

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jane Frederick High	39686763930211	05/12/2022	01/24/2023

Purpose

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

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

Description

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

Engaging Educational Partners

Refer to comprehensive needs assessment.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Jane Frederick High School staff, parents, students, and community members met on the following dates to review and discuss the Single Plan for Student Achievement. During each SSC/ELAC/ and Leadership Team meeting the goals and strategies and the progress being made were reviewed. We discussed obstacles to moving forward with mentoring programs, field trips cancelled due to COVID, the status of our EL program, programs to reduce chronic absenteeism, and professional development opportunities being provided to teaching and administrative staff.

School Site Council:

- 9/28/21
- 10/12/21
- 11/30/21
- 1/11/22
- 2/22/22
- 3/22/22
- 4/12/22
- 4/26/22
- 5/10/22

ELAC Committee:

- 10/11/21
- 1/10/22
- 2/22/22

Leadership Team:

- 1/6/22
- 2/16/22
- 4/13/22

Staffing and Professional Development

Staffing and Professional Development Summary

Remove Independent Study position. Teacher retired mid-year and held a single subject math credential while teaching multiple subjects.

Possible addition of SDC class based on SARB referrals. Caseload increase in current SDC class necessitates an return to two SAI classrooms.

Removing Driver's Ed, Health, Geography, and GFSF course due to teacher's lack of single subject credentialed and no need for these courses.

Utilized the services of Loan Tran, Kim Funchess, Mong Thi, during staff development.

iReady Teacher Toolkit, disaggregating diagnostic growth data. Use for By Name By Need collaboration.

Contracted with San Joaquin County Office of Education's Language & Literacy for 10 sessions with Annie Duong to support EL growth and instructional delivery.

Teachers receiving co-plan/co-teach support with one on one coaching.

Staffing and Professional Development Strengths

Teachers and support staff are accessible to students and have made meaningful connections.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Jane Frederick teaching staff and site administration need further development in competency as a PLC to provide ongoing support for curriculum implementation, conduct effective collaboration, and design consistent instructional/assessments/and common grading practices. **Root Cause/Why:** Jane Frederick teaching staff members have not been the recipients of Professional Learning Community trainings. The effectiveness and efficiency of PLC and staff collaboration is lacking focus and depth.

Teaching and Learning

Teaching and Learning Summary

Administrative time management

Increase informal observations and timely feedback

Unwrapping the standards

Curriculum

Pacing guides

Instructional minutes

Intervention materials

Teaching and Learning Strengths

Teachers are receptive to wanting to professional development and building culture.

During informal conversations, students are showing a strong desire to want more engagement opportunities.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Jane Frederick has not reached growth goals and continues to underserve our student population in a targeted, focused, and efficient way. Effective teaching strategies and student engagement is not at a sufficient level to properly support student learning. **Root Cause/Why:** Improvement and full implementation of the PLC process is needed. Training via district and county curriculum and instruction support must be put into place to increase our capacity. Instructional leader classroom visitations and timely, focused feedback must increase in order to better serve our students in their academic growth.

Parental Engagement

Parental Engagement Summary

Use of Blackboard Messenger

Update school website

Flyers have been going home

Google Classroom use

Use of community resources for Human Trafficking, Anti-Bullying, and Signs of Suicide virtual presentations

Back to School Night

Parental Engagement Strengths

Google surveys.

Teacher contact with parents is increasing and being documented to a greater extent in Synergy.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Jane Frederick High School experienced low parent participation at Parent Coffee Hours, SSC and ELAC meetings. **Root Cause/Why:** COVID played a major factor in the decrease in parent participation. Due to meetings taking place remotely and council meetings being held in the afternoon, we did not get the buy-in needed to be successful in this area.

School Culture and Climate

School Culture and Climate Summary

A climate survey was done at the beginning of the year. It has not been revisited since September.

Due to COVID, students have struggled to return to Jane Frederick. There have been many social emotional issues and an increased need for counseling and mental health support.

There have been many issues with vaping/marijuana and behavioral issues.

Students do not feel a strong connection to the school and are not willing to return after the 12:20 dismissal to receive tutoring support from their teachers.

During informal conferences, students have shown an interest in wanting to have a more active role in school, but we have fallen short in providing those opportunities.

School Culture and Climate Strengths

Students have a strong connection to the teaching and support staff. They have expressed their fondness for the smaller classroom and site setting.

The staff is very supportive of one another and willing to take over one another's classes when someone is not available.

The custodial and security staff work diligently to ensure the safety and security of the campus.

Parents continue to express how relieved they are that their child is in a learning environment that has given them another chance at success, helps alleviate some of their anxiety, and that we provide counseling and mental health resources.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1: Students are not taking advantage of the opportunity to stay after school for teacher support and tutoring. There is also an increase in chronic absenteeism and behavior issues. **Root Cause/Why:** Due to the gap between student release time and the start of teacher support time, few students take

advantage of the opportunity to stay on campus for academic intervention support. COVID has made it difficult to transition students back to in-person learning. This has caused them to be somewhat disengaged in the learning process and to engage in off-task behaviors.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

By EOY 2023 per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 10 students. By June 2023, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 students. School Goal for Math: By June 2023, the percentage of all students (grades 9-12) meeting their expected Math growth on the MDTP monitoring tool will increase by 10% from the fall of 2022 to the spring of 2023. School Goal for Science: By June of 2023, the percentage of all students meeting or exceeding the standards in Science will increase by 5 percentage points. School Goal for College and Career Readiness: By June 2023, increase the percentage of students enrolling in San Joaquin Delta College by 5%. By June 2023, increase the percentage of students completing forklift driving certification by 3 students. By June 2023, increase the percentage of completers in masonry by 5%. By June 2023, the graduation rate will increase by 10%. School Goal for College and Career Readiness: By June 2023, increase the percentage of students who have completed courses that satisfy UC or CSU entrance requirements or programs that align with state board approved career technical educational standards by 10 percent. By June 2023, the graduation rate will also increase by 10 percent.

Identified Need

Jane Frederick teaching staff and site administration need further development in competency as a PLC to provide ongoing support for curriculum implementation, conduct effective collaboration, and design consistent instructional/assessments/and common grading practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Growth Assessment in ELA and Math	Students three or more grade levels below in ELA in 2019-2020 was 91% 2021-2022 was 86%	Decrease number of students in ELA at three or more years below by 10%
FAFSA Applications		Increase number of students attending Delta or local trade schools by 5 students.
Forklift Driving Certificate Completion Data	4 Students in 2022	Increase number of student receiving their forklift driver licences by 10%
Graduation data	62 graduating students in 2022	Increase the number of graduating seniors by 10 students.

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Provide teachers and administrators with professional learning opportunities, events and resources that focus on alternative educational programs and environments, scaffolding and differentiation, checking for understanding, classroom management, scheduling, using data to develop and implement formative assessments and drive instruction, and other best practices, interventions, and strategies. Provide substitutes for coverage while at conferences and for release time for visiting other classrooms and schools for best practices learning and sharing. Site administration and selected teachers will attend the 2022-2023 Solution Tree conference in Las Vegas to improve the efficiency and effectiveness of our Professional Learning Communities. Instructional coaches (2 @ .5 FTE Instructional Coach - Centralized Service) will provide further support through co-teaching, co-planning or demo lessons in the classroom. Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning. * Scope and Sequence Planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for reteaching to move forward more efficiently. * In-Depth Data and Root Cause Analysis: Staff Additional Comp: 6 hours X 5 months X \$60 X 13 staff = \$23,400 - Title I

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$23,400	50643 - Title I
\$50,000	50344 - CSI 2020/21
\$10,000	50344 - CSI 2020/21

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

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

To provide students with supports to improve credit/attendance recovery through additional time, day and support for students needing assistance for students to recoup credits and clear absences. Teachers will integrate supplemental support to English Learners through the alignment of the four domains of ELPAC with daily instruction. (WASC Goal #1) Additional compensation for teachers to provide students with support to improve credit/attendance recovery, including extended day opportunities. Current data shows absences greatly affect student's ability to earn credits, in a timely manner, for graduation. Providing additional time, day and support for students needing assistance can help students gain more credits and clear absences. 3 teacher X 4 hours per sessions X 5 sessions X \$60 rate of pay = \$3,600 - Title I EL students who need to be reclassified will be placed in appropriate ELD classes. Students will be provided with targeted one-on-one or small group instruction, hands-on instruction and after school tutoring. Supplemental materials and readings will be provided to students to support learning and instruction. ELD offerings will be expanded to six levels based on new guidelines from the Language Development Office, which were approved by Stockton Unified. Staff from the Language Development Office will provide presentations during Back to School Night for parents of identified EL students. Materials and/or supplies will be given to EL parents. \$908.00 Bilingual Assistant (district funded) will work with students in class (small group or one-on-one) practicing content learned during instruction. Tutoring will also be offered and available for EL students after school. Additional Bilingual support is needed due to growing numbers of EL students and additional ELD classes being added to the schedule.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3,600	50643 - Title I
\$908	50643 - Title I

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

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Jane Frederick will implement AVID school-wide strategies to all students. Students learn AVID strategies as they are integrated into the subject matter and instructional delivery. Leadership team will work on school-wide strategies, such as focused notetaking, marking the text, and levels of inquiry. Teachers commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. Teachers will integrate the AVID articulation matrix as a tool for implementing WICOR strategies, for notetaking, use of agendas/planners, and levels of thinking and questioning at different grade levels. Jane Frederick also focuses on the organizational piece of WICOR, teaching students study skills and how to be organized with organizational tools such as binders, folders, planners, and materials. Students will be provided student planners at the beginning of the school year to assist with organization. In addition, note-taking supplies, such as notebooks, highlighters, expo markers, chart paper, pencil pouches, organizers will be purchased for students to demonstrate AVID organizational strategies. Provide first generation (and other target population) students with hands-on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc. Provide additional resources to assist students with their individual learning path. Resources include: novels/books, dictionaries, toner/ink cartridges for printing papers, paper for both printing of papers as well as colored paper for class projects, and student work folders, and student planners to assist students with math, reading, and writing strategies including AVID strategies. Teachers and administrators will use various types of equipment, and technologies to enhance and support students' various preferred modes and methods of receiving information, instruction and being engaged. ****General supplies are unallowable using State & Federal funds.**** Instructional materials/supplies: \$10,320 - LCFF Site administration and Leadership Team members will attend the 2022-2023 AVID conference to introduce AVID based learning to the staff and students at Jane Frederick. CSI \$30,000 for conference attendance fees, hotel accommodations, transportation costs. Site administration and Leadership team members will attend the 2022-2023 Solution Tree conference to improve the efficiency and effectiveness of our school-wide Professional Learning Community collaborations. CSI \$30,000 for conference

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$30,000	50344 - CSI 2020/21
\$10,320	23030 - LCFF (Site)
\$7,000	23030 - LCFF (Site)
\$30,000	50344 - CSI 2020/21

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

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth

Strategy/Activity

The counselor will meet with students to discuss transcripts and establish semester goals. Counselor and students will complete an Individualized Student Four Year Plans. The counselor will monitor student achievement and schedule coursework to meet district graduation and A-G requirements. Opportunities for grade recovery are identified by the counselor to support students who are not on track to meet graduation requirements. Grade level advisors will also monitor student achievement through continuous academic evaluations and refer students to the counselor based on academic need and support. Credit recovery and the achievement of graduation and A-G requirements will be completed via Cyber High/APEX program. Students will be placed in this program by the school counselors. Students will be provided with opportunities to participate in grade level College Entrance Examinations, i.e PSAT for 10th graders and SAT/ACT for 11th and 12th graders. Grade level advisors will provide students with opportunities to practice exam questions using resources provided by Khan Academy and College Board. All Jane Frederick students and parents will be provided with College and Career fair which will provide students with the opportunity to review transcripts and learn about graduation, A-G and college requirements. Counselor Additional Comp: 2 counselors X 6 hours X 5 months X \$60 = \$3,600 - LCFF Equipment and maintenance LCFF \$10,00 Field Trips: \$6,000 - Title I Student will participate in a field trip to SJ Delta College for a campus tour. Students interested in participating in a project-based experiment in building a biodigester will attend a field trip to UC Davis to attend a presentation on how to build and utilize a smaller replica of this system. This is math, art, and construction focused experiment in how to reduce the effects of global warming. \$15,000 for materials and supplies. Grade level college tours will be offered to all students in grades 9-12. Students will be required to sign-up to participate. Substitutes will be provided for teachers in each grade level. Grade level advisors for each grade level will be invited to attend these college tours. Our school site Guidance Counselor will also assist with supervision during these tours. Materials, supplies, duplicating, and equipment for Back to School Night and College and Career Fair will be provided. \$680.00 LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3,600	23030 - LCFF (Site)
\$6,000	50643 - Title I
\$5,000	23030 - LCFF (Site)
\$15,000	50344 - CSI 2020/21
\$680	23030 - LCFF (Site)
\$10,000	23030 - LCFF (Site)

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

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

- All Students
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects including PLTW/STEM project materials. Materials/manipulatives will be provided to these three classes.

