficiency standards in Mathematics.

Needs Statement 2 (Prioritized): Jane Frederick students need additional instructional support for English Language Arts. **Root Cause/Why:** Only 5.55% of Jane Frederick students meet or exceeded CAASPP testing proficiency standards in English Language Arts.

Needs Statement 3 (Prioritized): Jane Frederick students need additional instructional support for English Language Development (ELD). **Root Cause/Why:** Only 1 students at Jane Fredrick reclassified during the 2022-23 school year.

Parental Engagement

Parental Engagement Summary

Parent Coffee Talks are twice a month and have presenters sharing information ranging from high school requirements, mental health support, college and financial aid, Stockton Scholars, Cyber Safety with Law Teachers, Narcotics, etc. ELAC parent meetings are held on a monthly basis. The meetings are provided for the parents and community members of our English Learners on campus. These sessions are hosted by our English Learner Coordinator who provides our parents with 2-3 presenters each session on important topics such as Gang Violence Prevention, Graduation Requirements, School Safety, and Reclassification requirements. A raffle is offered to the attendees as well as food and snacks. Parents provide their honest feedback and suggestions to better support our English Learning community. School Site Council (SSC), seeks parents opinion and support on a monthly basis. Parents have the opportunity to share needs, wants, and concerns with school administration staff, learn about the school budget, and financial support for Jane Frederick High School.

Parental Engagement Strengths

Parents of Jane Frederick High School engage through weekly communication with our school administration team through the use of Remind App. Parents have a clear and quick connection with the school administraiotion team to ask questions and reach out in times of need or inquiry. During the 202-23 school year, 67 parents wer on campus attending Back to School Night, Parent Coffee Hour, ELAC, Senior Graduation Informational Meetings, and School Site Council meetings. During these events, parents wer eable to interact with staff and school administration. Parents were able to discuss and questions, concerns, or needs with the school to better support and inform students and their families.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Jane Frederick needs to increase parent participation by 5% for the 2023-24 school year. **Root Cause/Why:** Only 37 parents attended Parent Coffee Hour, ELAC, SSC, or Back to School Night during the 2022-23 school year.

School Culture and Climate

School Culture and Climate Summary

The PLUS team has distributed and collected 2 school climate surveys for the 2021-22 school year. The surveys have been distributed in 2 segments, one in the Fall and one during the Spring.

Jane Frederick's chronic absenteeism rate dropped from 71% to 41% at the end of the 2022-23 school year.

Jane Frederick had a total days of suspension for the 2022-23 school year totaling: 120

PLUS School Climate Survey:

- 4% of students consistently report being bullied on campus.
- 15% of student reporting marijuana usage.
- 70% of students report feeling safe at school.
- 17% of students report racial tension at school.

School Culture and Climate Strengths

Jane Frederick has a mental health clinician who offers students services in a safe, youth-centered environment. Jane Frederick's mental health clinician offers physical and behavioral health services on campus that help lead to healthier lifestyles through Tier 2 counseling services as well as Tier 3 referrals. Jane Frederick has 2 CSMs on campus that monitor and safety and security of the campus. The CSMs additionally, build relationships with the students on campus that builds trust and reduces behavior problems.

PLUS School Climate Survey:

- 84% of students feel there is a teacher or other adult who believes that they will be a success.
- 89% of students feel that their friends really care about them.
- 84% of students feel that they have an adult that they can talk with.
- 84% of students know how to report bullying on campus

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Jane Frederick needs to reduce its chronic absenteeism rate of 10%. **Root Cause/Why:** Jane Frederick High School has an average chronic absenteeism rate of 57%.

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 Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA SMART Goal:

By the end of the 2023-24 school year, per SBAC Results Report, the total number of students performing at proficiency or higher will increase by 10%. This increase will be supported through the implementation of standards-based curriculum, scope and sequence planning, PLC work, and part-time instructional coach to support literacy skills instruction, reading comprehension, and writing.

ELD SMART Goal:

By the end of the 2023-24 school year, the number of students who will be reclassified will increase by 10%. This increase will be supported through the implementation of standards-based curriculum, scope and sequence planning, PLC work, and part-time instructional coach to support literacy skills instruction, reading comprehension, and writing.

Math SMART Goal:

By the end of the 2023-24 school year, per SBAC Results Report, the total number of students performing at proficiency or higher will increase by 10%. This increase will be supported through the implementation of standards-based curriculum, scope and sequence planning, PLC work, and part-time instructional coach to support function skills, function notation skills, and number sense.

