



# School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

**CSI Instruction:**

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

**ATSI Instruction:**

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template 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	11/12/2024	11/12/2024

## Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Jane Frederick's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Comprehensive School Improvement (CSI) plan.

## Educational Partner Involvement

How, when, and with whom did your 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 staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Jane Frederick's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- October 3, 2024 @ 2pm Room 6
- Last years meeting was on May 21, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

Title 1 Parent Meeting last year was on September 23, 2023 / Back to School Night

- Title 1 Parent involvement meeting occurred on August 24, 2024
- Monthly Coffee Hour will occur on October 22, 2024 (Family engagement)
- English Language Advisory Committee on August 15, 2024
- English Language Advisory Committee on August 22, 2024
- Last year English Language Advisory Committee was on May 16, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on September 3, 2024
- Leadership Meeting on September 9, 2024
- Data will be presented at our next Leadership Meeting on October 14, 2024

## Resource Inequities (CSI and ATSI Only)

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

**Differentiated Assistance:** Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Jane Frederick, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
<b>English Learner</b>	population too small, no indicator	population too small, no indicator	X	X	X	0% prepared (very low)
<b>Foster Youth</b>	population too small, no indicator	population too small, no indicator	X	X	population too small, no indicator	population too small, no indicator
<b>Homeless Youth</b>	X	X	population too small, no indicator	X	X	population too small, no indicator
<b>Students with Disabilities</b>	population too small, no indicator	population too small, no indicator	16.1% suspended at least one day (red)	X	population too small, no indicator	population too small, no indicator
<b>American Indian/Alaskan Native</b>	population too small, no indicator	population too small, no indicator	population too small, no indicator	X	population too small, no indicator	population too small, no indicator

Teachers need additional Professional Development/Training to support student with disabilities. Additionally, more support from MHC/

Counselor for behavioral/emotional concerns is needed. Lastly, more incentive/rewards would reenforce positive behavior and individual goals accomplishment.

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, District CSI support team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
<b>All Students</b>	236 points below standard (orange)	285.5 points below standard (orange)	14.6% suspended at least one day (red)		50.7% graduated (red)	0% prepared (very low)
<b>Foster Youth</b>						
<b>English Learner</b>			7.6% suspended at least one day (orange)		48.9% graduated (red)	0% prepared (very low)
<b>Long Term English Learner</b>						
<b>Homeless Youth</b>			19.3% suspended at least one day (red)			
<b>Socioeconomically Disadvantaged</b>	232.6 points below standard (orange)	283.9 points below standard (orange)	13.5% suspended at least one day (red)		51.1% graduated (red)	0% prepared (very low)
<b>Student with Disabilities</b>			16.1% suspended at least one day (red)			
<b>African American</b>			29.3% suspended at least one day (red)			
<b>American Indian/ Alaskan Native</b>						
<b>Asian</b>						
<b>Filipino</b>						
<b>Hispanic</b>	223.9 points below standard (orange)	271.4 points below standard (orange)	11.7% suspended at least one day (red)		54.3% graduated (red)	0% prepared (very low)

Two or More Races						
Pacific Islander/ Native Hawaiian						
White						

Graduation Rate, Attendance, Suspension days major gaps were observed between student groups on the CA Dashboard Indicators for Adams School.

Trend data was also reviewed year over year which resulted in observing Increase in Graduation Rate, Attendance, and suspension days decreased. Data was reviewed utilizing a Decision-Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified Hispanic and students with disabilities as an area of focus for this 2024-2025 school year due to attendance and suspension days. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- Providing students the opportunity to visit College and career institutes to motivate towards graduation and achieving life goals.
- Students will be awarded with incentives for perfect attendance and for those who have improved their attendance.
- Teachers and staff will be attending professional development and training to improved student behavior (PBIS) .

# Goals, Strategies/Activities, and Expenditures

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

## Goal 1.1

Goal #	Description
Goal 1.1	<p>Attendance SMART Goal: By the end of the 2024-25 school year, Jane Frederick will increase student daily average attendance by 10% annually each year and decrease chronic absenteeism by 10% annually each year. This will be accomplished by increasing the number of attendance incentives for students by initiating quarterly attendance awards and quarterly principal's list celebrations. Jane Frederick will also develop PD for school staff on attendance MTSS protocols, increase the number of attendance SSTs for students and parents, and devote Mondays to attendance SST meetings during student academic support time after lunch.</p> <p>ELA SMART Goal: By the end of the 2024-25 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.</p> <p>ELD SMART Goal: By the end of the 2024-25 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.</p> <p>Math SMART Goal: By the end of the 2024-25 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.</p> <p>Science SMART Goal: By the end of the 2024-25 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.</p> <p>Graduation Rate SMART Goal: By the end of the 2024-25 school year, Jane Frederick High School will increase our graduation rate by 5%.</p>

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career &amp; Technical Education</p> <p>Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings. Our school site CTE Construction/Job Exploration Teacher will attend and assist with supervision during college career / local business tours.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1 Career &amp; Technical Education: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]



1.1.2	<p>College Readiness</p> <p>Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness.</p> <p>Field Trips: Student will participate in a field trip to SJ Delta College, UOP, and businesses in the community for a campus tour. Campus tours will prepare students for College and Career Readiness for post graduation planning.</p> <p>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.</p> <p>Additional Compensation for Security. Security needed for Back to School Night, Senior Grad/Parent Night, and Graduation Night.</p> <p>Software license and training. Jane Frederick will utilize the software to improve students literacy skills and support college and career readiness for all Jane Frederick High School students.</p> <p>Title I Funding Allocation: 2 CSMs x 6.5 hours x \$35 = \$455</p> <p>LCAP 1.2 College Readiness: Non-instructional materials, for Back to School Night and College and Career Fair will be provided - \$4,760 Field trip transportation - \$15,000</p> <p>Comprehensive School Improvement (CSI): Software and License Agreement - \$10,075</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$10,075</p> <p>\$4,760</p> <p>\$455</p> <p>\$15,000</p>	<p>3182 - CSI 2023/24</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p>
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1.1.3	<p>A-G High School Courses</p> <p>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. The counselor will be meeting with students and families during the school day as well as after school.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: Counselor Additional Compensation: 2 counselors X 6 hours X \$75 = \$1500 LCFF</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students, Foster Youth, English Learners, Low Income, Students with Disabilities	\$1,500	0100 - LCFF/S&C (site)
1.1.4	<p>Bilingual Instructional Support</p> <p>Bilingual assistant (1.0 FTE Centralized Funding) in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$Enter amount here]	[Specify the funding source(s)]

1.1.5	<p>English Learner Professional Development</p> <p>Utilize the services of the San Joaquin County Office of Education Language &amp; 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.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
1.1.6	<p>English Learner Programs and Supports</p> <p>EL Site Coordinator will administer local assessment &amp; ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, Coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

<p>1.1.7</p>	<p>Teacher Collaboration, Professional Development, &amp; Academic Support</p> <p>Teacher Training, Collaboration, and Testing Support - Release time, Substitute Pay, and teachers working during their prep time. 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)</p> <p>Resources, materials, supplies for instruction - Instructional materials and resources include novels, paper, writing tools, markers, toner/ink, whiteboards, chart paper, etc. (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)</p> <p>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)</p> <p>Professional development for school site teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>Teachers will utilize software that leverages student interest to engage them in learning process. The software will focused on meeting their learning needs. Non-Capital Equipment to utilize software.</p> <p>Title I Funding and Allocation:  Teacher Substitute Calculation 28 sub days x \$200/day = \$5,600  Teacher Additional Comp - \$8,100  Teacher Conference - \$40,597</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	<p>\$22,400</p> <p>\$5,200</p> <p>\$18,410</p> <p>\$40,597</p> <p>\$8,100</p> <p>\$5,600</p> <p>\$40,000</p>	<p>3182 - CSI 2023/24</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3182 - CSI 2023/24</p>
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	<p>LCAP 1.7 Teacher Collaboration, Professional Development, &amp; Academic Support:  Instructional Materials: \$18,410  Substitute Pay: 13 Substitute Teachers x 2 days each (26 days total) X \$200 = \$5,200</p> <p>Comprehensive School Improvement (CSI):  License Agreements - \$40,000  Teacher Additional Comp Pay - 14 teachers x 20 hours x \$80/hr. = \$22,400</p>			
1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>Professional development for school site administrators will be focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>Site administration and staff will attend a conference to improve the efficiency and effectiveness of our Professional Learning Communities and continuation high school.</p> <p>Title I Funding Allocation:  Conference - \$10,000</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development  No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI):  No additional site CSI is being allocated for this strategy.</p>	<p>All Students,  English Learners,  Foster Youth,  Low Income,  Students with Disabilities</p>	\$10,000	3010 - Title I

<p>1.1.9</p>	<p>Professional Learning Community Implementation, Professional Learning &amp; Curriculum Implementation</p> <p>Professional Learning supporting staff on instructional strategies that streamlines and alleviates barriers. Resources that support high achievement for all students, training opportunities may include:</p> <ul style="list-style-type: none"> <li>* Professional Learning Communities at Work - Focusing on instruction, response to intervention, assessment &amp; grading, and culture. Resources include teacher additional compensation for participation and collaboration time.</li> <li>* 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</li> <li>* Special Education/General Education core subject instructional alignment and planning to calibrate rigor and strategies to best support and include all students</li> <li>* ELA/ELD/SS Literacy Skill Crosswalk development and planning</li> <li>* Instructional coach is to support staff on instructional strategies that streamlines and alleviates learning barriers</li> </ul> <p>Instructional Coach- District Funded (Shared with Weber)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning &amp; Curriculum Implementation: No additional site LCFF funds have been allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
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<p>1.1.10</p>	<p><b>Data Analysis and Evaluation</b></p> <p>Professional development has been offered to teachers and site administration throughout the 2023-2024 school year. Jane Frederick staff has worked with Research &amp; Accountability, Language Development Office, Curriculum &amp; Instruction Department, and Solution Tree PLCs to provide 4 coaching sessions and 6 PD's in an effort to increase the instructional rigor and levels of student engagement for all students, ensuring a greater focus on our EL population. I-Ready Diagnostic Growth Results were reviewed and used during staff collaboration sessions. We reviewed the levels of support I-Ready provides to teachers with 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 professional development trainings.</p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p> <p>The school staff was very focused on our 6 year WASC visit/accreditation and our annual College and Career Fair. Thus, professional development conferences were put on hold until the 2024-25 school year.</p> <p>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.</p> <p>The 2024-25 school year will show a clearer articulation to how PLCs will function, and how those sessions will impact student learning outcomes and address skill gaps. Field trips will focus around local colleges and businesses that will provide a wide variety of options for students to consider when developing their post-graduation plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
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1.1.11	<p>Access to Foundational &amp; Outdoor Learning Spaces</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational &amp; Outdoor Learning Spaces No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
1.1.12	<p>Acceleration of Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.12 Acceleration of Learning No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
1.1.13	<p>Literacy and Library Supports</p> <p>Use Educational consultants to advance professional development for all stakeholders in planning, collaboration, family support, student achievement, leadership, and mentorship.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.13 Literacy and Library Supports No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Educational Consultant \$72,833</p>	[Identify either All Students or one or more specific student groups]	\$72,833	3182 - CSI 2023/24



1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>Advancement via Individual Determination Program (AVID): AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development.</p> <p>Training opportunity: * AVID - Registration, Training Attendance, Pre Conference collaboration and post conference collaboration.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
1.1.15	<p>Recapturing Learning Loss</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
1.1.16	<p>Outdoor Education/Science Camp</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Professional development has been offered to teachers and site administration throughout the 2023-2024 school year. Jane Frederick staff has worked with Research & Accountability, Language Development Office, Curriculum & Instruction Department, and Solution Tree PLCs to provide 4 coaching sessions and 6 PD's in an effort to increase the instructional 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 staff collaboration sessions. We reviewed the levels of support iReady provides to teachers with 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 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.

The school staff was very focused on our 6 year WASC visit/accreditation and our annual College and Career Fair. Thus, professional development conferences were put on hold until the 2024-25 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.

The 2024-25 school year will show a clearer articulation to how PLCs will function, and how those sessions will impact student learning outcomes and address skill gaps. Field trips will focus around local colleges and businesses that will provide a wide variety of options for students to consider when developing their post-graduation plans.

## Goal 2.1

Goal #	Description
Goal 2.1	By the end of the 2024-2025 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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Educational Equity, Diversity, and Inclusion  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.  Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

<p>2.1.5</p>	<p>Positive Behavior Interventions and Support (PBIS) 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)</p> <p>Staff will attend conference to further develop campus climate and culture strategies, activities and programs.</p> <p>Instructional Materials and Supplies for PLUS and leadership classes, posters and supplies to provide positive messages.</p> <p>Student Incentive Program (WASC E2 School Culture) *Frederick Bucks, and School Spirit Items will provide PBIS awards for positive student behavior, academic improvement, and attendance improvement. * 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.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): Conference - \$10,000 Instructional materials - \$3,000 Non-Instructional -\$10,000</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>\$10,000</p> <p>\$3,000</p> <p>\$10,000</p>	<p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p>
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2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Counselors: School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): Counselor additional compensation \$800.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\$800	0100 - LCFF/S&C (site)
2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]

2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.11	<p>Student Attendance and Truancy</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

2.1.12	<p>Health and Wellness Services and Supports</p> <p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>A Mental Health Clinician is assigned to Jane Frederick for 3 days a week to provided mental health services for students who are referred by other staff members.</p> <p>Mental Health Clinician- District Funded (Shared with HCA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]



2.1.14	<p>Social Emotional and Restorative Practices and Responsive Schools Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.</p> <p>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)</p> <p>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. (WASC E2 School Culture, E3 Personal and Academic Support)</p> <p>Title I Funding Allocation: Professional Development - \$4,000</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: Professional Development - \$6,000</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\$4,000  \$6,000	3010 - Title I  0100 - LCFF/S&C (site)
2.1.15	<p>School Connectedness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$Enter amount here]	[Specify the funding source(s)]

2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.17	<p>Additional School Site Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.18	<p>Additional School Site Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.19	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

2.1.20	<p>Instructional Technology</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.20 Instructional Technology: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.21	<p>Instruction and Teacher Staffing</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

2.1.24	<p>Student and Campus Safety</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Jane Fredrick's biggest focus and successes were on school climate, culture, graduation rates, and attendance. Through supportive staff and MTSS intervention protocols, Jane Frederick was very successful at reaching the student population who were in need of additional support and flexibility. PLUS/PBIS was implemented and suspensions decreased from 124 days (2023-23) to 50 days during 2023-2024 school year.

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

Jane Fredrick will continue to work with students, staff, and parents to curb student use of vaping and over use of cell phones during class 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.

Jane Frederick will partner with Student Services to add additional PBIS strategies through staff training for the 2024-25 school year.

### Goal 3.1

Goal #	Description
Goal 3.1	By the end of the 2024-25 school year, Jane Frederick High School will increase parent involvement by 10%, as evidenced by participation in parent meetings and advisory boards.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Student Engagement and Leadership Opportunities  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.  Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]

3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
3.1.3	<p>Arts Programming</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
3.1.4	<p>Expanded Learning and Enrichment Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4 Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Jane Frederick High School increased parent involvement during the 2023-24 school year. Parents were very involved at school site council, Back to School Night, and ELAC.

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

Jane Frederick needs to get parent input for what/how to spend parent resources funds for the 2024-25 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 Fredrick will continue to seek parental input for funds, school site council, ELAC, and student academic achievement.



## Goal 4.1

Goal #	Description
Goal 4.1	..

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement  License agreement for student and parent communications; for voting/polling to track staff, student, parent, & community member feedback for WASC initiatives.  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.  Comprehensive School Improvement (CSI): License agreements \$2,500	[Identify either All Students or one or more specific student groups]	\$2,500	3182 - CSI 2023/24

<p>4.1.2</p>	<p>District Strategic Planning and Communication</p> <p>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)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>[\$[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>4.1.3</p>	<p>Community Schools Supports and Resources</p> <p>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)</p> <p>Parent Meeting - 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.</p> <p>Materials - 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.</p> <p>Title I Funding Allocation: Parent Meeting - \$800 Materials - \$252</p> <p>LCAP 4.3 Community Schools Supports and Resources No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>\$252</p> <p>\$800</p>	<p>3010 - Title I - Parent</p> <p>3010 - Title I - Parent</p>

4.1.4	Parent Advisory Committee Supports and Resources  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.  Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and 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.

## Goal 5.1

Goal #	Description
Goal 5.1	...

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

5.1.2	<p>Developing Student Individual Transition Plans</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.8	<p>Enhancing School Engagement and Attendance for Students with Disabilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and 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.

## Goal 6.1

Goal #	Description
Goal 6.1	...

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]



6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy</p> <p>Jane Frederick will provide culturally responsive books to include within the library along with class sets of books that represent the diverse population of students on campus.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Book and Reference Materials 10,000</p>	African American	\$10,000	3182 - CSI 2023/24

6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
6.1.7	<p>BSAP School Climate &amp; Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate &amp; Wellness Personnel Support No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
6.1.8	<p>BSAP Community -Based Safety Pilots</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and 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 Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

### Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$69,804.00
Total Federal Funds Provided to the School from the LEA for CSI	\$157,808.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$302,282.00

### Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
3010 - Title I	\$68,752.00
3010 - Title I - Parent	\$1,052.00
3182 - CSI 2023/24	\$157,808.00

Subtotal of additional federal funds included for this school: \$227,612.00

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 (\$)
0100 - LCFF/S&C (site)	\$74,670.00

Subtotal of state or local funds included for this school: \$74,670.00

Total of federal, state, and/or local funds for this school: \$302,282.00

# Addendums



# 2024-25 School Plan for Student Achievement

## Recommendations and Assurances

Site Name: Jane Frederick H.S.

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

10/4/24

Date of Meeting

4. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

8/22/24

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on 11/12/24.

Date of Meeting

(Optional)

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

CSI

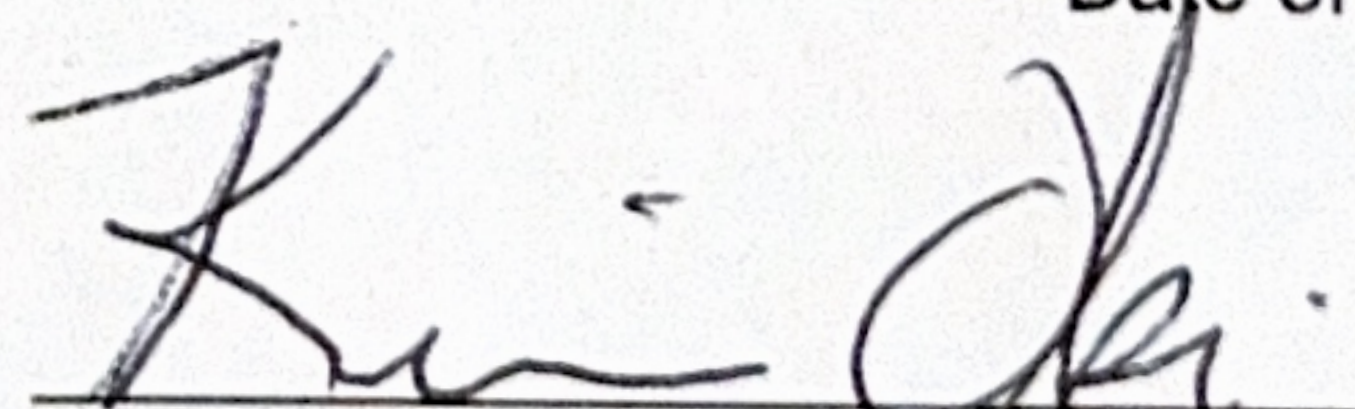
9/23/24

Committee

Date of Meeting

Attested:

Kevin Oki



11/5/24

Typed Name of School Principal

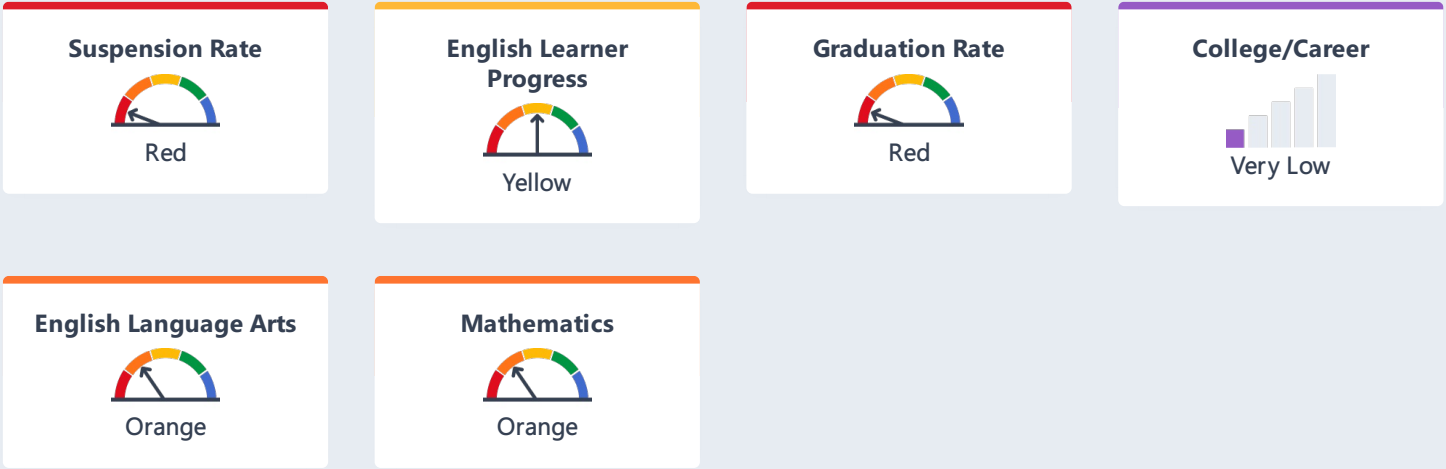
Signature of School Principal

Date



# Jane Frederick High

Explore the performance of Jane Frederick High under California's Accountability System.



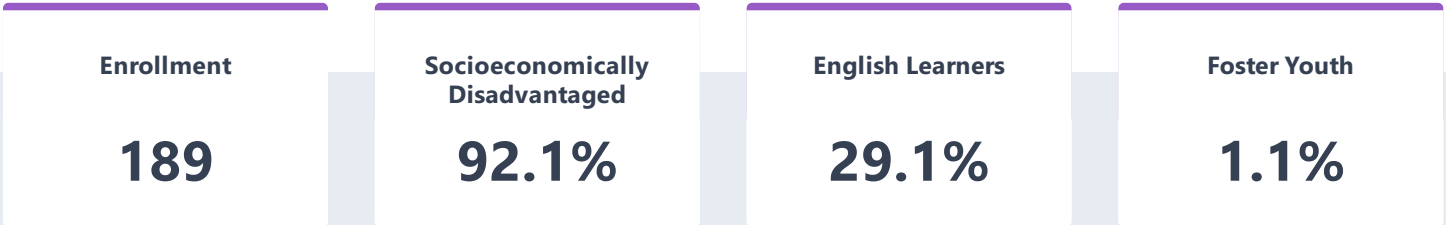
## School Details

<b>NAME</b> Jane Frederick High	<b>ADDRESS</b> 1141 East Weber Avenue Stockton, CA 95205-4916	<b>WEBSITE</b> N/A	<b>GRADES SERVED</b> 9-12
<b>CHARTER</b> No	<b>DASHBOARD ALTERNATIVE SCHOOLS STATUS</b> Yes		

JANE FREDERICK HIGH

## Student Population

Explore information about this school's student population.




# Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Orange

236 points below standard

Increased 44.8 Points ▲


EQUITY REPORT

Number of Student Groups in Each Level

0 Red	2 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics



Orange

285.5 points below standard

Increased 36.8 Points ▲


EQUITY REPORT

Number of Student Groups in Each Level

0 Red	2 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress



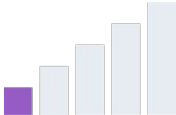
Yellow

32.1% making progress

Increased 29% ▲

LEARN MORE

College/Career



Very Low

0% prepared

EQUITY REPORT

Number of Student Groups in Each Level


3 Very Low	0 Low	0 Medium
0 High	0 Very High	

# Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate



Red

50.7% graduated

Declined 3.4% ▼

EQUITY REPORT

Number of Student Groups in Each Level

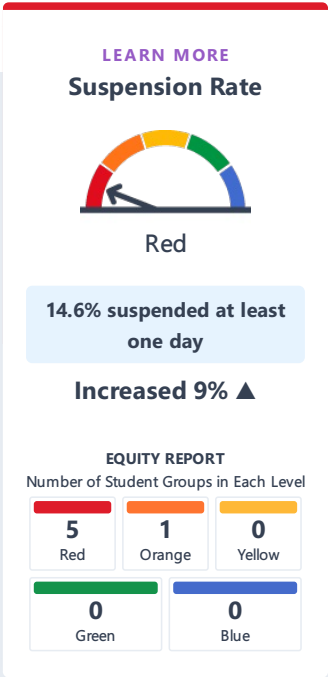
3 Red	0 Orange	0 Yellow
0 Green	0 Blue	



JANE FREDERICK HIGH

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



# Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

236 points below standard


Increased 44.8 Points ▲

Number of Students: 51

### Student Group Details


#### All Student Groups by Performance Level

11 Total Student Groups



Red


No Student Groups



Orange


Hispanic

Socioeconomically Disadvantaged




Yellow

No Student Groups




Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

English Learners

Foster Youth

Homeless

Two or More Races

Students with Disabilities

White

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### English Learners



No Performance Color

245.3 points below standard

Increased 56 Points ▲

Number of Students: 15

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Hispanic



Orange

223.9 points below standard

Increased 57.2 Points ▲

Number of Students: 38

### Socioeconomically Disadvantaged



Orange

232.6 points below standard

Increased 46.9 Points ▲

Number of Students: 48

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2022

2023

All Students

280.8 points below standard

236 points below standard

# English Language Arts Data Comparisons: English Learners


Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners	Recently Reclassified English Learners	English Only
245.3 points below standard Increased 50.3 Points ▲ Number of Students: 15	Less than 11 students - data not displayed for privacy Number of Students: 0	226.5 points below standard Increased 48.5 Points ▲ Number of Students: 26

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.







**All Students**  
  
Orange

285.5 points below standard  
Increased 36.8 Points ▲  
Number of Students: 52

### Student Group Details

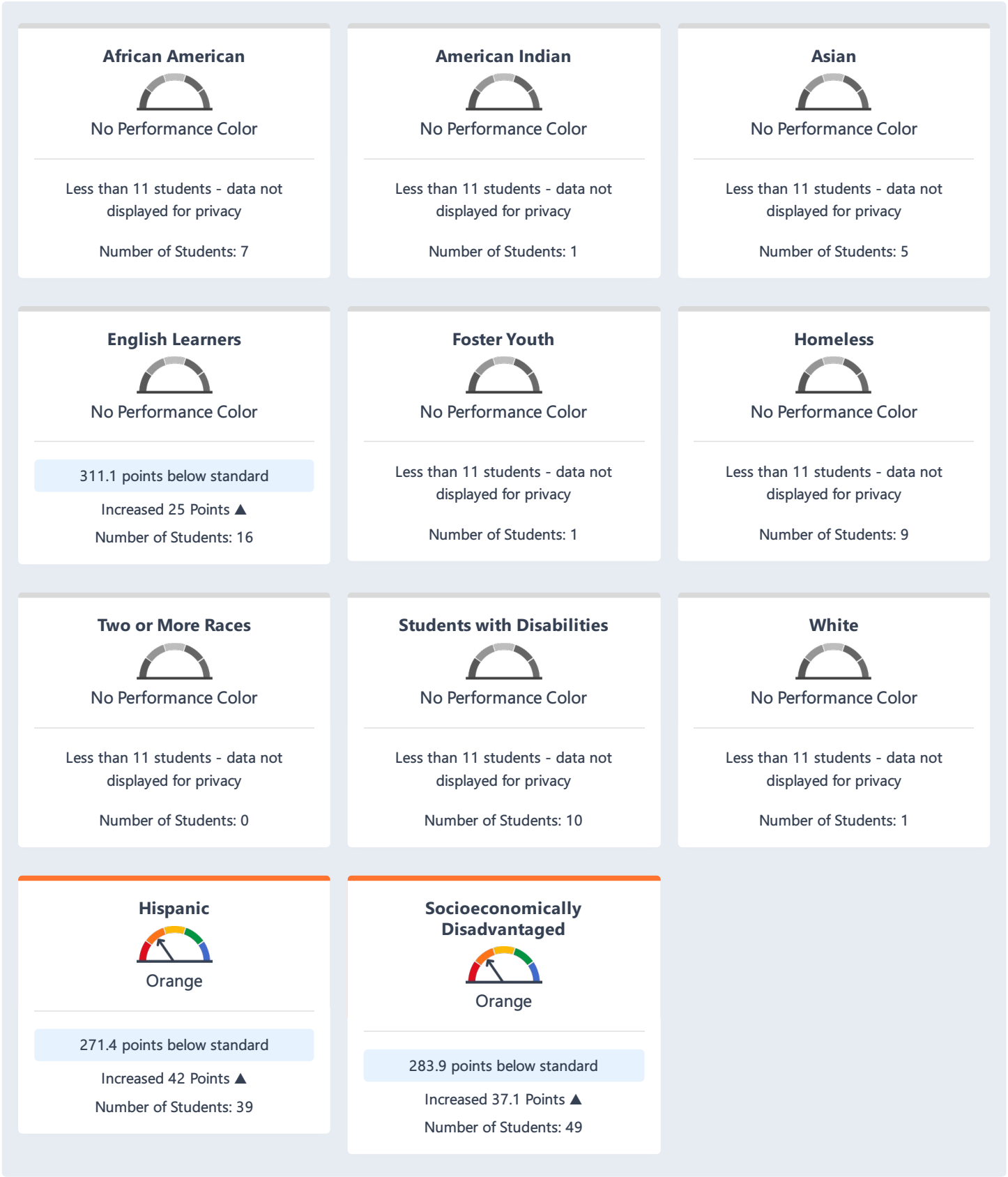
#### All Student Groups by Performance Level

