



SCHOOL PLAN  
FOR  
STUDENT ACHIEVEMENT

YEAR 3 REVISION  
(SY 2019-2020)

JANE FREDERICK HIGH SCHOOL

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School Year: 2019-2020 - Revision

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jane Frederick High School	39686763930211	Original – 03/21/2018 Revision – 05/21/2019	Original – 04/10/2018 Revision – 06/25/2019

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Jane Frederick High School is implementing a Schoolwide Program. The school has not been identified as a Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI); therefore, it is exempt from completing the purpose and 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.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Jane Frederick High School developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on March 21, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Jane Frederick High School and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions

focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the October 3, 2018 School Site Council meeting.

As a result of the stakeholder involvement and data reviews, Jane Frederick High School has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019.

## Resource Inequities

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

This section is not applicable as Jane Frederick High School has not been identified as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) school.

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By June 2020, reduce the distance from standard in ELA for All Students by 5 points.

Math SMART Goal:

By June 2020, reduce the distance from standard in Math for All Students by 15 points.

Graduation SMART Goal:

By June 2020, increase the graduation rate for All Students by 5%.

College/Career SMART Goal:

By June 2020, increase the percentage of All Students college/career prepared by 2%.

## Identified Need

ELA/ELD:

SBAC:

2017-2018

ELA:

Orange: 5%

Distance from standards -140.4

Increase of 5.1

2016-17:

ELA: 2% Met Standards

MAP:

Overall 2017-18

Reading: 1% Met Standards

Fall18-19

Reading: 9% Met Standards

Winter 18-19

Reading: 15% Met Standards

ELPAC:

2016-2017: 0%

2017-2018: 8%

Reclassified 5 students total

Listening: 0%

Speaking: 86%

Reading: 0%

Writing: 0%

Math:

SBAC:

2017-2018

Math:

Orange: 0%

Distance from standards 205.5

Increase of 26.8

2016-17:

Math: 0% Met Standards

MAP:

Overall 2017-18

Math: 0% Met Standards

Fall18-19

Math: 0% Met Standards

Winter 18-19

Math: 2% Met Standards

Increase to have and place with a percentage on assessments

Graduation:

Graduation Rate:

2016-17: 70%

2017-18: 70%

A-G Completion:

School does not currently offer all A-G courses on site: 0%

Jane Frederick currently functions as a community day and continuation school within a single site. With the SUSD increased graduation requirements, Jane Frederick needs to add teachers /courses to

its program in order to increase both its competitiveness as its graduation rates. One alternative is the implementation of an alternative credit model utilizing a decreased elective requirement for graduation aligning closer to state graduation model. Otherwise the school needs to add Science and Physical Education to its course offerings as well as CTE pathways.

College/Career:

Red: 0%

Jane Frederick would like to develop its CTE pathways and develop a dual enrollment program for students. Increasing College and Career rates substantially; moving out of Red and increasing each year with a successfully developed program.



**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	140.4 points below	135.4 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	205.5 points below	190.5 points below

**Strategy/Activity 1**

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

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

All Students

**Strategy/Activity**

Provide teachers with professional learning opportunities that focus on alternative education instruction strategies, such as scaffolding and differentiation, checking for understanding, using data to develop and implement formative assessments.

**Conferences/Trainings/Workshops, Consultants, License Agreements:**

\*iNACOL Symposium - October 28-31, 2019 - In attendance: Administrator, ELA/EL teacher[s], math teacher[s], and science teacher.

\*California Conference of Teacher of English [CATE] - February 21-23, 2020 - ELA/EL teachers

(WASC Goal #1)

**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)

\$2,831 - 23030

LCFF - 23030

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Student, Subgroup: English Learners

### Strategy/Activity

To provide students with support to improve credit/attendance recovery through additional time, day and support for students needing assistance for students to recoup credits and clear absences. Teachers will integrate supplemental support to English Learners through the alignment of the four domains of ELPAC with daily instruction. (WASC Goal #1)

Provide additional resources to assist students with their individual learning path. Resources include: novel/books, toner/ink cartridges for printing papers, paper for both printing of papers as well as colored paper for class projects, student work folders and software to assist students with writing and writing strategies.

Teachers will use various equipment such as the copier. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Applicable technology includes: smartboards to support blended learning instruction.

### 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)

\$3,892 - 43110

Title I - 50643

\$15,000 - 44000

Title I - 50643

# Annual Review – Goal 1

## SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

- 1.1 Comprehensive PLC: ELA and Math teacher collaboration & PD: Site-based Professional Development and PLC time was provided to support PLCs in alignment of rigor and instructional practices. On-site Professional Development was provided for teachers with a focus in areas that include Direct Interactive Instruction and Academic Language; Site-based Professional Development provides an opportunity for teachers to receive additional training that reinforces adopted instructional practices. Ongoing professional development allows for monitoring of site-adopted strategies and facilitates the PLC process which enables teachers to collaborate with colleagues on the implementation of strategies. Alternative instructional practices & differentiated instruction. Weekly afterschool program for tutoring, credit recovery, and attendance recovery. Credit recovery courses during instructional day. Attendance recovery program. Scheduled college field trips as students are exposed to the culture and climate of post-secondary institutions (Delta College). PLC calendar organized Data Teams effectively and now have an assessment calendar. Academic sections increased for all students by implementing 6 period day, increasing the availability of credits for all students. Afterschool program increased credit recovery options and actual credit availability for all students. Increase student eligibility for graduation, 5th year senior program. Instructional PD- Chromebook use for academics, Active Board PD
- 1.2 Academic Student Achievement: EL - EL- Weekly afterschool program. ELD daily instruction, bilingual aid (individual instructional support). EL teachers-data analysis, teachers and counselors create individual student plans/goals
- 1.3 Technology Update - Chromebook carts supplied for instructional support to every classroom. Computer lab; complete computer update. Use of online curriculum for credit recovery, extension learning opportunities, and original credit (APEX/Cyber HS, CTE certification). Active Board installation in 12 classrooms. PD for teachers Chromebook use for academics, Active Board PD

#### Effectiveness

- 1.1 Comprehensive PLC: ELA and Math teacher collaboration & PD - Professional Development opportunities supported teachers in implementing instructional practices. Teachers and administrators worked together to develop a productive assessment calendar and developed department based common formative assessments. Teachers and administrators assisted in the monitoring of implementation during the academic year. Site-based Professional Development provides an opportunity for teachers to receive additional training that reinforces adopted instructional practices. Ongoing professional development allows for monitoring of site-adopted strategies and facilitates the PLC process which enables teachers to collaborate with colleagues on the implementation of strategies. Alternative instructional practices enabled students to achieve credits at a faster pace and access the curriculum more consistently. Common instructional practices allowed for consistency in each department along with common formative

assessments so that teachers are now able to collaborate on students' progress and make effective instructional changes meaningful for student progress. Weekly after school program enabled students to recover credits and demonstrate mastery by receiving additional support and time for learning with each teacher. Students are able to make up assignments, re-take assessments and recovery attendance to reduce truancy numbers. Daily credit recovery courses allow students to work at their own pace and choose their classes on a daily basis, working on self-paced online curriculum and paired with teacher alternative assessments when desired by students.

- 1.2 Academic Student Achievement: EL - Weekly after school program allows EL students access to increased instructional support from teachers. Weekly after school program enabled students to recover credits and demonstrate mastery by receiving additional support and time for learning with each teacher. Students are able to make up assignments, re-take assessments and recovery attendance to reduce truancy numbers. Daily credit recovery courses allow students to work at their own pace and choose their classes on a daily basis, working on self-paced online curriculum and paired with teacher alternative assessments when desired by students. Daily EL class instruction serves to support EL students throughout the instructional day by implementing targeted instruction such as language acquisition scenarios and assistance with Bilingual aid increases student support throughout the day as paired with core instruction in English classes. JFHS continues to implement our EL Master Plan and more staff are becoming familiar with all elements of the plan. Administration has worked closely with staff to ensure our English Learners are receiving quality instruction and that teachers are integrating the ELD standards into the core instruction. There is a continued need to purchase an interim language assessment tool in order to monitor EL progress throughout the year. We will continue to research and seek input from reliable sources. English Learners continue to show mixed results on the ELPAC and CAASPP assessments. JFHS will continue to make our EL students a priority and seek ways in which to support their success.
- 1.3 Technology Update - Chromebook carts supplied for instructional support to every classroom. Chromebook allow students to access online credit recovery and original credit classes. Blended model of learning has been utilized by Math teachers to allow for a varied differentiated learning experience for struggling students. Computer lab; complete computer update enables teachers to team teach and develop a useful career oriented center that teachers can utilize with support for guidance tech to pair with career exploration and college entrance requirements and process of application. Use of online curriculum for credit recovery, extension learning opportunities, and original credit (APEX/Cyber HS, CTE certification) have allowed students different learning scenarios to demonstrate mastery of the curriculum and take more classes to reach the required credits for graduation. Active Board installation in 12 classrooms has enabled teachers to develop more interactive lessons and allows students differentiated style of learning in which they can utilize the Active Boards to learn and demonstrate mastery. PD for teachers Chromebook use for academics, Active Board PD has enabled teachers to develop increased skill sets to utilize with students, increasing instructional strategies, resources and learning scenarios further enhancing and increasing student mastery.

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

#### Material Changes

1.1: Comprehensive PLC: ELA and Math teacher collaboration & PD: No Change

1.2: Academic Student Achievement: EL: No Change

1.3: Technology Update: No Change

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

#### Future Changes

- 1.1 Comprehensive PLC: ELA and Math teacher collaboration & PD - Increased collaboration between the Business Office and the administration provided a clearer understanding of costs for this action. Estimated expenditures were calculated more appropriately, and the actual expenditures were less than estimated. No major changes were made to this goal. Changes made to the expected outcomes and metrics were due to the new state dashboard and exceptions. With the increase in sections offered due to the 6 period instructional day, changes may be made to credit recovery strategies and opportunities. Administration will work closely with the Director of CTE to build community partnerships and place students in work experience and job shadowing positions during their senior year. Administration will expand College and Career learning for students by bringing in speakers, scheduling field trips, and holding career days.
- 1.2 Academic Student Achievement: EL - Administration and LDO will be working with teachers throughout the year to pilot specific EL lessons to support those students who are not making adequate progress. LDO PD training will be expanded and lessons and instructional strategies that have been implemented will increase.
- 1.3 Technology Update - Use of technology & access to technology. More career technical educational courses allocating technology resources obtained and future plans for updating technology components on campus. On-going PD aligned to technology needs, not only for students but aligned to teachers will be necessary as the technology infrastructure and hardware is improved and increased. The implementation of the CCSS and the increase in the use of technology has created an increased need for Technology Coaching and Curriculum support for teachers. PD will be designed with this as a common focus.

## Goal 2 – School Climate

Suspension –

Reduce the number of Discipline Referrals by 10% and suspensions by 5% with alternative interventions

Attendance/Chronic Truancy –

### Identified Need

Suspension –

Discipline:

Suspensions (All Students)

2016-17: 10%

2017-18: 18%

2018-2019: 15% March

Attendance/Chronic Truancy –

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	17.5%	15.5%
Chronic Absenteeism (All Students)	To be determined.	To be determined.

**Strategy/Activity 1**

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

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

All Students

**Strategy/Activity**

PLUS/Leadership, PBIS, Counselor provides students with individual academic & social/emotional plan (WASC Goal #2, #3)

MTSS (Social/Emotional) Mental Health counseling, Substance Abuse and Anger Management counseling, Restorative Justice practices and Frederick Five student recognition program. (WASC Goal #2, #3)

Number of students being referred for social/emotional issues; number of discipline referrals and suspensions; Calendar of student activities

# of academic & social/ emotional intervention plans

**Proposed Expenditures for this Strategy/Activity**

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)

\$37,234 - 12151

LCFF - 23030



## Annual Review – Goal 2

### SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

- 1.1 JFHS has engaged in monthly Positive Behavior Intervention and Support (PBIS) training and are implemented, reviewed and updated its plan continuously. Data from the implementation of each action is monitored on a regular basis by the PBIS team and discussed with all teachers. ASB was paired with the PLUS curriculum to allow for increased student voice on campus. The students are engaged in forums to build positive school culture and survey students and staff throughout the year regarding overall school climate.
- 1.2 JFHS has successfully implemented the MTSS plan successfully serving our students, and providing them with enrichment activities and intervention services to help them improve their learning outcomes. Counselors are implementing comprehensive counseling services based on the national standards model for school counselors, and provide academic, college readiness and social emotional support to students. Administrators, counselors and teachers have completed Restorative Justice training. The leadership team evaluates social-emotional education curriculum and determines recommendations. Our Mental Health initiative, along with increased academic counseling services has opened opportunities for students to talk with adults who care and can help them prepare for their future. JFHS staff has participated in professional development around the understanding and implementation of Trauma Informed Practices. The professional development for Trauma Informed Practices sought to inform staff about the general concept of trauma, provide immersive experiences around the impact of trauma and build staff capacity to be responsive to students experiencing trauma. JFHS administrators and our SAP coordinator developed and implemented a variety of whole school and targeted classroom support around the use of growth mindset. Some teachers introduced growth mindset strategies into classrooms as a means of increasing student self-awareness. JFHS administrators and our SAP coordinator have conducted a variety of professional development modules around social and emotional learning and addressing vulnerable populations including homeless and foster youth. Counselors and administration provided case management, triage and staff development. Additionally, a counseling intern provided direct counseling services, staff development and classroom support. JF provides dedicated spaces where students can obtain social and emotional support services as well as other types of assistance for a wide range of needs. The JF Social Worker Assist is tasked with bridging community partners and building the capacity of students by and working with the SAP coordinator in educating them on mental health. JF has experienced growth in implementation of the multi-tiered system of supports using Positive Behavior Intervention and Support (PBIS). JF is strengthening its Tier 1 and Tier 2 structures, engaging in the utilization of data to identify students in need of more intensive interventions.

#### Effectiveness

- 1.1 The JFHS average daily attendance is low. Social Worker Assist will continue to work with parents to improve attendance. CWA will be providing strategies to the JF Social Work Assist to

assist in using effective strategies for improving attendance. There is a continued need to add additional social workers, counselors and psychologists due to the increase in mental health issues we are seeing in our students. Mentorship is needed to provide consistent support for students.

- 1.2 A review of CHKS student survey responses shows that student connectedness to school varies and can improve. Students report more positive feelings towards coming to school than at their previous high schools. In addition, staff, student and parent survey feedback indicate a continuing need to provide support to students at each grade level, increased counseling and mental health services, and increased access to college and career readiness opportunities. Comprehensive counseling plan and pacing guide was completed in 2017-2018. Planning began in 2016-17 and curriculum for social emotional domain under the ASCA model is being piloted during 2018-2019. Staff members attended Restorative Justice training and Restorative practices have been implemented to combat challenging behaviors. JFHS is improving both academically and in the areas of social and emotional intelligence. Community agencies have provided support for substance abuse and anger managements (TUPE/Point Break) We would like to continue on this path as we are seeing an upward trend and know we need more time to continue the growth, while adjusting along the way. JFHS incentive program has been developed and applied to reward students for positive attendance, academic success, and behavioral improvements.

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

#### Material Changes

1.1: No Change

1.2: No Change

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

#### Future Changes

- 1.1 Additional after-school opportunities have been added to continue to create opportunities for students to participate and increase their motivation to stay in school and do well. Sew a Seed community agency was added in 17-18 to assist in working with some of our more challenging students and to help decrease discipline referrals. Counselors and Social Worker Assist have received additional training to support their efforts in improving student attendance and academic achievement. PBIS and PLUS strategies have progressed to assist with parent engagement and reduction of student discipline referrals. JFHS continues to expand the multi-tiered system of support for positive behavior using PBIS to additional sites and support sustainability for JF with a focus on low-income, ELs, homeless and foster youth.
- 1.2 Comprehensive MTSS framework has been developed and applied to JF because we can address both the social emotional and increased academic progress for all students. JF continues to provide professional development for teachers and staff in engagement strategies, restorative practices, inclusion, and growth mindset that promote communication, collaboration, creativity and critical thinking in the classroom learning environment. In 2018-2019 the teachers received

professional development to increase their understanding of the role that trauma plays as an inhibitor to increasing educational outcomes for students. Additionally, staff worked to integrate trauma informed strategies into their classroom practices. Based on most recent stakeholder surveys and the California Healthy Kids Survey results, there is a need to increase students' wellbeing, feeling of connectedness and engagement to school. An analysis of our stakeholder feedback and CHKS results indicates a need to focus efforts in a more targeted manner in the areas of school connectedness, self-harm indicators and the number of students experiencing harassment and/or bullying. It is believed targeting these three areas will provide significant and leveraged results. 21st Century Skills - the 6 C's are so critically entwined with a student's social-emotional well-being.

## Goal 3 – Meaningful Partnerships

By June 2020, increase the number of trade union partnerships within the Jane Frederick masonry program to two. Currently, Jane Frederick has a partnership/apprenticeship partnership with the Bricklayers and Allied Craftworkers Local 3.

### Identified Need

# of trade unions with partnerships

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
To be determined.	[Add baseline here]	[Add expected outcome here]

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

To ensure students are planning for a postgraduate path, establish and expand opportunities for presentations from various union trades programs including outreach from Delta College.

#### Proposed Expenditures for this Strategy/Activity

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)

No funds allocated.

No funds allocated.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Provide parents with support and resources that empowers parents to be engaged in their student’s learning, such as parent conferences, written communication in the form of parent newsletters, after school academic focused activities (WASC Goal #3)

Community Assistant will provide outreach to parents and coordinate parent meetings, focusing on the alignment topics with academic instruction and student success. The Community Assistant will also coordinate community partnerships both between the Jane Frederick parent community and the outlying community.

Non-Instructional Materials are to provide parent with manipulatives to assist them with helping their child at home with school work.