Science SMART Goal:

By the end of the 2023-24 school year, per SBAC Results Report, the total number of students performing at proficiency or higher will increase by 10%. This increase will be supported through the implementation of standards-based curriculum, scope and sequence planning, PLC work, and part-time instructional coach.

Graduation Rate SMART Goal:

By the end of the 2023-24 school year, Jane Frederick High School will increase our graduation rate by 5%.

Identified Need

Jane Frederick students need additional instructional support for Mathematics.

Jane Frederick students need additional instructional support for English Language Arts.

Jane Frederick students need additional instructional support for English Language Development (ELD).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

1A Teacher Training and Collaboration - Release time and Substitute Pay Teachers will continue to receive in depth training and provided collaboration time focused on curriculum, instructional strategies and standards through the district in ELA, Math, Social Studies, Science, World Language and ELD to continuously improve rigor and engagement in high quality instruction. Teachers may be paid for additional time beyond their contract hours or may be released from their classroom duties during their work day. (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students, B1 Rigorous and Relevant Standards Based Curriculum, B2

Equity and Access to Curriculum, and E2 School Culture and Environment that supports high achievement for all students)

Teacher Additional Comp Pay Calculation (Object Code 11500)

14 teachers x 9 hours x \$60/hr = \$7,560 (Title I)

Teacher Substitute Calculation (Object Code 11700)

28 sub days x \$200/day = \$5,600 (Title I)

Professional Learning supporting staff on instructional strategies that streamlines and alleviates barriers. Resources that supports high achievement for all students, B1 Rigorous and Relevant Standards Based Curriculum, B2 Equity and Access to Curriculum, and E2 School Culture and Environment that supports high achievement for all students)

Training opportunities may include:

* AVID - Registration, Training Attendance, Pre Conference collaboration and post conference collaboration.

* UnboundEd - ELA, Math, and Leadership sessions, additional compensation for participation and collaboration time.

* Professional Learning Communities at Work - Focusing on instruction, response to intervention, assessment & grading, and culture.

Resources include teacher additional compensation for participation and collaboration time.

* Scope and Sequence Planning - vertical and horizontal alignment, looking at standards, knowledge base at end of school year for progression of instructional and curriculum plan, planning for real time review and interventions/reteaching to move forward more efficiently

* Special Education/General Education core subject instructional alignment and planning to calibrate rigor and strategies to best support and include all students

* ELA/ELD/SS Literacy Skill Crosswalk development and planning

1B Site administration and selected teachers will attend the 2022-2023 Solution Tree conference in Las Vegas to improve the efficiency and effectiveness of our Professional Learning Communities. \$30,000 CSI (Object Code 58450)

1B (CSI 22-23) Site administration and selected teachers will attend the 2023-2024 Solution Tree PLC conference and/or California Continuation Education Association Conference to improve the efficiency and effectiveness of our Professional Learning Communities and/or to improve development and effectiveness for a continuation high school. \$33,437.40 CSI (Object Code 58450)

1C Site administration and selected teachers will attend a 2022-23 AVID Conference in Lodi and/or San Diego to learn valuable AVID instructional strategies to implement for the up coming school year. \$10,000 CSI (Object Code 58450)

1C (CSI 22-23) beable.com software license and training. Jane Frederick will utilize beable.com software to improve students literacy skills and support college and career readiness for all Jane Frederick High School students. \$10,075 CSI (Object Code 58450)

1D Resources, materials, supplies for instruction - Instructional materials and resources include novels, paper, writing tools, markers, toner/ink, whiteboards, chart paper, etc. \$7,000 (LCFF) (Object Code 43110) (WASC A5 Resources that supports high achievement for all students, B1 Curriculum:

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students, C2 Instruction: Student Engagement through a Variety of

Strategies and Resources that supports high achievement for all students)

1E Release time for Leadership Walks and School Wide Planning: Admin, coaches, department chairs and teachers participate in walk throughs, data collection and feedback with a focus on standards, rigor, task analysis, and consistency in instructional practices. (WASC A5 Resources that supports high achievement for all students, B1 Curriculum: Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students)

Substitute Pay: 13 staff, x2 days each (26 days total) X \$200 = \$5,200 Title I (Object Code 11700)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$23,400	50643 - Title I
\$30,000	50345 - CSI 2021/22
\$10,000	50345 - CSI 2021/22
\$5,200	23030 - LCFF (Site)
\$7,000	23030 - LCFF (Site)

\$33,437.40	50345 - CSI 2022/23
\$10,075	50345 - CSI 2022/23

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

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Add something about CSI funds here...