11 Total Student Groups

 Red No Student Groups	 Orange Hispanic Socioeconomically Disadvantaged	 Yellow No Student Groups
 Green No Student Groups	 Blue No Student Groups	 No Performance Color African American American Indian Asian English Learners

Foster Youth
Homeless
Two or More Races
Students with Disabilities
White

○ ● ○ ○ ○ ○ ○



Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	322.3 points below standard	285.5 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

### Current English Learners

311.1 points below standard

Increased 22.9 Points ▲

Number of Students: 16

### Recently Reclassified English Learners

Less than 11 students - data not displayed for privacy

Number of Students: 0

### English Only

273.1 points below standard

Increased 42.6 Points ▲

Number of Students: 27


## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

### English Learner Progress



Yellow

32.1% making progress towards English language proficiency

Increased 29% ▲

Number of EL Students: 56

## Student English Language Acquisition Results

## College/Career

### All Students

All Students
--------------

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



0% prepared

Number of Students: 127

## Student Group Details

### All Student Groups by Performance Level

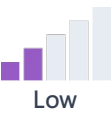
12 Total Student Groups



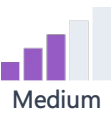
English Learners

Hispanic

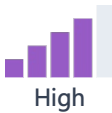
Socioeconomically Disadvantaged



No Student Groups



No Student Groups



No Student Groups



No Student Groups



No Performance Level

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Students with Disabilities

White

### African American



No Performance Level

0% prepared

Number of Students: 26

### American Indian



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Asian



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Filipino



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Foster Youth



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Homeless



No Performance Level

0% prepared

Number of Students: 19

### Two or More Races



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Students with Disabilities



No Performance Level

0% prepared

Number of Students: 22

### White

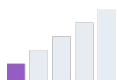


No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 4

### English Learners

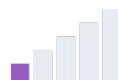


Very Low

0% prepared

Number of Students: 37

### Hispanic

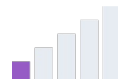


Very Low

0% prepared

Number of Students: 84

### Socioeconomically Disadvantaged



Very Low

0% prepared

Number of Students: 122



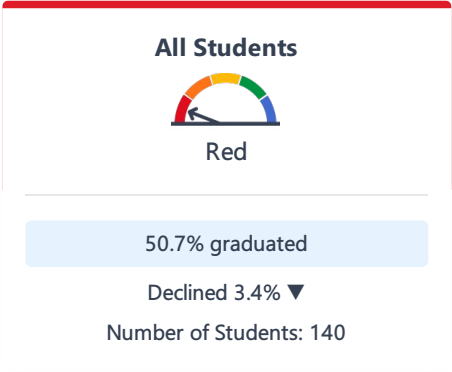
# Academic Engagement

View data about academic participation.

## Graduation Rate

### All Students

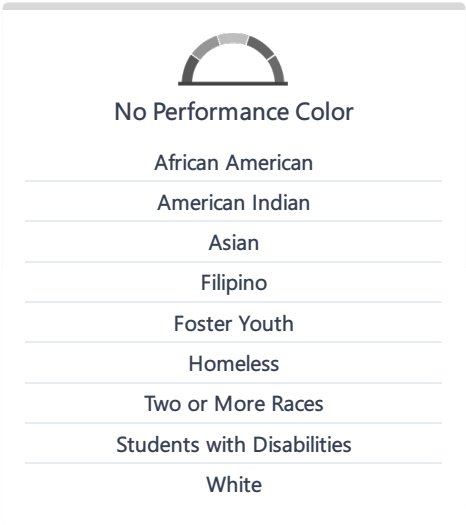
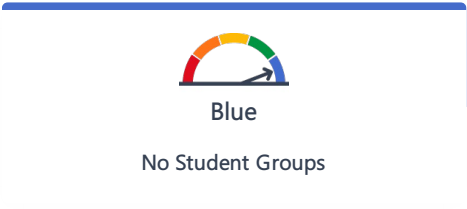
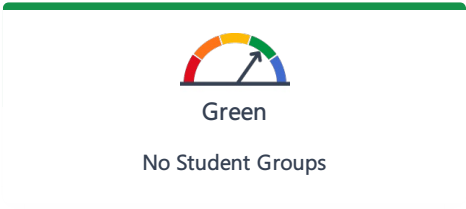
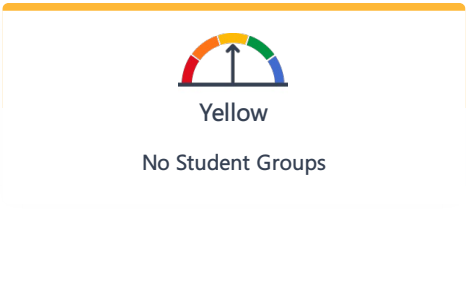
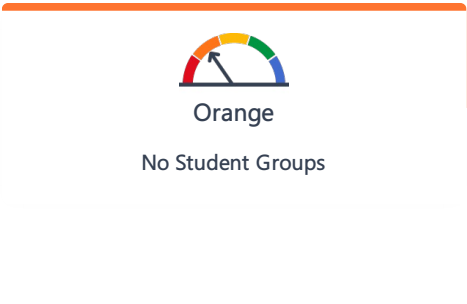
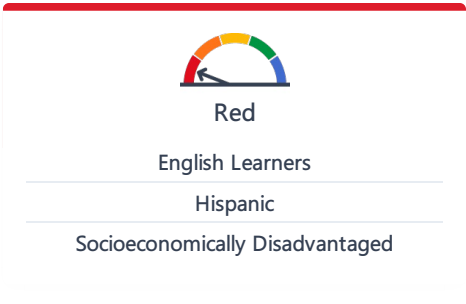
Explore information about students completing high school, which includes students who receive a standard high school diploma.



### Student Group Details

#### All Student Groups by Performance Level

12 Total Student Groups



### African American



No Performance Color

50% graduated

Increased 6.5% ▲

Number of Students: 28

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Homeless



No Performance Color

62.5% graduated

Increased 12.5% ▲

Number of Students: 24

### Two or More Races

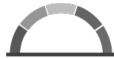


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Students with Disabilities



No Performance Color

37.5% graduated

Increased 4.2% ▲

Number of Students: 24

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### English Learners



Red

48.9% graduated

Increased 4.4% ▲

Number of Students: 45

### Hispanic



Red

54.3% graduated

Declined 2.7% ▼

Number of Students: 94

### Socioeconomically Disadvantaged



Red

51.1% graduated

Declined 3.4% ▼

Number of Students: 135

## 5-Year Graduation Rate

Student Group	Four Year	Five Year	Did Not Graduate	Five Year Graduation Rate	Five Year Graduates
---------------	-----------	-----------	------------------	---------------------------	---------------------

Student Group	Four Year	Five Year	Did Not Graduate	Five Year Graduation Rate	Five Year Graduates
All Students	41.4%	9.3%	49.3%	50.7%	13
African American	42.9%	7.1%	50%	50%	2
English Learners	31.1%	17.8%	51.1%	48.9%	8
Hispanic	43.6%	10.6%	45.7%	54.3%	10
Homeless	41.7%	20.8%	37.5%	62.5%	5
Socioeconomically Disadvantaged	41.5%	9.6%	48.9%	51.1%	13
Students with Disabilities	29.2%	8.3%	62.5%	37.5%	2

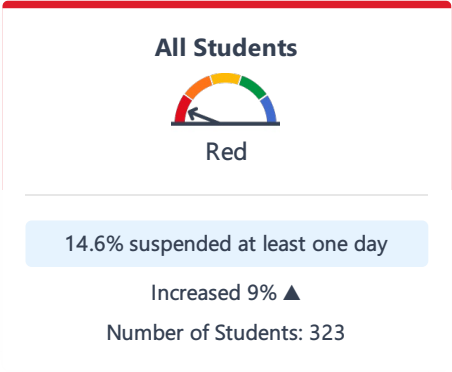
# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

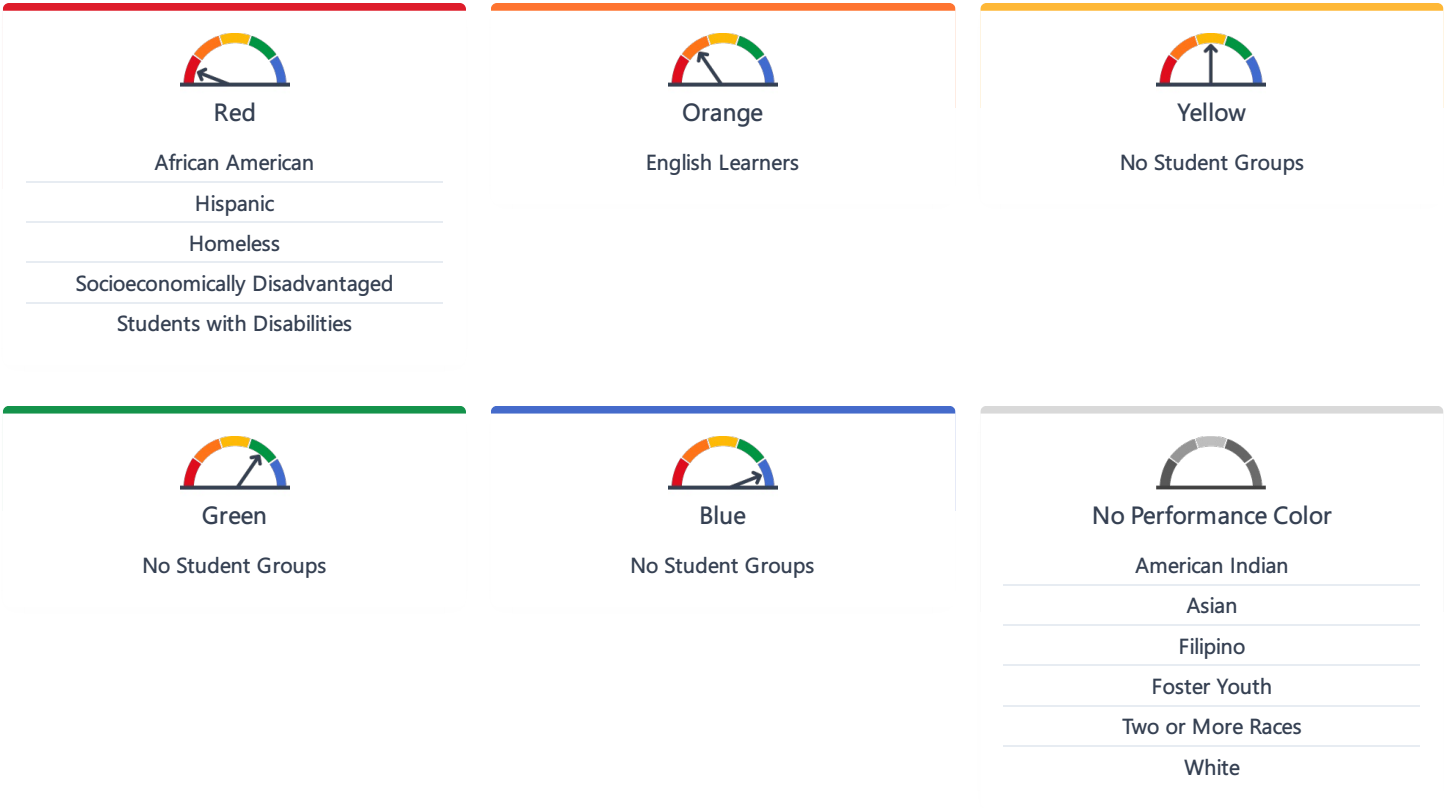
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



### Student Group Details

#### All Student Groups by Performance Level

12 Total Student Groups



### American Indian

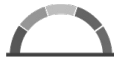


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Asian



No Performance Color

0% suspended at least one day

Number of Students: 12

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### White



No Performance Color

16.7% suspended at least one day

Number of Students: 12

### African American



Red

29.3% suspended at least one day

Increased 16.8% ▲

Number of Students: 58

### Hispanic



Red

11.7% suspended at least one day

Increased 7.4% ▲

Number of Students: 222

### Homeless



Red

19.3% suspended at least one day

Increased 13.2% ▲

Number of Students: 57

### Socioeconomically Disadvantaged



Red

13.5% suspended at least one day

Increased 8.1% ▲

Number of Students: 303

### Students with Disabilities



Red

16.1% suspended at least one day

Increased 3% ▲

Number of Students: 62

### English Learners



Orange

7.6% suspended at least one day

Increased 4.8% ▲

Number of Students: 105

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

## B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

## C

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

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

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

## D

Acronym	Description
Dashboard	<a href="#">California School Dashboard</a>
DASS	<a href="#">Dashboard Alternative School Status</a>
DHCS	<a href="#">Department of Health Care Services</a>
DOF	<a href="#">Department of Finance</a> (Outside CDE Source)
DOL	<a href="#">U.S. Department of Labor</a> (Outside CDE Source)
DSS	<a href="#">Department of Social Services</a> (Outside CDE Source)

## E

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



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

## F

Acronym	Description
FASD	<a href="#">Fiscal and Administrative Services Division</a>
FM	Fiscal Monitoring
FPM	<a href="#">Federal Program Monitoring</a>
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	<a href="#">Foster Youth Services</a>

## G

Acronym	Description
GAD	<a href="#">Government Affairs Division</a> – CDE
GATE	<a href="#">Gifted and Talented Education</a>
GED	<a href="#">General Educational Development Test</a>

GEER	<a href="#">Governor's Emergency Education Relief Fund</a>
GL	General Ledger
GMART	<a href="#">Grant Management and Reporting Tool</a>
GPA	Grade Point Average

## H

Acronym	Description
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## I

Acronym	Description
IB	International Baccalaureate
IDEA	<a href="#">Individuals with Disabilities Education Act</a> (Outside CDE Source)
IEP	Individualized Education Program
IS	<a href="#">Independent Study</a>
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	<a href="#">Legal, Audits, and Compliance Branch</a>
LASSO	<a href="#">Local Agency Systems Support Office</a>
LCAP	<a href="#">Local Control and Accountability Plan</a>
LCFF	<a href="#">Local Control Funding Formula</a>
LEA	Local Educational Agency
LTEL	Long-term English Learner

## M

Acronym	Description
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MSD	<a href="#">Multilingual Support Division</a> – CDE
MTSS	<a href="#">Multi-tiered System of Support</a> (Outside CDE Source)

## N

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

## O

Acronym	Description
OMB	Office of the Management and Budget
OSE	<a href="#">Office of the Secretary of Education</a> (Outside CDE Source)
OSHA	<a href="#">Occupational Safety and Health Administration</a> (Outside CDE Source)

## P

Acronym	Description
PCA	Program Cost Account
PFT	<a href="#">Physical Fitness Testing</a>
PSAT	<a href="#">Preliminary Scholastic Achievement Test</a> (Outside CDE Source)
PTA	<a href="#">Parent Teacher Association (State)</a> (Outside CDE Source)

## Q

Acronym	Description
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## R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	<a href="#">Regional Occupational Centers and Programs</a>
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## S

Acronym	Description
SACS	<a href="#">Standardized Account Code Structure</a>
S and C Funds	Supplemental and Concentration Funds
SARB	<a href="#">School Attendance Review Board</a>
SARC	School Accountability Report Card
SASD	<a href="#">Student Achievement and Support Division</a> – CDE
SAT	<a href="#">Scholastic Achievement Test</a>
SB	Senate Bill
SBE	<a href="#">State Board of Education</a>
SBP	<a href="#">School Breakfast Program</a>
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	<a href="#">Special Education Division</a> – CDE
SELPA	<a href="#">Special Education Local Plan Area</a>
SELPA Content Leads	SELPA Content Leads <a href="https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp">https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp</a>
SES	<a href="#">Supplemental Educational Services</a> (Outside CDE Source)
SFSD	<a href="#">School Fiscal Services Division</a>
SIG	<a href="#">School Improvement Grant</a>
SIL	<a href="#">SELPA Systems Improvement Leads</a> (Outside CDE Source)
SNP	<a href="#">School Nutrition Program</a>
SnS	<a href="#">Supplement not Supplant</a>
SpED	Special Education
SPSA	<a href="#">School-Plan for Student Achievement</a>
SSC	Schoolsite Council

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

## T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	<a href="#">Technical Assistance</a>
TAS	<a href="#">Targeted School Assistance</a>
TSD	<a href="#">Technology Services Division</a>
TSI	<a href="#">Targeted Support and Improvement</a>
TUPE	<a href="#">Tobacco-Use Prevention Education</a>

## U

Acronym	Description
UC	<a href="#">University of California</a> (Outside CDE Source)
UCOP	<a href="#">University of California Office of the President</a> (Outside CDE Source)
UCP	<a href="#">Uniform Complaint Procedures</a>
UGG	Uniform Grant Guidance
USDA	<a href="#">U.S. Department of Agriculture</a> (Outside CDE Source)

## V

Acronym	Description
VAPA	<a href="#">Visual and Performing Arts</a>

## W

Acronym	Description
WASC	<a href="#">Western Association of Schools and Colleges</a> (Outside CDE Source)
WestEd	<a href="#">WestEd</a> (Outside CDE Source)
WIC	<a href="#">Women, Infants, and Children</a> (Outside CDE Source)

## X, Y, Z

Acronym	Description
YRE	<a href="#">Year-round Education</a>

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