\*\*Community Assistant is split funded between Title I and 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)
\$27,000 - 29101 (.5 FTE Community Assistant)	Title I - 50672
\$27,000 - 29101 (.5 FTE Community Assistant)	LCFF - 23035
\$909 - 43200 (Non-instructional Materials)	Title I - 50647

## Annual Review – Goal 3

### SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

- 1.1 Community Partners and Engagement: The JFHS CARE team focused on supporting students by developing meaningful partnerships with community agencies and organizations that would provide services to strengthen all students' ability to stay in school and achieve a diploma. Community partnerships are broken down into the following three categories: Mentorship - Sew a Seed- the Sew a Seed mentorship program was productive for students to be engaged in individual and group counseling to address truancy, goal setting, social/emotional behaviors, and student achievement. 2 counselors worked with students throughout the year in caseloads up to 25 per cohort, 8 weeks in duration. TAY- Transitional Aged Youth program provided a counselor to mentor students in trauma informed practices. Counseling consisted of behavior, academic, and attendance focus to provide students with more support in becoming on track to graduate and receive a diploma. This is paired with a post-secondary plan for each student. Intensive Counseling Point Break TUPE- Tobacco Use Prevention Education provided services for student with tobacco and marijuana use issues. Counselor provided individual counseling with students as well as whole group classroom instructional regarding the health concerns and issues concerning these products. Anger Management- provided individual and group counseling developing plans for students to utilize coping strategies and strategies to monitor their own behaviors. Career Technical Support and Community Service MITA- provided resources to maintain the masonry class in the form of brick, tools, mortar and other supplies. In addition, MITA provided curriculum resources and industry connections for students Salvation Army- provided a community service location for SDC students, connecting to students with volunteer work to build work skills and post-secondary experience. PRIDE Center- worked with students for community service and allowed students to complete mandatory counseling hours. Provided class presentations in Teaching Tolerance.
- 1.2 Parent Engagement: We continue to seek ways to further engage parents in opportunities for school visitation, parent education and involvement. JFHS has continued the process of engaging parents about student progress based on individual needs during SST conferences. In addition, JF has developed a quarterly parent/student meeting for all students who did not attain minimum amount of credits and are off track of the individual plan developed for every student. Parents report that there is still a need for increased communication so JF will work with intervention staff and faculty to address these issues. JFHS has created a CARE Team to develop increased and improved methods of effectively communicating with all stakeholders of JFHS. Parent Engagement workshops will begin in the fall with teams of staff and parents being trained in August and continuing in September. Workshops will be promoted at Back-to-School Nights and Parent-Teacher-Conferences. JFHS will continue to recruit and encourage parent participation in site and district advisory committees such as SSC, ELAC, & DELAC.

## Effectiveness

- 1.1 Community Partners and Engagement: As our data shows, our at-risk students are showing growth. Continuing the work, we are doing will help us focus even more on accelerated achievement. Our After School program and Summer Cyber High/APEX credit recovery support for students has resulted in an increased graduation rate. 5th year senior program has enabled students to continue coursework and meet the graduation criteria.
- 1.2 Parent Engagement: More parents are attending meetings and conferences. Parents have agreed to assist with and attend the workshops and meetings. This is a very effective way to increase parent engagement. Our outreach has shown to be more effective this year as we held more events and outreach. Our community and parents are more likely to come to an individual meeting than group workshop. This puts strain on the staff in providing more opportunities but has increased the involvement of our community.

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

## Material Changes

- 1.1: Community Partners and Engagement: No material differences.
- 1.2: Parent Engagement: No material differences.

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

## Future Changes

- 1.1 Community Partners and Engagement:
- 1.2 Parent Engagement: Input from both staff members and parents indicate a need for increased school to home communication. JFHS will use social media as a means of communication and JFHS will continue to update the JFHS Website and Face Book pages on a regular schedule. JFHS will be pursuing other avenues of training and programs to get more parents actively engaged. Discussions with stakeholder groups indicated that there was a need for a wider range of topics than what could offer and wanted more of a "hands on" approach to parent engagement. JFHS will host community resource nights to build a strong parent involvement base. Information will be presented to parents in English and Spanish. Stakeholders continue to appreciate the increased Parent Engagement opportunities - parenting skills, college and career readiness, understanding and helping students with Common Core state standards, and technology. Input indicates this is something to maintain and increase. We will continue to provide the above services and continue to outreach in order to increase parent and community involvement.



# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$46,801
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$113,866

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$46,801

Subtotal of additional federal funds included for this school: \$46,801

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

State or Local Programs	Allocation (\$)
LCFF	\$67,065

Subtotal of state or local funds included for this school: \$67,065

Total of federal, state, and/or local funds for this school: \$113,866