2A No Red Ink Supplemental Curriculum Software License Agreement: improves students writing skills and provides real-time data feedback for teachers. Allows teachers to monitor student data and make adjustments to lesson planning. \$4, 437.50 CSI (Object Code 58450)

2B TeacherCreatedMaterials.com Curriculum: supplemental curriculum will be used to enhance lesson planning for Social Studies classes. \$300 CSI (Object Code 58450)

2B (CSI 22-23)TeacherCreatedMaterials.com Curriculum: supplemental curriculum will be used to enhance lesson planning for Social Studies classes. \$300 CSI (Object Code 58450)

2C Blooket Lesson Engagement Software License Agreement: adds a gamification element to lesson planning that makes learning more engaging to students. \$250 CSI (Object Code 58450)

2D Gimkit Lesson Engagement Software License Agreement: adds a gamification element to lesson planning that makes learning more engaging to students. \$650 CSI (Object Code 58450)

2E Kahoot Lesson Engagement Software License Agreement: adds a gamification element to lesson planning that makes learning more engaging to students. \$1,402.90 CSI (Object Code 58450)

2F ARG Language Translation Communication device for supporting EL students and parents. \$3,210 CSI (Object Code 58450)

2F (CSI 22-23) ARG Language Translation Communication device for supporting EL students and parents. \$3,210 CSI (Object Code 58450)

2G BLICK Kiln: supplemental supplies for Art class. Kiln will be used to fire pottery for project based learning. \$2,285 CSI (Object Code 58450)

2G (CSI 22-23) BLICK Kiln: supplemental supplies for Art class. Kiln will be used to fire pottery for project based learning. \$2,285 CSI (Object Code 58450)

2H BLICK Kiln Furniture: supplemental supplies for Art class. Kiln furniture will be accessories to the kiln. \$339.84 CSI (Object Code 58450)

2H (CSI 22-23) BLICK Kiln Furniture: supplemental supplies for Art class. Kiln furniture will be accessories to the kiln. \$339.84 CSI (Object Code 58450)

2I Pottery Wheel: supplemental supplies for Art class. Pottery wheel will be used to make pottery for project based learning. \$793 CSI (Object Code 58450)

2I (CSI 22-23) Pottery Wheel: supplemental supplies for Art class. Pottery wheel will be used to make pottery for project based learning. \$793 CSI (Object Code 58450)

2J 3D Printers and supplies (2 orders): supplemental supplies for Math, Art, & CTE Masonry classes. 3D printers will be used to enhance curriculum and lesson planning for project based learning initiatives. \$5,679.72 CSI (Object Code 58450)

2J (CSI 22-23) 3D Printers and supplies (2 orders): supplemental supplies for Math, Art, & CTE Masonry classes. 3D printers will be used to enhance curriculum and lesson planning for project based learning initiatives. \$5,679.72 CSI (Object Code 58450)

2K Refrigerator, Convection Oven, and cooking supplies: supplemental supplies for Life Management Skills I & II classes. Refrigerator, Convection Oven, and cooking supplies will be used to enhance curriculum and lesson planning for project based learning initiatives. \$1608.04 CSI (Object Code 58450)

2K (CSI 22-23) Refrigerator, Convection Oven, and cooking supplies: supplemental supplies for Life Management Skills I & II classes. Refrigerator, Convection Oven, and cooking supplies will be used to enhance curriculum and lesson planning for project based learning initiatives. \$1608.04 CSI (Object Code 58450)

2L License agreement for Remind, student and parent communication incentive software with additional features for voting/polling to track staff, student, parent, & community member feedback for WASC initiatives. \$2,500 CSI (Object Code 58450)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$0	23030 - LCFF (Site)
\$0	23030 - LCFF (Site)
\$4,437.50	50345 - CSI 2021/22
\$250	50345 - CSI 2021/22
\$650	50345 - CSI 2021/22
\$1,402.90	50345 - CSI 2021/22
\$3,210	50345 - CSI 2021/22
\$2,285	50345 - CSI 2021/22
\$339.84	50345 - CSI 2021/22
\$793	50345 - CSI 2021/22
\$5,679.72	50345 - CSI 2021/22
\$300	50345 - CSI 2021/22
\$1,608.04	50345 - CSI 2021/22
\$2,500	50345 - CSI 2021/22
\$3,210	50345 - CSI 2022/23
\$2,285	50345 - CSI 2022/23
\$339.84	50345 - CSI 2022/23
\$793	50345 - CSI 2022/23
\$5,679.72	50345 - CSI 2022/23
\$300	50345 - CSI 2022/23
\$1,608.04	50345 - CSI 2022/23