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Purchase of classroom technology needed to support instruction, including doc cams, printers, tablets, and adapters/cables.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$8,000	50344 - CSI 2020/21

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

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

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

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

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

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

Goal 1.2

Instructional coaching will promote teacher collaboration, conduct action or instructional walks with teachers as well as provide professional development relevant to teacher's subject matter. The instructional coach will provide further support through co-teaching or demo lessons in the classroom. Substitutes to release teachers for full day collaboration, lesson studies, and instructional walks focusing on ELA and Math.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Use common assessments and iReady diagnostic data in all content areas as the basis for cycle of improvement.		Student iReady scores will increase by at least two grade levels in Math and ELA.

Strategy/Activity

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

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

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

Goal 1.3

Utilize the services of the San Joaquin County Office of Education Language & Literacy Department to increase the number of English Language Learners being redesignated to Fluent English Proficient. Co-planning and Co-Teaching services will be provided throughout the year to support teachers with planning and implementing strategies to increase the effectiveness of student engagement. CSI \$15,000

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	1 student RFEP in 2022	Growth of 5 students RFEP in 2023

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

Strategy/Activity 1.3.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Utilize the services of the San Joaquin County Office of Education Language & Literacy Department to increase the number of English Language Learners being redesignated to Fluent English Proficient. Co-planning and Co-Teaching services will be provided throughout the year to support teachers with planning and implementing strategies to increase the effectiveness of student engagement. CSI \$15,000

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$15,000	50344 - CSI 2020/21

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

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

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

Goal 1.4

Student Incentive Program (WASC E2 School Culture) Increase student achievement by incentivizing students to maintain a 2.0 GPA with no Fs/No Marks, and who have positive attendance. Create a Principal's List and Honor Recognition. Provide class incentives for school spirit. Provide incentives for Career Preparation, work supplies, career resources, and career materials.

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1.4.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Student Incentive Program (WASC E2 School Culture) Increase student achievement by incentivizing students to maintain a 2.0 GPA with no Fs/No Marks, and who have positive attendance. Create a Principal's List and Honor Recognition. Provide class incentives for school spirit. Provide incentives for Career Preparation, work supplies, career resources, and career materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10,741	50344 - CSI 2020/21

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

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

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

Goal 1.5

License agreement for Remind, student communication incentive software.

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1.5.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Purchase license agreement for Remind, student communication incentive software.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2,000	50344 - CSI 2020/21

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

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

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

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goal for Suspension: (Must be a SMART Goal) By June 30, 2022, maintain zero suspensions occurring at Jane Frederick. *Not including the suspension associated with students occurring at other schools. School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By June 30, 2022, reduce the number of students chronically absent by 10%..

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

The Leadership and PLUS programs support initiatives to increase attendance. The ASB/Leadership classes promote a positive school culture and climate through the use of lunch time events, activities and sporting events that celebrate school spirit, attendance, and engagement. Students identified as having attendance concerns are invited to participate in PLUS forums to discuss barriers to attendance and potential solutions. Students are able to take ownership of their discussions and actively engage in the collaborative experience offered by PLUS forums. Additionally, students are able to highlight some of the concerns they have and provide feedback through the PLUS survey regarding their connectedness to the staff and campus at large. (WASC Area E: School Culture and Support for Student Personal and Academic Growth) The Plus team will coordinate school wide surveys in order to identify student areas of concern. The Plus Advisor will report and share survey data with school staff. Staff will use data as part of the referral and intervention process. The Plus team will also facilitate quarterly forums for each grade level and provide students with an opportunity to share out and express areas of concern. (WASC Area Category D: Standards-based Student Learning: Assessment and Accountability, E: School Culture and Support for Student Personal and Academic Growth) Transportation to PLUS forums and conferences. \$10,000 PBIS Increase the number of students attending class regularly and on time by using PBIS strategies with the PBIS software, data evaluation, student contact, rewards and consequential strategies, and other attendance monitoring means. Attendance: RTI-A comprehensive attendance plan will be implemented to promote increased attendance for all students, with a focus on students identified as Chronically Absent. To promote attendance and recognize students for going to class on time, students who have earned Perfect Attendance are celebrated at quarterly Grade Level Assemblies. These students are celebrated in front of their peers and are awarded with RTI Incentive tickets. Students with improved attendance are also monitored and awarded with RTI Incentive tickets. Bus passes are provided for students who meet the qualifications and have improved attendance. In addition to PBIS, the RTI Lunch/Incentive program is utilized to address High School Success topics and provide instruction to all students on issues related to social-emotional/behavioral concerns. Students routinely examine attendance during HSS to monitor and create attendance goals. To address tardiness, a Lunch Accountability program enables students to recover attendance due to late arrivals. This program supports students in neutralizing negative points in the HERO Behavioral Management system and allows for students to earn incentives that promote increased attendance. HERO- The HERO behavioral management system will be utilized to identify students with attendance needs and provide positive reinforcements for students who show improved attendance and behavior. HERO will be utilized in conjunction with the RTI Extended Lunch/Incentive Program to support students by providing incentives for students meeting behavioral and attendance goals. Restorative Practices- PBIS systems support Tier 1 Interventions for all students and focus on building positive relationships between students and staff to increase student attendance. Alternative to suspensions will be identified through Restorative Practices to support students in maintaining attendance and receiving continued access to classroom instruction. # of students Tardy to class. # of Schoolwide tardies. # of schoolwide days absent. # of students suspended # of student placed on after-school detention

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10,000	50344 - CSI 2020/21

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

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

- Low Income
- Foster Youth
- English Learners
- All Students

Strategy/Activity

Secure local and regionally recognized guest presenters to speak to and interact with Jane Frederick students and parents. Topics will focus on inspiring and motivating youth in the areas of succeeding despite geographical limitations, housing insecurities, financial barriers, physical and emotional limitations. Presenters will work with staff, students and stakeholders on how to align our work at Jane Frederick with the SUSD mission and vision of "lifting all youth out of circumstances of poverty and scarcity."

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$50,000	50344 - CSI 2020/21

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

The intended goal and accompanying strategies were designed to increase student participation in school activities, incentivize and motivate students toward improved attendance, and provide transportation, thus reducing the likelihood of late arrival on campus. There was a concerted effort on the part of administration, support staff, and teachers to focus on positive attendance. Contracts were created to monitor students with chronic absenteeism. Conferences were held to ensure that bus passes were provided. Tiered interventions continued to be implemented from previous years. Restorative justice circle meetings were held for students in conflict, student referrals for TUPE interventions increased, and positive classroom interventions were put into place by teachers to increase social-emotional well-being of all students.

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

PLUS/PBIS was not implemented in full due to the limited number of leadership team members who could attend PBIS training. Suspensions increased during 2020-2021 due to not being on campus during 2019-2020. Incidences of vaping and cell phone use increased. Students expressed that they struggled to transition back and shared that they had increased anxiety upon student return which caused more negative behaviors to occur. RTD bus passes were not purchased with the monies encumbered because we already had enough for each student. The HERO app was purchased late in the school year due to a delay in approval.

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 in 2023 to return to integrating PBIS strategies through staff training. All staff will be trained with the support our site Leadership Team. PBIS strategies will be implemented and monitored school-wide throughout the year. The Student/Parent Handbook is being updated to define PBIS tiered interventions, clearly outline expectations, further increase PBIS strategies, continue with the Frederick Buck token system, and implement the HERO behavioral management system. All teachers and administrators will utilize this tool to give students points for positive behavior and make connections with parents as to their child's progress or lack thereof in three designated areas of current concern: 1) Abuse of technology 2) Chronic Absenteeism 3) Behavioral Issues

Goal 2.2

School Goal for Suspensions: By June, 2023 decrease the number of suspension occurring at Jane Frederick by 10%. * Implement district PBIS strategies using district support and staff training. * With an increase in Jane Frederick Leadership Team members, we will attend virtual PBIS meetings once a month and share information with the teaching staff via email, staff bulletin, and during staff meetings. * Monthly suspension data will be used to measure growth toward our yearly goal of a 10% reduction. * Data will be shared with staff, SSC and ELAC members during monthly scheduled meetings. * The HERO program will be implemented by staff with a focus on decreasing 1) Chronic absenteeism 2) Abuse of cell phone and technology 3) Increase positive behavior.

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

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

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

Goal 2.3

At the beginning of 2022-2023, put resources into place that will address the ongoing issue of vaping nicotine and/or marijuana on campus. Schedule the TUPE counselor to present in a school-wide capacity.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TUPE Referrals	Current TUPE referrals	Decrease referrals to TUPE by 10% Decrease disciplinary referrals regarding vaping and/or use of marijuana by 10%

Strategy/Activity

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

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

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

Goal 2.4

Professional development on Trauma Informed Care and Social Emotional Learning to be provided for teachers, counselors, and administration through district and outside consultants.

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 2.4.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Professional development on Trauma Informed Care and Social Emotional Learning will be provided for teachers, counselors, and site administration through district and outside consultants.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10,000	50344 - CSI 2020/21

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

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

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

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal) By June 2022, increase the number of trade union partnerships within the Jane Frederick masonry program to two.

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Increase communication to parents about school activities, student grades, assignments, programs, activities, events, and informational meetings. Provide a variety of and frequency of communication types to parents including Blackboard Messenger calls, website, flyers, marquee, and monthly newsletters/calendars. Parents routinely receive communications through Blackboard Messenger that advise of upcoming activities. These communications enable the school to send targeted information (based on grade level, tiered GPAs for school activities, events, and informational meetings.) and information to parents of the entire student body. The school website and marquee are regularly updated to reflect activities that occur on campus and opportunities available in the evenings for parents to attend. ParentVue access is available to all parents and students for the purpose of live grade monitoring. Additionally, parents can communicate with their student's teachers via district email or Google Classroom and request homework in the event of an absence. Develop and administer a series of mandatory surveys for both students and parents in order to obtain greater understanding of student and parent needs and perceptions. Funds not allocated.

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Parent engagement events are available throughout the school year to communicate information that will support students in achieving success. These events include monthly "Parent Coffee Hour" with the principal, counselor and other staff members. The monthly "Parent Coffee Hour" is held in both the morning and the evening in order to encourage parent participation. Parents are also encouraged to attend a Title I Parent Meeting which is held during Back to School Night, Winter and/or Spring Open House, and serve on the School Site Council and ELAC committee. Parent Meetings - Light snacks and refreshments, parent training material such as chart paper, markers, whiteboard, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Parent Coffee Hour and training session to provide visuals and hands-on activities for our parents. It is our goal to provide our parents with learning opportunities similar in fashion to those that are also provided for our students. Non-Instructional Materials: Materials for parent and student involvement activities such as Literacy Night, Science and STEM Night and College Informational Night. These materials are essential to providing hands-on

activities for our families to learn together and to build a community that is focused on learning. Non-instructional materials are to provide parent with manipulatives to assist them with helping their child at home with school work. Non-instructional funds also used to support and encourage parent, family and community engagement. Provide parents/guardians of students with a school planner to assist in goal setting, tracking homework, course completion rates, school deadlines, and pertinent school/district information. Maintain, and expand on the amount and scope of parent participation and engagement to ensure that parents have a voice and are informed of school policy, A-G, college funding resources, student academic achievement, student behavior, school programs and district goals. Title 1-Parent \$632

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Parents and students were provided with ongoing and timely communication via Blackboard Message, flyers, postings on Google Classroom, and in communicating with students with intentional classroom visits to share information. Parent Coffee Hours were provided in a virtual setting utilizing community resources of the Family Justice Center Human Trafficking presentation and CAPC Signs of Suicide presentation. Back to School Night

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 3.2

School Goal for Meaningful Partnerships: By June 2023 Contact and utilize local women in construction presenters to boost the number of females in masonry and construction courses by 5. By June 2023 Provide students with presentations by local businesses to support career and community readiness. * Utilizing the services of our Guidance Technician and site administration, schedule presentations with fast food corporate office representatives to present to students on interview skills, application completion and resume building, and how to work with the public. * Increase the number of parent and student attendees for bi-monthly Parent Coffee Hours by 5%. * Utilize local program presenters to share community information on 1) Human Trafficking 2) Cyberbullying 3) Gang Prevention Awareness 3) Suicide Prevention * Survey students and parents as to what types of presenters and events they would like to have on campus throughout the year.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Increase number of parent participants by 5%.

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

Strategy/Activity 3.2.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Strategy/Activity 1. Maintain, and expand on the amount of scope of parent participation and engagement to ensure that parents have a voice and are informed of school policy, community opportunities for employment, student academic achievement, student behavior expectations and opportunities, and district goals. Parent engagement events are available throughout the school year to communicate information that will support students in achieving success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$632	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

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

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$338,737.00
Total Federal Funds Provided to the School from the LEA for CSI	\$304,197.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$316,881.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
50344 - CSI 2020/21	\$240,741.00
50643 - Title I	\$33,908.00
50647 - Title I - Parent	\$632.00
50345 - CSI 2021/22	\$63,456.00

Subtotal of additional federal funds included for this school: \$338,737.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$41,600.00

Subtotal of state or local funds included for this school: \$41,600.00

Total of federal, state, and/or local funds for this school: \$380,337.00