



**2017-2020**

**Single Plan for Student Achievement (SPSA)**

**Site Strategic Plan**

<b>School:</b>	Jane Frederick High School
<b>Address:</b>	1141 E. Weber Ave. Stockton, CA 95205
<b>CDS Code:</b>	3930211
<b>District:</b>	Stockton Unified School District
<b>Principal:</b>	Chris Anderson
<b>Revision Date:</b>	March 21, 2018
<b>District Governing Board approved:</b>	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

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<b>Position:</b>	Principal
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## SECTION I: BACKGROUND

### *Purpose/Intent*

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

### Recommendations and Assurances

#### Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

- State Compensatory Education Advisory Committee
- English Learner Parent Involvement Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):

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4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on **March 21, 2018**

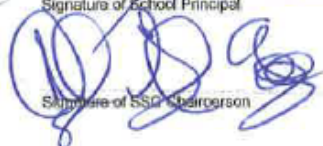
Attested:

Chris Anderson  
Typed Named of School Principal

  
Signature of School Principal

March 21, 2018  
Date

Daryl Ford  
Typed Named of SSC Chairperson

  
Signature of SSC Chairperson

March 21, 2018  
Date

## **Mission**

Insert the school site's mission.

Jane Frederick High School provides a safe, positive and productive learning experience while preparing students for graduation and or the world of work. As an alternative education program we specialize in credit recovery and aim to improve student success through attendance and achievement. We work collaboratively to build relationships and maintain a positive culture and climate on campus.

## **Vision**

Insert the school site's vision.

Jane Fredericks Vision is to provide personalized and relevant coursework with connections to college and career goals with flexibility for students, while promoting a culture of student voice on campus. We are committed to developing data/evidence-based approaches to decisions, plans, priorities, placements, interventions and resource allocation. We encourage professional development and actively support a community culture of safety, health, life balance, and value for respect through communication and involvement of all shareholders.

Schoolwide Learner Outcomes

Jane Frederick HS students:

Work towards proficiency in Reading/English Language Arts

Work towards proficiency in Math

Work towards College and Career Readiness

Work collaboratively to build relationships and maintain positive culture and climate on campus

## **School Site Story**

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

2017-18 Jane Frederick High School

Main office: (209) 933-7340

Counseling office: (209) 933-7340 Ext. 7875

Website: <http://www.stocktonusd.net/Frederick>

Principal: Chris Anderson

Assistant Principal: Donna Thayer

School Counselor: Julie Pagnini

Jane Frederick High School is an alternative/continuation high school for the Stockton Unified School District. The school opened in the fall of 2007, graduating its first senior class, the class of 2007. Jane Frederick High School is accredited by the Western Association of Schools and Colleges. Jane Frederick provides a small

school environment for students who are behind academically and are credit deficient. Our emphasis at Jane Frederick is to respond to and address each student's academic, social, emotional, and behavioral challenges. Students are provided individualized instruction with a strong emphasis on curriculum, intensive guidance, and counseling. We provide a cross-curricular, standards-based curriculum and instruction. We utilize state-adopted texts, reference materials and digital tools as part of our formula for success. All courses from entry through exit including our core courses, electives and C.T.E., will emphasize the development of comprehensive goals for all arenas of the student's life (family, education, career, community, and culture), realistic assessments of each student's progress towards achieving their goals and a plan to advance further towards these goals. We have focused primarily on academic literacy, with an emphasis on writing and math, but we also have a vocational program and instructional themes designed to help prepare our students for the world they will face when they leave Jane Frederick High School.

The academic program is organized to schedule students with four 45-minute period classes 5 days per week. Students are required to complete additional Independent Study classes throughout each quarterly grade reporting period. The daily schedule is split between an AM program and a PM program designed to normalize student attendance patterns, encouraging students to attend regularly. The students at JFHS are served by a fully credentialed staff with the principal, a full time assistant principal, 1 full time counselor, 1 full time Project Prevent counselor, 11 general education classroom teachers, and 3 special education teachers (1 Resource Specialist and 2 Special Day Class teachers). Additional support staff include: high school secretary, guidance tech, school registrar, special education instructional aides, campus security monitors, custodians, and cafeteria staff.

The school enrolls up to 250 students in grades 9-12. The school serves those students from all over the Stockton community. This includes students from the district's four comprehensive high schools, six other specialty and one alternative schools. The program is designed to meet the graduation requirements as well as provide students opportunities to take elective, credit recovery, and/or support classes. Students come to Jane Frederick having had chronic truancy and discipline issues with a significant percentage of students having been or still in the juvenile justice system. Virtually all of them enter below their grade level in academic skills and high school credits; and, the majority are not on track to graduate on time. In order to understand the student population dynamics, one must consider the whole city of Stockton and the socio-economic realities. Students are generally socially-economically disadvantaged and face challenges to their overall welfare that result from living in high crime related neighborhoods of poverty.

The majority's daily interactions include gang activities, crime, and substance dependency. As a result, Jane Frederick continues to enroll a significant number of students who have high attrition and mobility rates, which has seriously impacted their attendance and consequently, their academic progress. There are an increasing number of students who enroll needing additional social-emotional support. To compound the challenge we face, a significant percentage of students either come from single-parent homes or being raised by another adult other than a parent. Parents are encouraged to become active partners and participate in all school activities (i.e. Back-to-School Night, Open House, Field Trips, Student of the Month Award programs, etc.), are actively recruited to become members of: School Leadership Teams, SSC/ELAC meetings, and regular parent meetings. However, getting them actively involved and engaged continues to be a challenge and a contributing factor that substantially impact student learning.

## SECTION II: EVALUATION

### ***Plan Priorities***

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

#### **English and Math student achievement growth.**

- Professional Development Math (Instructional Rounds) (Title I, \$1,056)
- Professional Development English (Instructional Rounds) (Title I, \$1,056)

#### **English Learner Outcomes**

- Counselor (LCFF, \$13,852)

#### **College and Career Readiness**

- Counselor (LCFF, \$24,476)
- Teacher Additional Compensation for Credit Recovery (Title I, \$8,212)
- Summer Intersession Extended Year (Title I, \$6,260)
- Teacher Collaboration; Professional Development (PLC Conference, Title I, \$8,000)
- ST Math License (Title I, \$1,160)
- Technology Equipment (Title I, \$10,000)
- Technology Equipment (Title I, \$22,000)
- Non-Instructional Materials (LCFF, \$4,848)
- Staff Workshops (LCFF, \$800)

### ***Plan Implementation***

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

#### **List Strategies for Goals**

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.

##### **Goal #1 -ELA:**

Direct Instruction, Synergy, SDAIE strategies, Direct Instruction strategies, Administrative classroom observations (Action Walks), School wide Instructional Norms, on site Professional Development, Credit Recovery ELA Class, Collaboration, Visions Curriculum, Data Analysis,

Goal #2 -MATH: Professional Development, Direct Instruction, Credit Recovery Math Class, Data Analysis, Collaboration, Intensive Math Intervention

Goal #3 - English Learner Outcomes: Visions Curriculum, Master Schedule Placement of EL students, Instructional Materials, Data Analysis, Professional Development, Parent Involvement - ELPIC, Parent Involvement - SAP/SST Process

Goal #4 - School Climate & Safety: Individual student orientations, guaranteed counseling services, Mental Health counseling, Substance Abuse and Anger Management counseling, Peace-Keepers, PBIS,

Goal #5 - Parent & Community Involvement: Parent Participation in SSC, Parent Involvement - SAP/SST Process, Parent Involvement - ELPIC,

Goal #6 -College & Career Readiness: University or College field trips, Counselors Individual Graduation Plan, Vocational or Trade School information, Credit Deficient Student Intervention, ELA and MATH & Credit Recovery, Summer Intersession, Credit Recovery Program, 5th Year Senior Program, Professional Development (WASC), Parent Involvement - SAP/SST Process

- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Goal #1 -ELA: Action Walk Staff Development & Data Analysis, Pacing Guides, Technology/Electronics equipment use, Illuminate, Academic conferences, Student Technology,

Goal #2 -MATH: Pacing Guides, Ancillary Materials, Action Walk Staff Development & Data Analysis, Site Technology/Program Support

Goal #3 - English Learner Outcomes: Action Walk Staff Development & Data Analysis, Use of technology based materials

Goal #4 - School CLimate & Safety: Restorative Justice practices and Frederick Five student recognition program.

Goal #5 - Parent & Community Involvement: Parent Invitations

Goal #6 -College & Career Readiness: Parent Involvement - IGP

- What specific actions related to those strategies were eliminated or modified during the year?

Goal #1 -ELA:Pacing Guides modified to include Units of Study application in the alternative setting, Credit Recovery ELA Class to include Cyber High and Study Skills, Data Analysis focused on Units of Study and Project Based Learning assignments, Academic conferences changed to after 1st semester, Site Technology/Program Support to include increased application of Cyber High with chromebooks and student exposure to technology

Goal #2 -MATH:Pacing Guides modified to include Units of Study application in the alternative setting, Credit Recovery ELA Class to include Cyber High and Study Skills, Data Analysis focused on Units of Study and Project Based Learning assignments, Academic conferences changed to after 1st semester, Site Technology/Program Support to include increased application of Cyber High with chromebooks and student exposure to technology,

Goal #3 - English Learner Outcomes: Action Walk Staff Development & Data Analysis not completed.



Goal #4 - School Climate & Safety: Professional Development modified to include restorative practices, growth mindset

Goal #5 - Parent & Community Involvement: N/A

Goal #6 -College & Career Readiness: Super Senior Program expanded to include non-graduates from Franklin and Chavez.

- Identify barriers to full or timely implementation of the strategies identified above.

Jane Frederick High School has identified several barriers that limit the increase of student achievement. A substantial barrier is the sporadic and sometimes limited involvement by some parents due to home, family, culture, educational background and work considerations. Student mobility is also a factor in the achievement of some students. This lack of family support in academics and lack of parent involvement limits student achievement. Truancy and irregular student attendance, negative peer pressure, lack of student self-motivation, significant student credit deficiency and a limited budget all limit student achievement at JFHS.

Parent involvement needs to increase. Parents need training in ways to be more proactive with their children and programs developed to connect the parents with the JFHS staff. Routines, behavior expectations, and consistency of practices are all needed to increase a culture of life-long learning.

- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Intervention is identified for students as they enroll. Transcript and standardized testing score analysis is conducted. JFHS has created a PLC with use of Data Teams in which teachers actively collaborate, building common lessons. Student work samples are analyzed with an emphasis on writing samples generated by students. Common research based instructional strategies are employed. Daily Lesson Objectives are written in similar locations in the classrooms. The walk-through process by teachers and administrators provides feedback to further progress. Consistent staff development and collaboration has increased the application of JFHS instructional norms.

More types of data have been made available to staff including but not limited to D/F rate lists, transcripts, and grade distribution reports. Differentiation and varied types of instruction and student projects have been applied across the curriculum. An advisory (Home Room) period has been created to develop connections between students, teachers, the school and the community. A study of the effectiveness of the Independent Study/Credit Recovery program is being monitored to determine effectiveness in increasing achievement as well as grades and connectedness.

Parent involvement in the student intervention process is being addressed with families and actively encouraged. This is now tied to the JFHS incentive program for family members to take part. (SST, SARB Review, Sew a Seed groups, etc.)

- What impact did the lack of full or timely implementation of these strategies have on student outcomes?

It is difficult to determine the impact of the lack of full or timely implementation of these strategies on student outcomes.

Goal #1 -ELA: Action Walk Staff Development & Data Analysis, Pacing Guides, Technology/Electronics equipment use, Illuminate, Academic conferences, Student Technology,  
Impact: Low SBAC and MAP scores, limited credit recovery opportunities for students, limited goal setting based on testing data.

Goal #2 -MATH: Pacing Guides, Ancillary Materials, Action Walk Staff Development & Data Analysis, Site Technology/Program Support  
Impact: Low SBAC and MAP scores, limited credit recovery opportunities for students, limited goal setting based on testing data.

Goal #3 - English Learner Outcomes: Action Walk Staff Development & Data Analysis, Use of technology based materials  
Impact: Limited reclassification rates for EL students, limited resources for alternative curriculum and credit recovery for EL students

Goal #4 - School Climate & Safety: Restorative Justice practices and Frederick Five student recognition program.  
Impact: Limited opportunity to include alternative to suspension resulting in decreased student achievement, limited student acclimation and acceptance of the academic program at JFHS by providing limited rewards and incentives

Goal #5 - Parent & Community Involvement: Parent Invitations  
Impact: Limited resources available to provide students with appropriate support to increase student achievement

Goal #6 -College & Career Readiness: Parent Involvement - IGP  
Impact: Limited resources available to provide students with appropriate support to increase student achievement

- What data did you use to come to this conclusion?  
Credit recovery credits earned per semester, number of students graduating on time, number of students enrolled in the 5th year senior program, suspension data, incident data, D/F data, MAP and SBAC data, formative assessment data, credits earned through passing grades in the regular academic curriculum, attendance data, parent attendance at SARB Review, student-parent-teacher conferences, SST meetings, IEP meetings.

## ***Strategies and Activities***

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

- Identify those strategies or activities that were particularly effective in improving student achievement.

5th year senior program

Credit recovery program, Cyber High, Study Skills

ELD intervention classes

PBL activities (Instructional Themes)

PLC collaboration process

EDI

Instructional Norms, JFHS Lesson Planning Rubric

- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Graduation Rate

D/F rates

Attendance Goals

Credit Recovery participation

Cyber High completion

Formative assessment data

Map assessment data

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Action Walk Staff Development & Data Analysis,

Use of Illuminate data

Use of chromebooks and student exposure to technology

Parent Involvement - ELPIC

- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

The strategies listed as ineffective have not been fully implemented and used to increase student achievement in any meaningful manner. Action walks and data analysis have not resulted in meaningful changes in classroom instruction. Illuminate data is utilized in a basic manner in which teachers analyze student assessments but the JFHS faculty still struggles with students who are far below grade level. Chromebooks and technology have not been readily available in the past and the JFHS faculty is still in the beginning stages of utilizing these resources. Parent involvement remains and underutilized strategy promoting student achievement. It remains a difficulty in getting parents involved on campus.

## ***Involvement/Governance***

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

School Site Council and the English Language Advisory Committee are involved in providing input and recommendations for the Single Plan for Student Achievement. Furthermore, SSC is involved in the overall approval of the SPSA. Parents are informed at Back to School Night that we are a Title I school which receives federal funds for qualifying student populations. Parents and students are provided comprehensive information on the process of allocating Title I funds in order to support student achievement. Parents are encouraged at Back to School Night to participate in both the ELAC and SSC groups.

The SPSA is brought for approval to the SSC. However, once the approval is made the SPSA is still a living document. Any changes or alterations to the SPSA require SSC approval. Furthermore, ELAC makes recommendations to the SSC and for input to the SPSA throughout the year.

Stakeholders have a number of opportunities to get involved at Jane Frederick HS. There is parent participation in our SSC, and ELAC. Parents collaborate with staff during parent conferences, IEPs and SSTs, SARB Reviews and parent collaboration scenarios. Opportunities should continue and increase. Possible changes can include parent coffee hours, parent classes through a parent project intended to build capacity for parents so they can help their children both academically and with behavior.

## ***Outcomes***

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

### **16-17 Goals Met:**

#### **Goal 4:**

- By July 2017, school climate and safety of all stakeholders will be improved by providing a welcoming and safe environment.
- By July 2017, suspension rates will continue to decrease.
- By July 2017, disproportionate student suspension rates of all significant subgroups will continue to decrease.
- By July 2017, expulsion rates will continue to decrease.
- By July 2017, disproportionate student expulsion rates of all significant subgroups will continue to decrease.

#### **Goal 5:**

- Will promote the involvement of parents and community members in the education of their children, using parent outreach strategies so that parents in the district are active participants in the education of their children.

## Goal 6:

- By June 2017, increase the percentage of students graduating high school.
- By June 2017, decrease the percentage of students who dropout of high school.
- By June 2017, increase the percentage of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of student that align with state board approved career technical educational standards and framework by 10 percentage points from prior year.
- By June 2017, increase the percentage of students (grade 9) meeting grade level proficiency in Algebra concepts from prior year.

16-17 Goals Not Met:

## Goal 1:

- By July 2017, the percentage of all students (grade 11) meeting their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.
- By July 2017, the percentage of all students (grades 9-11) meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.

## Goal 2:

- By July of 2017, the percentage of all students (grade 11) meeting their expected MATH growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percent of students and shall have no less than 20 percent proficient in Math.
- By July 2017, the percentage of all students (grades 9-11) meeting their expected MATH growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in Math.

## Goal 3:

- By July 2017, the percentage of EL students meeting/exceeding ELA and Math standards will grow by no less than 10 percent over the prior year.
- By July 2017, the percentage of LTELs (AMAO 2, more than 5 years) will decrease by 10 percent over the prior year.
- By July 2017, the percentage of reclassified (RFEP) students will increase by 2 percent.

## Goal 4:

- By July 2017, attendance rates will grow by 2 percent.

## Goal 6:

- By June 2017, increase the percentage of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of student that align with state board approved career technical educational standards and framework by 10 percentage points from prior year.
- By June 2017, increase the overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher by 5 percentage point from prior year.
- By June 2017, increase the percentage of students (grade 11) who will demonstrate complete preparedness in ELA and Mathematics pursuant to SBAC's Early Assessment Program assessment by 5 percentage points from prior year.

## **Summary of Review of Overall Performance**

### **Greatest Progress**

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

1. The school is most proud of the credit recovery program that provides a wide array of opportunities for students to earn credits. Study Skills classes that target individual student credit recovery goals have been implemented, providing increased opportunities for students to recover credits during the school day.
2. In addition, JFHS provides a flexible schedule that is customized for each student to maximize their progress toward graduation. The master schedule is strategically designed so that students can attend an AM or PM program depending on their needs as well as provide schedules to students to attend both AM and PM sessions further providing students with increased classes and availability of credit recovery options.
3. The Title I budget was used to provide Technology support in all classrooms. Chromebook carts and Active Boards have been acquired to in an effort to provide students with more support in developing their skills using technology. Title one funds were also used for professional development. A JFHS team attended the PLC conference. This professional development helped to further the development of the JFHS PLC. Title I has been used to assist with credit recovery through an Extended Day/Year program providing Summer Intercession for students.
4. Implementation of a systematic school wide social/emotional student support system including a number of outside agency providers. JFHS provides students with increased levels of intervention based on individual needs. Included are Project Prevent coordinator, Sew A Seed, Point Break, TAY, and Mental Health Clinician.

These efforts have proven positive for students in reducing the dropout rate and suspension rate, and increasing the graduation rate for JFHS.

### **Greatest Needs**

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

The state has to determine the measures for continuation high schools concerning the indicators identified on the California School Dashboard. As of yet, there is no reported information for Jane Frederick HS. However, in review of SBAC scores it is clear there is clear data that JFHS student achieve very low in Math and ELA.

When looking at the SBAC scores it was evident that there is a considerable gap in student achievement. ELA SBAC testing data shows 5% of JFHS students met the achievement standards. 0% of students exceeded the ELA standards, 4.8% of students met the ELA standards, 24.1% nearly met the ELA standards, and 71.1% of students did not meet the ELA standards.

When looking at the SBAC scores it was evident that there is a considerable gap in student achievement. Math SBAC testing data shows 1% of JFHS students met the achievement standards. 0% of students exceeded the

Math standards, 1.2% of students met the Math standards, 3.6% nearly met the Math standards, and 95.2% of students did not meet the Math standards.

This shows a considerable achievement gap.

JFHS enrolls credit deficient and truant students through the SARB process as well as volunteers. AS JFHS still serves a significantly transient student population the JFHS staff will continue to address student needs utilizing a systematic, data driven process. For all students, JFHS staff will be takes a data driven approach in order to understand our deficits and work towards growth. The data will be examined through PLC meetings to determine trends and deficits. High leverage instructional practices will be utilized through great, initial first instruction in order to address the deficits. Furthermore, common formative assessments will be created by departments in order to track student progress as well as adjust instruction. EL classes have been created in both the AM and PM programs to provide more intensive support for students. Frequent classroom visits will be utilized for quality assurance in regard to all instruction at all levels. PLC collaboration will provide support for all teachers regarding EL differentiation. Counselors will routinely call up our EL 3 students in order to develop short term goals that can lead to reclassification. F grade rates will also be looked at in order to determine if we have disproportionality with F grades for EL learners. All teachers will be given the proper accommodations for each special education student. Teachers will undergo numerous professional development opportunities in regard to equity. Teachers will be supported in their efforts to provide each and every student what they need to be successful regardless of their ability level.

### Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

When looking at the SBAC scores it was evident that there is a considerable gap in student achievement. ELA SBAC testing data shows 5% of JFHS students met the achievement standards. 0% of students exceeded the ELA standards, 4.8% of students met the ELA standards, 24.1% nearly met the ELA standards, and 71.1% of students did not meet the ELA standards.

When looking at the SBAC scores it was evident that there is a considerable gap in student achievement. Math SBAC testing data shows 1% of JFHS students met the achievement standards. 0% of students exceeded the Math standards, 1.2% of students met the Math standards, 3.6% nearly met the Math standards, and 95.2% of students did not meet the Math standards.

This shows a considerable achievement gap.

For all students, JFHS staff will be takes a data driven approach in order to understand our deficits and work towards growth. The data will be examined through PLC meetings to determine trends and deficits. High leverage instructional practices will be utilized through great, initial first instruction in order to address the deficits. Furthermore, common formative assessments will be created by departments in order to track student progress as well as adjust instruction. EL classes have been created in both the AM and PM programs to provide more intensive support for students. Frequent classroom visits will be utilized for quality assurance in regard to all instruction at all levels. PLC collaboration will provide support for all teachers regarding EL differentiation. Counselors will routinely call up our students in order to develop short term goals that can lead to student progress and EL reclassification. F grade rates are also analyzed in order to determine if we have disproportionality with F grades for significant subgroups including EL learners. All teachers are given the proper accommodations for each special education student. Teachers undergo

numerous professional development opportunities in regard to equity. Teachers are supported in their efforts to provide each and every student what they need to be successful regardless of their ability level.



## SECTION III: STAKEHOLDER OUTREACH

### ***Stakeholder Involvement***

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

School Site Council and the English Language Advisory Committee are involved in providing input and recommendations for the Single Plan for Student Achievement. Furthermore, SSC is involved in the overall approval of the SPSA. Parents are informed at Back to School Night that we are a Title I school which receives federal funds for qualifying student populations. Parents and students are provided comprehensive information on the process of allocating Title I funds in order to support student achievement. Parents are encouraged at Back to School Night to participate in both the ELAC and SSC groups. SSC is scheduled for the last Wednesday of every month.

## **SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS**

### ***Strategic Planning Details and Accountability***

#### **LCAP Goal 1: Student Achievement**

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

#### **Strategic Area of Focus**

#### **Academic Student Achievement**

- Tier 1
  - English Language Arts and English Learners
  - Mathematics
  - Social Studies
  - Science

#### **Student Interventions**

- Tier 2
  - English Learners
  - After School
  - Tier 3

#### **Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities**

- Preschool Transitional
- 8<sup>th</sup> Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement	ELA & Math Teacher collaboration & professional development (extended day/year) (WASC Goal #1)	Increase amount of credits available to students	Quarterly 1, 2, 3	Substitutes \$4,499 Extended Day/Year \$10,000	Title I	11700 11500
1.2 Academic Student Achievement	Provide individual support for English Learners to augment instruction. (WASC Goal #1)	# of students receiving support # of students receiving support at have made progress	Quarterly 1, 2, 3			
1.3 Academic Student Achievement	Replace and increase supplemental school site technology to support academics: credit recovery program (e.g. Cyber High), career & college readiness (e.g. Career Cruising). (WASC Goal #1, #2)  Supplemental materials and resources to augment the core instruction/Units of Study (UoS), such as reading, writing, and math resources, web-based supplemental resources, interactive technology, classroom printers, and project specific supplies	Technology Usage  Increase amount of credits available to students  Completion of IS classes (# of IS classes started, # of IS classes completed, # of credits received, # of credit opportunities)  Completion of Career/College planning, # of students		Equipment \$38,843  Materials \$28,956	Title I LCFF	44000 43110

	(e.g. chart paper, post-it notes, folders, binders, markers, etc.) (WASC Goal #1, #2)	completing FASFA, SJDC placement test				
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Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<b>2.1 Academic Student Achievement</b>	ELA & Math Teacher collaboration & professional development (extended day/year) (WASC Goal #1)	Increase amount of credits available to students	Quarterly 1, 2, 3	Substitutes \$4,499 Extended Day/Year \$10,000	Title I	11700 11500
<b>2.2 Academic Student Achievement</b>	Provide individual support for English Learners to augment instruction. (WASC Goal #1)	# of students receiving support # of students receiving support at have made progress	Quarterly 1, 2, 3			
<b>2.3 Academic Student Achievement</b>	Replace and increase supplemental school site technology to support academics: credit recovery program (e.g. Cyber High), career & college readiness (e.g. Career Cruising). (WASC Goal #1, #2)  Supplemental materials and resources to augment the core instruction/Units of Study (UoS), such as reading, writing, and math resources, web-based supplemental resources, interactive technology, classroom printers, and project specific supplies	Technology Usage  Increase amount of credits available to students  Completion of IS classes (# of IS classes started, # of IS classes completed, # of credits received, # of credit opportunities)  Completion of Career/College planning, # of students		Equipment \$29,901  Materials \$25,305	Title I LCFF	44000 43110

	(e.g. chart paper, post-it notes, folders, binders, markers, etc.) (WASC Goal #1, #2)	completing FASFA, SJDC placement test				
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Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<b>3.1 Academic Student Achievement</b>	ELA & Math Teacher collaboration & professional development (extended day/year) (WASC Goal #1)	Increase amount of credits available to students	Quarterly 1, 2, 3	Substitutes \$4,499  Extended Day/Year \$10,000	Title I	11700 11500
<b>3.2 Academic Student Achievement</b>	Provide individual support for English Learners to augment instruction. (WASC Goal #1)	# of students receiving support # of students receiving support at have made progress	Quarterly 1, 2, 3			
<b>3.3 Academic Student Achievement</b>	Replace and increase supplemental school site technology to support academics: credit recovery program (e.g. Cyber High), career & college readiness (e.g. Career Cruising). (WASC Goal #1, #2)  Supplemental materials and resources to augment the core instruction/Units of Study (UoS), such as reading, writing, and math resources, web-based supplemental resources, interactive technology, classroom printers, and project specific supplies	Technology Usage  Increase amount of credits available to students  Completion of IS classes (# of IS classes started, # of IS classes completed, # of credits received, # of credit opportunities)  Completion of Career/College planning, # of students		Equipment \$29,901  Materials \$25,305	Title I LCFF	44000 43110

	(e.g. chart paper, post-it notes, folders, binders, markers, etc.) (WASC Goal #1, #2)	completing FASFA, SJDC placement test				
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## **LCAP GOAL 2: Safe and Healthy Learning Environments**

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

### **Strategic Area of Focus**

#### **School Climate**

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	PLUS/Leadership, PBIS, Counselor provides students with individual academic & social/emotional plan (WASC Goal #2, #3)	# of academic & social/emotional intervention plans	Intervention upon enrollment, monitored every 4 weeks	Counselor \$40,785	LCFF	12151
1.2 School Climate	MTSS (Social/Emotional) Mental Health counseling, Substance Abuse and Anger Management counseling, Restorative Justice practices and Frederick Five student recognition program. (WASC Goal #2, #3)	# of student being referred for social/emotional issues  # of discipline referrals and suspensions  Calendar of student activities	Intervention upon enrollment, monitored every 4 weeks		Project Prevent	

## Proposed: Year 2: July 1, 2018 – June 30, 2019

<b>Area of Focus</b>	<b>2018-19 Strategies</b> (Narrative/Action Plan)	<b>Metric(s)</b> (Measurement)	<b>Monitoring Timeline</b> (Frequency)	<b>Amount</b>	<b>Funding Source</b>	<b>Object Code/Type</b>
<b>2.1 School Climate</b>	PLUS/Leadership, PBIS, Counselor provides students with individual academic & social/emotional plan (WASC Goal #2, #3)	# of academic & social/emotional intervention plans	Intervention upon enrollment, monitored every 4 weeks	Counselor \$44,692	LCFF	12151
<b>2.2 School Climate</b>	MTSS (Social/Emotional) Mental Health counseling, Substance Abuse and Anger Management counseling, Restorative Justice practices and Frederick Five student recognition program. (WASC Goal #2, #3)	# of student being referred for social/emotional issues  # of discipline referrals and suspensions  Calendar of student activities	Intervention upon enrollment, monitored every 4 weeks		Project Prevent	

## Proposed: Year 3: July 1, 2019 – June 30, 2020

<b>Area of Focus</b>	<b>2019-20 Strategies</b> (Narrative/Action Plan)	<b>Metric(s)</b> (Measurement)	<b>Monitoring Timeline</b> (Frequency)	<b>Amount</b>	<b>Funding Source</b>	<b>Object Code/Type</b>
<b>3.1 School Climate</b>	PLUS/Leadership, PBIS, Counselor provides students with individual academic & social/emotional plan (WASC Goal #2, #3)	# of academic & social/emotional intervention plans	Intervention upon enrollment, monitored every 4 weeks	Counselor \$44,692	LCFF	12151

<p><b>3.2 School Climate</b></p>	<p>MTSS (Social/Emotional) Mental Health counseling, Substance Abuse and Anger Management counseling, Restorative Justice practices and Frederick Five student recognition program. (WASC Goal #2, #3)</p>	<p># of student being referred for social/emotion al issues</p> <p># of discipline referrals and suspensions</p> <p>Calendar of student activities</p>	<p>Intervention upon enrollment, monitored every 4 weeks</p>		<p>Project Prevent</p>	
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### **LCAP Goal 3: Meaningful Partnerships**

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

#### **Strategic Area of Focus**

##### **Parent, Student, and School Engagement**

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<b>1.1 Meaningful Partnerships</b>	TUPE, Sow a Seed, TAY, MITA, Salvation Army, (WASC Goal #2, #3)	Student intervention plans, # of students participating in trades fairs, brick by brick competitions, community service	Quarterly 1,2,3		Donated/ Perkins funding	
<b>1.2 Meaningful Partnerships</b>	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences, communication, after school academic focused activities (WASC Goal #3)	# of parents contacted # of meetings coordinated # of parents attending # of student served and making academic growth # of parents attending conference	Quarterly 1,2,3	Parent Involvement \$1,071 \$10	Title I	43400

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<b>2.1 Meaningful Partnerships</b>	TUPE, Sow a Seed, TAY, MITA, Salvation Army, (WASC Goal #2, #3)	Student intervention plans, # of students participating in trades fairs, brick by brick competitions, community service	Quarterly 1,2,3		Donated/ Perkins funding	
<b>2.2 Meaningful Partnerships</b>	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences, communication, after school academic focused activities (WASC Goal #3)	# of parents contacted # of meetings coordinated # of parents attending # of student served and making academic growth # of parents attending conference	Quarterly 1,2,3	Parent Involvement \$999 \$10	Title I	43400

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<b>3.1 Meaningful Partnerships</b>	TUPE, Sow a Seed, TAY, MITA, Salvation Army, (WASC Goal #2, #3)	Student intervention plans, # of students participating in trades fairs, brick by brick competitions, community service	Quarterly 1,2,3		Donated/ Perkins funding	
<b>3.2 Meaningful Partnerships</b>	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences, communication, after school academic focused activities (WASC Goal #3)	# of parents contacted # of meetings coordinated # of parents attending # of student served and making academic growth # of parents attending conference	Quarterly 1,2,3	Parent Involvement \$999 \$10	Title I	43400



## Section V: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Chris Anderson			X				
Daryl Ford (Chair)	9/2016	6/2018		X			
Heidi Fisher-Poulson (Secretary)	9/2016	6/2018		X			
James Hannon	9/2017	6/2018		X			
Lisa Shawver	9/2017	6/2018		X			
Elvira Coronado (Vice-Chair/ELAC Rep)	9/2016	6/2018			X		
Natalia Garcia	9/2017	6/2018				X	
Guadalupe Fraile	9/2017	6/2018				X	
Antoniette Rodriguez	9/2017	6/2018				X	
Monique Garcia	9/2017	6/2018					X
Jacqueline Fraile	9/2017	6/2018					X
Tianna Rodriguez	9/2017	6/2018					X
Numbers of members of each category:			1	4	1	3	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Section VI: Budget Allocation Spreadsheets

### SCHOOL NAME: JANE FREDERICK HIGH SCHOOL Revised Preliminary Allocations 2017-18 with 2016-17 Carryover 2017-2018

Object	Description	FTE	Title 1 50647	Title 1 50643	Title 1 50645	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			Parent Involvement	Instructional- General	Extended Day /Year		
<b>Personnel Cost-Including Benefits</b>							
11500	Teacher - Add Comp				10,000	\$ 10,000.00	Goal 1 - 1
11700	Teacher Substitute			4,499		\$ 4,499.00	Goal 1 - 1
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach					\$ -	
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
						\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ -	\$ 4,499.00	\$ 10,000.00	\$ 14,499.00	
<b>Books &amp; Supplies</b>							
42000	Books					\$ -	
43110	Instructional Materials					\$ -	
43200	Non-Instructional Materials					\$ -	
43400	Parent Meeting		1,081			\$ 1,081.00	Goal 3 - 1
44000	Equipment			38,843		\$ 38,843.00	Goal 1 - 3
43150	Software					\$ -	
	<b>Sub-Total-Supplies</b>		\$ 1,081.00	\$ 38,843.00	\$ -	\$ 39,924.00	
<b>Services</b>							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement					\$ -	
56530	Equipment Repair					\$ -	
52150	Conference					\$ -	
59140	Telephone					\$ -	
58450	License Agreement					\$ -	
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	<b>Sub-total-Services</b>		\$ -	\$ -	\$ -	\$ -	
	<b>Total</b>		\$ 1,081.00	\$ 43,342.00	\$ 10,000.00	\$ 54,423.00	
	Differential		-	-	-	-	
	<b>2016-17 Carryover</b>		10	14,499		14,509	
	<b>Revised 2017-18 Allocation</b>		1,071	38,843		39,914	
			1,081	53,342		54,423	

**SCHOOL NAME: JANE FREDERICK HIGH SCHOOL**  
**Preliminary Budget Allocation - LCFF**  
**2017-2018**

Object	Description	FTE	LCFF/SCE 23030	LCFF/SCE 23031	TOTAL BUDGET	
			Instructional-L-SC E/General	Extended Day/Year		SPSA Alignment (Goal - Line)
<b>Personnel Cost-Including Benefits</b>						
11500	Teacher - Add Comp				\$ -	
11700	Teacher Substitute				\$ -	
12151	Counselor		40,785		\$ 40,785.00	Goal 2 - 1
13201	Assistant Principal				\$ -	
19101	Program Specialist				\$ -	
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant				\$ -	
24101	Library Media Clerk				\$ -	
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ 40,785.00	\$ -	\$ 40,785.00	
<b>Books &amp; Supplies</b>						
42000	Books				\$ -	
43110	Instructional Materials		28,956		\$ 28,956.00	Goal 1 - 3
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment				\$ -	
43150	Software				\$ -	
	<b>Sub-Total-Supplies</b>		\$ 28,956.00	\$ -	\$ 28,956.00	
<b>Services</b>						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference				\$ -	
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	<b>Sub-total-Services</b>		\$ -	\$ -	\$ -	
	<b>Total</b>		\$ 69,741.00	\$ -	\$ 69,741.00	
	Differential		-		-	
	<b>Allocations</b>		69,741		69,741	