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

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

3A Professional Development on Trauma Informed Care, Social Emotional Learning, and/or English Language Learner Instructional Strategies to be provided for teachers, counselors and admin through district and outside consultants. \$4,000 Title I/LCFF \$6,000 (Object Codes 11500/ 58100) (WASC E2 School Culture, E3 Personal and Academic Support)

Utilize the services of the San Joaquin County Office of Education Language & Literacy Department to increase the number of English Language Learners being redesignated to Fluent English Proficient. Co-planning and Co-Teaching services will be provided throughout the year to support teachers with planning and implementing strategies to increase the effectiveness of student engagement.

3B All Jane Frederick students and parents will be provided with College and Career fair which will provide students with the opportunity to review transcripts and learn about graduation, A-G and college requirements.

Counselor Additional Compensation: 2 counselors X 6 hours X \$60 = \$720 LCFF (Object Code 36010)

3C Field Trips: Student will participate in a field trip to SJ Delta College and UOP for a campus tour. Campus tours will prepare students for College and Career Readiness for post graduation planning. \$7,000 - Title I (Object Code 43400)

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.

3D Materials, supplies, duplicating, and equipment for Back to School Night and College and Career Fair will be provided. \$3,000 LCFF (Object Code 43110)

3E Yondr, is a patented system that creates a phone-free space for classrooms and school campuses. Cost includes training and materials.

300 students x \$22 = \$6,600 Title I (Object Code 43200)

3F Additional Compensation for Security. Security needed for Back to School Night, Senior Grad/Parent Night, and Graduation Night. 2 CSMs x 5 hours x \$25 = \$250 Title I (Object Code 36010)

3F Additional Compensation for WASC training and collaboration. Compensation for teachers who work on the WASC advisory committee. Requirements include training and collaboration of WASC initiatives in preparation for upcoming WASC visit in May of 2024. 3 Teachers x 40 hours x \$60 = \$7,200 Title I (Object Code 11500)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$4,000	50643 - Title I
\$7,000	23030 - LCFF (Site)
\$720	50643 - Title I
\$3,000	50643 - Title I
\$7,200	50643 - Title I
\$6,600	50643 - Title I
\$6,000	23030 - LCFF (Site)

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

Strategy/Activity 1.1.4**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

2E Maintenance Agreements for copier equipment and ink supplies. Teachers will use various equipment types to support instruction. Maintenance agreements ensure equipment is available and working properly. \$1,500 Title I (Object Code 56590)

2F Purchase of classroom technology needed to support instruction, including doc cams, printers, tablets, laptops, chromebooks, chromebook carts, and adapters/cables. \$6,285 Title I/\$3,400 LCFF (Object Code 44000)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3,400	23030 - LCFF (Site)
\$6,285	50643 - Title I
\$1,500	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Professional development has been offered to teachers and site administration throughout the 2021-2022 school year. Jane Frederick staff has worked with Research & Accountability, Language Development Office, the Curriculum & Instruction Department, and contracted with the SJCOE Language & Literacy Department. to provide 10 coaching sessions in an effort to increase the instructional delivery rigor and levels of student engagement for all students, ensuring a greater focus on our EL population. iReady Diagnostic Growth Results were reviewed and used during By Name By Need staff collaboration sessions. We reviewed the levels of support iReady provides to teachers with videos, Teacher Toolkit, parent letters, domain support, enrichment and intervention strategies. EL reclassification increased from the previous year and there was a greater focus on instructional delivery and levels of positive student engagement due to district and county office professional development trainings.

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

Due to COVID, field trips were put on hold. There were also issues clearly defining the contractual time, thus impacting Saturday sessions and if we were able to provide teachers with additional comp time.

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.

2022-2023 will show a clearer picture of the instructional minutes and when teachers can be compensated outside of the contractual day. There will be a clearer articulation as to how PLCs will function and how those sessions will impact student learning outcomes and addressing skill gaps. Field trips are being changed to one Delta College only and to UC Davis to learn about a Biodigester system that can be recreated using cross-curricular partnership between our math, masonry, and art teachers. We will also focus on taking students to local trade schools to expose them to professions where a college degree is not a requirement. AVID WICOR tools and strategies will be implemented with materials and supplies purchased. Utilizing AVID personal resources within SUSD, our students will be more organized and more focused with the strategies teachers and administration will adopt through on-site training.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

By the end of the 2023-2024 school year, Jane Frederick High School will have less than 100 days of suspension, no expulsions, and less than 37% of the students will be considered chronic truants. The school climate will improve in the following categories: with only 2% of students consistently report being bullied on campus, 5% reduction of student reporting marijuana usage, 80% of students report feeling safe at school, and only 15% of students report racial tension at school. This improvement will be supported through the implementation of standards based curriculum and instructional coaching to increase learning and engagement, in addition to mental health counselors, social worker assists, and a substance abuse mentoring program (TUPE).

Identified Need

Jane Frederick Teachers need to be trained in PLC and SEL strategies.

Jane Frederick needs to reduce its chronic absenteeism rate of 10%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension and chronic absentee rate		Reduce suspensions by 10% Reduce chronic tardies and absences by 10%

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

1A Continue and increase programs to promote a positive school culture, increase attendance, and grades, as well as reduce behaviors. PBIS is used to increase campus climate and safety, PLUS is used to increase student leadership and ownership in school culture, Anger Management, TUPE Smoking and Drug Cessation, mental health clinicians and mentoring services provide individual supports and services to those who need. Services are coordinated through the counseling department. (WASC E2 School Culture)

1B Principal and PBIS Coordinator to attend CADA Conference to further develop campus climate and culture strategies, activities and programs- \$5,000 LCFF (Object Code 52150) (WASC E2 School Culture)

1C Instructional Materials and Supplies for PLUS and leadership classes, posters and supplies to provide positive messages, - \$3,000 LCFF (Object Code 43110) (WASC A5 Resources)

1D Student Incentive Program (WASC E2 School Culture)

*Frederick Bucks, Gift Cards, and School Spirit Items will provide PBIS awards for positive student behavior, academic improvement, and attendance improvement. \$5,000 LCFF (Object Code 43160)

* Taking Care of Business (TCOB) recognizes students who maintain a 2.0 GPA with no Fs (No Marks) and have positive attendance.

* Principal's List and Honor Roll recognition * Class incentives for school spirit and student leadership initiatives.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$5,000	23030 - LCFF (Site)
\$5,000	23030 - LCFF (Site)
\$3,000	23030 - LCFF (Site)

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

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Assistant Principal provides support for student learning environment through direct student contact, supervision, instructional support, conflict mediation, referrals to academic and social services, mental health services, and health services. (A5 Resources, E2 School Culture, E3 Personal and Academic Student Support)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

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

PLUS/PBIS was not implemented. Suspensions increased during 2020-2021 due to not being on campus during 2019-2020. There was also evidence of increased anxiety upon student return which caused more negative behaviors to occur. RTD bus passes were not purchased, because we already had enough for each student. The HERO app was purchased, but training will not be provided until the end of April or May so it will not be implemented by staff until the 2022-2023 school year.

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

Jane Frederick will partner with Student Services to return to integrating PBIS strategies through staff training.

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

By the end of the 2023-24 school year, Jane Frederick High School will increase parent involvement by 10%, as evidenced by participation in parent meetings and advisory boards.

Identified Need

Jane Frederick needs to increase parent participation by 5% for the 2023-24 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

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

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

1A Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, etc. (WASC E1 Parent and Community Engagement)

1B Parent Meeting - \$800 Title I - Parent (Object Code 43400): Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Parent Coffee Hour, ELAC, and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

1D Materials - \$84 Title I - Parent (Object Code 43110) Materials for parent and student involvement activities, such as FAFSA night and parent/student orientations. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$800	50647 - Title I - Parent
\$84	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2022-2023 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.

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

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.

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	\$111,317.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$216,373.00

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 (\$)
50643 - Title I	\$52,705.00
50647 - Title I - Parent	\$884.00
50345 - CSI 2022/23	\$57,728.00

Subtotal of additional federal funds included for this school: \$111,317.00

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 (\$)
23030 - LCFF (Site)	\$41,600.00
50345 - CSI 2021/22	\$63,456.00

Subtotal of state or local funds included for this school: \$105,056.00

Total of federal, state, and/or local funds for this school: \$216,373.00

Addendums

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov