

School Year:

2022-23



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name

Jurupa Valley High School

Address

10551 Bellegrave Avenue
Jurupa Valley, CA 91752-1800

County-District-School (CDS) Code

33 67090 3330412

Principal

Dr. Shelley L. Morris

District Name

Jurupa Unified School District

SPSA Revision Date

May 19, 2022

Schoolsite Council (SSC) Approval Date

May 19, 2022

Local Board Approval Date

June 13, 2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Vision Statement:

Jurupa Valley High School will empower students to advocate for equity and access in their education as they become productive and contributing members of a global society.

Mission Statement:

Jurupa Valley High School will educate the whole student by developing their academic, athletic, artistic, and innovative abilities with PRIDE.

School Profile

Describe The students and community and how school serves them.

The Story

Jurupa Valley High School (JVHS) was established in 1989 in Jurupa Unified School District of Jurupa Valley, CA. This semi-rural area in Riverside County became a city in 2011. With a population of 111,953 covering nearly 44 square miles, the city has become increasingly residential due to expanded growth and development over the last several years. Jurupa Valley High School is located on the western edge of the city near the junction of the 15 and 60 freeways. Jurupa Valley High School, with approximately 1,700 students, is one of three comprehensive high schools in the district. Jurupa Unified School District has three additional secondary schools that provide alternative learning settings from online classes to continuation and adult learning.

The students of JVHS live primarily in Jurupa Valley, specifically within the communities of Pedley, old Mira Loma, and Sky Country, which represents largely lower middle-income, working class backgrounds. The average household income is \$84,864 with a median income of \$70,642. This is below Riverside County's median income of \$73,260 and the state median of \$88,235. The median age of residents is 32 years of age, and the average household is 4.21 people. The community consists of 70.41% Hispanic population. Education rates indicate that 29.17% of adult residents in Jurupa Valley do not have a high school diploma and 13.25% of residents 25 years of age and older have a bachelor's degree or higher. The median house value is \$363,000, however the average home sale price in 2020 rose significantly to \$540,000.

The community has experienced growth and expansion over the last three years with the addition of many new housing developments in the immediate vicinity of the school along the major thoroughfares that encompass the school boundaries. As a result, the community has experienced a yearly average growth rate of 1.10% with the largest increases in 2017 and 2018 (2.44% and 2.21%, respectively). This increase has led to increased diversity in the community, as well as an increase in community businesses. Community businesses are an integral part of Jurupa Valley High School. The school offers various opportunities for local businesses to support the school through fundraising events and offering student incentives. Local civic groups often request performances from our choir and band at their events, and our ASB, NHS, student clubs, AVID volunteers, and FFA students often help at local community events.

Jurupa Valley High School offers various opportunities for parental involvement including, but not limited to: School Site Council (SSC), Parent Institute of Quality Education (PIQE), English Language Advisory Committee (ELAC), CTE Advisory Committee, Agriculture Department Advisory Committee, Student Success Team Meetings, athletic booster clubs, volunteering, and other extracurricular parent booster groups. Additionally, the College and Career Center offers parent/student nights to assist with college readiness, applications, and FAFSA completion. Parents also have the opportunity to engage with school staff at 'Coffee with the Principal' or 'Coffee with the Counselors'. English/ELD evening classes are also offered to our parents in partnership with JUSD Adult Education.

Jurupa Valley High School was re-designated as a Title I school in 2017. For the 2020-2021 school year, the school reports 74.2% of the students with free and reduced lunch. This statistic remains relatively stable as compared to 70.1% in 2019-20, 71.6% in 2018-2019, and 73% in 2017-2018. The representation of the

student population at JVHS has experienced some slight shifts over the last three years mostly due to the 2018 opening of an additional feeder school, Del Sol Academy, which is a K-8 STEAM school. As one of Jurupa Valley High School's two feeder schools, this addition has led to a steady increase in the population at JVHS which we have continued to experience into the 2021-2022 school year. The current enrollment for the 2021-2022 school year is 1,755 students, which reflects a slight increase in enrollment from the previous year. The population at JVHS continues to be predominantly Hispanic or Latinx students which currently stands at 90% of the student body, followed by White, not Hispanic at 6.2%, African American at 1.3%, and all other sub-groups at <1%.

Jurupa Valley High School provides a variety of academic programs including Advanced Placement, AVID, CTE pathways, and Agriculture. For the 2021-2022 academic year, the following Advanced Placement courses were offered: Statistics, European History, US History, US Government and Politics, English Language and Composition, English Literature and Composition, Spanish Language, Biology, Physics, and Environmental Science. Honors courses are offered in English 9, English 10, Biology, Math II, and Math III. Additionally, students may earn both high school and college credits by enrolling in Dual Enrollment (weighted) courses offered through the Riverside Community College District.

Jurupa Valley High School offers seven Career Technical Education and other vocational electives such as: Construction (BITA), Auto Technology, Agriscience, Geographical Imaging System Design, Engineering, and Graphic Technology for Print Careers. VAPA courses include: Ceramics, Choir, Guitar, Banda, Theatre, and Band. The AVID program supports each pathway and all courses of study.

Marking System, Grade Point Average, and Class Rank:

Semester grades of A, B, C, and D earn 5 credits each. Semester grades of F earn no credits. For the computing of grade point average, A= 4 points, B=3 points, C=2 points, D=1 point. Honors and Advanced Placement courses are weighted for the grade point average with A=5 points, B=4 points, C=3 points. D is not a weighted grade.

Rank in class is calculated at the end of semesters with the last ranking calculated at the end of the seventh semester of high school. All grades earned are used in the computation of the grade point average. Teachers collaborate on a weekly basis and discuss student achievement and effective teaching strategies. Student progress is monitored closely by teachers, Guidance Coordinators, Department Data Teams, curriculum maps, common benchmark exams, and site Units of Study assessments. Results from these assessments guide instruction and placement of students into courses.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

College and Career Readiness:

1. Improve a-g by offering extended learning or tutoring with increased counseling groups.
3. Increase Dual Enrollment to include English Learners.
4. Maintain prevention & intervention and offer opportunities for acceleration.
5. Increase WICOR within daily lessons.
6. Instructional Team leaders and members have implemented and continue to increase use of strategies with FAP.
7. Increase access for Students with Disabilities to CTE and other general education courses via inclusion.
8. Increase access for English Learners to CTE and other general education courses via inclusion.
9. Research of equitable grading practices and the beginning of implementation.

Safe, Orderly, and Inviting Learning Environment:

1. Continued mental health support with peer and behavior specialists with a focus on SEL.
2. Systems established or re-established to address level one behaviors with restorative practices.
3. PRIDE Committee and Attendance & Discipline Committee established to create school wide systems of support that incentivize

appropriate behavior choices to decrease suspension/expulsion rates and increase student attendance rates.

4. Plans to better market Jurupa Valley High School's "story" with a focus on student learning outcomes (PRIDE).
5. Direction established via input from educational partners to create a more inviting learning environment for students.

Parent, Student, and Community Engagement:

1. Establish Awards Recognition to include all grade levels (currently JVHS hosts a senior awards night).
2. Continued professional book study sessions allowing teachers to participate in research and implementation of equitable grading practices.
3. Continued efforts to increase students' sense of belonging: Link Crew, inclusive clubs, field trips, cultural events, etc.
4. Continue Student Advisory Council providing a safe space for students to have a voice in school decision making when appropriate.
5. Continue PRIDE Committee and ADC (inclusive of classified and certificated staff), and parent input groups to provide opportunities for ongoing two-way conversation about all things JVHS.

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud 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.

Greatest Progress

Reviewing data prior to the pandemic, indicates we are closing the achievement gap, especially students moving from "not prepared" to "somewhat prepared" for college and career readiness. a-g was increasing and our high graduation rate was higher than the state & county rate. Graduation rates are higher than the county and state average. Positive school climate, increased student and staff engagement. Updated vision, mission, and student learning outcomes that reflect the needs of today's students and the desired attributes of contributing citizens in society. CTE pathway completion has been a priority as well as students' access to dual enrollment.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating. 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?

Greatest Needs

EL students in EL programs are performing well, specifically in CTE, however reclassification of students continues to be an area for growth. More awareness about our RFEP students' specific areas for growth and increased scaffolding during instruction is needed. Continued collaboration among instructional teams as well as the implementation of equitable practices will support our ELs progress. JVHS will continue to build executive functioning, positive student/teacher relationships, increase engagement, and teach WICOR and SEL curriculum with a focus on updated student learning outcomes (PRIDE). All staff members, especially core subject area teachers, are implementing the research-based strategies to build student self-regulation through the formative assessment process.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

As stated in the greatest needs, our EL and SWD subgroups continue to perform below general education students. Continued collaboration among instructional teams as well as the implementation of equitable practices will support our ELs progress. JVHS will continue to build executive functioning, positive student/teacher relationships, increase engagement, and teach WICOR and SEL curriculum with a focus on updated student learning outcomes (PRIDE). All staff members, especially core subject area teachers, are implementing the research-based strategies to build student self-regulation through the formative assessment process.

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)

Schoolwide Program

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.

JVHS is effectively providing schoolwide services to all students. Students' needs are assessed by the success measurements and data selected for each LCAP goal. As a Title I Schoolwide Program, we conduct a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder involvement, include strategies that support state standards, and address the needs of all student, particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of the SPSA. SPSA implementation is monitored and evaluated through ongoing Leadership Team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

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

Increasing stakeholder engagement has proven challenging, especially during the pandemic but many steps to include more parent involvement and student involvement in achieving this goal will continue. Given the parameters of instruction during the pandemic, all students in the Jurupa Unified School District, teachers at JVHS have found many ways to increase student engagement with a variety of online platforms. These platforms include, but are not limited to, PowerSchool, Google Classroom, Remind, NewsELA, Paper.co, and class/club social media accounts (Twitter, Instagram, Snapchat, Facebook, etc.). This is all in addition to stakeholders still having the ability to contact teachers, administration, etc. via phone and email. JVHS has also expanded their Guidance Department to better serve students and families with their college and career plans. During the pandemic, JVHS implemented a school hour virtual office in which students and parents could connect to address any challenges. The digital devices and hotspots have supported all learners.

Prior to COVID-19, stakeholders were reached in a variety of ways through programs offered on campus, and with community outreach off-campus by various programs at JVHS. Some of the methods offered to our stakeholders on campus include our PIQE program, School Site Council, FFA community/student events, Jag Expo event, Jag Rush, CTE Showcase, and a multitude of performances given by JVHS's performing arts department. There were booster club

organizations for extracurricular activities such as La Noche Cultural, Cinco de Mayo, choir, band, and theatre. Additionally, many of JVHS's clubs, sports, and other extracurricular activities regularly engage in community outreach via volunteer opportunities, performances for the City of Jurupa Valley, and sponsoring community events on campus. This helped to draw in more stakeholders than just JVHS parents because a variety of community members can be reached with these types of events. During the pandemic, virtual Back to School Night was held to connect with families.

JVHS submits the School Plan for Student Achievement (SPSA) using input from teachers, staff, students, and parents and is developed in conjunction with the School Site Council, to the school board for approval. Schoolwide Learning Objectives and goals and Schoolwide Action plan was created based upon feedback from Data/Impact Teams, Teacher Leadership, Counseling Department, and Administration. Respective teams extensively analyzed student achievement data and worked with the School Site Council in the Single Plan for Student Achievement, which aligned the designation of Local Control Accountability Plan funding. The constant effort to put students' education and achievement first in the school environment at JVHS proved fruitful and caused JVHS to be able to achieve the original goals set forth in the 2019 WASC visit. In the 2021 mid-cycle visit, JVHS will receive feedback on our progress and will continue to increase the quality and effectiveness of the learning environment at JVHS.

The JUSD school board maintains policies in its employment contract that delineate the professional responsibilities of the staff. The JUSD school board reviews and approves all budget and fiscal information on a regular basis and reviews and approves the school site SPSA plan each year. To increase student voice and representation JVHS has a Student Board Member who reports on the Associated Student Body (ASB) events, programs, and progress to the school board from a student perspective.

College and Career Readiness:

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4. Continue Student Advisory Council providing a safe space for students to have a voice in school decision making when appropriate.
5. Continue PRIDE Committee and ADC (inclusive of classified and certificated staff), and parent input groups to provide opportunities for ongoing two-way conversation about all things JVHS.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	411	429	450
Grade 10	446	417	440
Grade 11	431	453	424
Grade 12	383	394	413
Total Enrollment	1,671	1,693	1,727

Conclusions based on this data:

1. Our classes are increasing slowly. Continue engaging students with applicable and relevant education and attractive programs such as CTE and Dual Enrollment to increase retention.
2. Hispanics/Latinx students are the largest demographic we serve. We need to continue to embrace culture, build language acquisition, and include more culturally relevant materials.
3. Enrollment for senior classes tends to decline over time. Retention of students from ninth through twelfth will continue to be a focus.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	333	340	358	19.9%	20.1%	20.7%
Fluent English Proficient (FEP)	814	792	773	48.7%	46.8%	44.8%
Reclassified Fluent English Proficient (RFEP)	80	29	35	20.1%	8.7%	10.3%

Conclusions based on this data:

1. EL learners are being better supported but it is not enough. JVHS continues to focus on literacy for all students and is committed to implementing AVID WICOR strategies and the formative assessment process to help increase EL overall academic achievement. JVHS will also continue to support ELs by providing culturally relevant curriculum to increase access and engagement in the learning.
2. JVHS teachers need to continue to conduct case studies to better understand the needs of our RFEP and EL students as it relates to teacher differentiation of learning strategies and analyze lessons for cultural relevancy. With increased implementation of the formative assessment process, this highly effective strategy will develop EL students' mastery of content/skills and encourage them to take ownership of their learning.
3. JVHS strives to increase teacher clarity for EL and RFEP students in order to increase overall success and develop independent learners, and has worked steadily towards this goal during and after distance learning.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	387	418	408	381	408	0	381	408	0	98.4	97.6	0.0
All Grades	387	418	408	381	408	0	381	408	0	98.4	97.6	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2558.2	2578.9	0	13.39	18.14	0	28.08	32.11	0	29.66	26.47	0	28.87	23.28	
All Grades	N/A	N/A	N/A	13.39	18.14	0	28.08	32.11	0	29.66	26.47	0	28.87	23.28	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	21.26	25.00	0	52.49	46.32	0	26.25	28.68	
All Grades	21.26	25.00	0	52.49	46.32	0	26.25	28.68	

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	20.21	26.04	0	43.04	49.88	0	36.75	24.08	0
All Grades	20.21	26.04	0	43.04	49.88	0	36.75	24.08	0

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	15.22	16.67	0	63.25	64.71	0	21.52	18.63	0
All Grades	15.22	16.67	0	63.25	64.71	0	21.52	18.63	0

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	19.69	24.51	0	50.66	52.70	0	29.66	22.79	0
All Grades	19.69	24.51	0	50.66	52.70	0	29.66	22.79	0

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Continue to provide intensive support for incoming freshmen students with below grade-level skills in English by evaluating the reading levels of all students and ensuring the lowest readers are enrolled in READ 180 intervention courses. Also, follow District Math Placement to ensure students receive

the appropriate level course. Increased one-time funding has afforded JVHS the ability to increase math support and opportunities for advancement. Offer after-school tutoring as funding supports or through distant learning tutorial videos. Evaluate the effectiveness of the new R180 curriculum.

2. Continue to build teacher knowledge of research-based instructional strategies (such as WICOR, FAP, and other IMPACT protocols) and adjust to create culturally relevant lessons in a school-wide effort to enhance student literacy skills by implementing reading strategies in all subject areas. Continue to learn, practice, and share best practices to specifically help develop our kids' listening/communication skills. Maintain Impact Teams to focus on formative assessments and informed data-driven lesson plans and continue finding tech apps to assist learning.
3. Continue to implement ELA, math, NGSS UoS and work through the adopted Impact Team procedures in order to inform teacher instruction. This process will focus on the use of formative data and success criteria in order to increase to build assessment capable learners. We are currently receiving professional PD from an outside expert to help guide JVHS impact team teachers and learning protocols for the Evidence Analysis and Action classroom. Continue to expand Impact Teams with evidence-based protocols. If funding allows, implement an additional Impact Team. Each Science team has a FAP lesson to teach an overarching skill for next fall.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	387	418	408	383	406	0	383	406	0	99	97.1	0.0
All Grades	387	418	408	383	406	0	383	406	0	99	97.1	0.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2536.5	2534.0	0	4.70	7.14	0	11.75	15.52	0	32.11	19.70	0	51.44	57.64	0
All Grades	N/A	N/A	N/A	4.70	7.14	0	11.75	15.52	0	32.11	19.70	0	51.44	57.64	0

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	11.49	16.26	0	27.94	17.98	0	60.57	65.76	0
All Grades	11.49	16.26	0	27.94	17.98	0	60.57	65.76	0

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	7.05	9.61	0	41.51	42.86	0	51.44	47.54	0
All Grades	7.05	9.61	0	41.51	42.86	0	51.44	47.54	0

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	8.62	9.36	0	55.35	51.72	0	36.03	38.92	0
All Grades	8.62	9.36	0	55.35	51.72	0	36.03	38.92	0

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- From the last CAASPP testing, integrated math continues challenge our students and our students' CAASPP scores dropped in 18-19. Teachers continue to meet with the district curriculum writers to discuss the assessments and collection formative data and actions taken . We are offering Dual Enrollment for students desiring Calculus. Students have access to college curriculum credit which is UC and Cal state transferable. FAP will be implement to ensure highly effective strategies continue to be in use. We are increasing math support and will continue to monitor our students' progress when they return to face-to-face instruction.
- We will continue to refine and follow district-wide math placement test and math placement criteria to ensure proper math placement of all students. Revisit performance tasks and other assessments to scaffold for EL comprehensible input. Continue to support teachers with SAIDE strategies. This will allow staff to evaluate the math skills of all incoming freshmen students and provide some type of support as the budget allows. More materials are becoming available for Spanish preferred students. Continue with Math 1 Impact Team for teachers and consider Math 2 implementation. We are implementing Paper.Co for 24/7 tutors.
- C-STEM will not be continued and a new process for supporting students post pandemic closures, are planning to support Chem students with additional support for math 2

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1539.6	1527.1	1531.9	1540.3	1534.0	1525.0	1538.3	1519.8	1538.3	81	86	101
10	1564.9	1541.3	1535.4	1568.3	1537.0	1530.0	1560.9	1545.0	1540.1	104	82	94
11	1570.0	1551.4	1512.6	1564.1	1548.3	1500.1	1575.4	1553.9	1524.7	106	81	86
12	1569.6	1554.1	1528.9	1567.3	1549.1	1521.9	1571.4	1558.3	1535.5	79	45	54
All Grades										370	294	335

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	18.52	13.95	6.93	24.69	29.07	35.64	45.68	31.40	40.59	*	25.58	16.83	81	86	101
10	34.62	13.41	7.45	30.77	34.15	40.43	26.92	36.59	30.85	*	15.85	21.28	104	82	94
11	39.62	17.28	4.65	32.08	32.10	17.44	16.98	35.80	39.53	11.32	14.81	38.37	106	81	86
12	36.71	15.56	11.11	34.18	28.89	38.89	17.72	31.11	14.81	*	24.44	35.19	79	45	54
All Grades	32.97	14.97	7.16	30.54	31.29	32.84	26.22	34.01	33.43	10.27	19.73	26.57	370	294	335

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	29.63	27.91	18.81	43.21	32.56	43.56	22.22	24.42	24.75	*	15.12	12.87	81	86	101
10	52.88	23.17	20.21	20.19	37.80	42.55	23.08	25.61	21.28	*	13.41	15.96	104	82	94
11	57.55	27.16	13.95	29.25	43.21	27.91	*	17.28	29.07	11.32	12.35	29.07	106	81	86
12	60.76	24.44	29.63	20.25	28.89	25.93	*	35.56	22.22	*	11.11	22.22	79	45	54
All Grades	50.81	25.85	19.70	27.84	36.39	36.42	14.05	24.49	24.48	7.30	13.27	19.40	370	294	335

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	3.49	0.99	17.28	12.79	20.79	32.10	29.07	44.55	44.44	54.65	33.66	81	86	101
10	11.54	2.44	4.26	36.54	25.61	19.15	28.85	41.46	40.43	23.08	30.49	36.17	104	82	94
11	14.15	3.70	1.16	38.68	20.99	9.30	24.53	44.44	38.37	22.64	30.86	51.16	106	81	86
12	17.72	8.89	5.56	29.11	13.33	14.81	26.58	42.22	37.04	26.58	35.56	42.59	79	45	54
All Grades	12.43	4.08	2.69	31.35	18.71	16.42	27.84	38.78	40.60	28.38	38.44	40.30	370	294	335

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	20.99	6.98	9.90	61.73	61.63	67.33	17.28	31.40	22.77	81	86	101
10	42.31	6.10	5.32	43.27	76.83	65.96	14.42	17.07	28.72	104	82	94
11	49.06	4.94	1.16	39.62	56.79	45.35	11.32	38.27	53.49	106	81	86
12	32.91	8.89	1.85	51.90	57.78	62.96	15.19	33.33	35.19	79	45	54
All Grades	37.57	6.46	5.07	48.11	63.95	60.60	14.32	29.59	34.33	370	294	335

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	64.20	66.28	59.41	30.86	18.60	26.73	*	15.12	13.86	81	86	101
10	71.15	53.66	60.64	24.04	29.27	23.40	*	17.07	15.96	104	82	94
11	69.81	74.07	48.84	20.75	12.35	24.42	*	13.58	26.74	106	81	86
12	69.62	55.56	50.00	21.52	33.33	31.48	*	11.11	18.52	79	45	54
All Grades	68.92	63.27	55.52	24.05	22.11	25.97	7.03	14.63	18.51	370	294	335

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	4.65	5.94	27.16	36.05	49.50	61.73	59.30	44.55	81	86	101
10	17.31	10.98	8.51	50.00	57.32	48.94	32.69	31.71	42.55	104	82	94
11	16.98	4.94	2.33	49.06	51.85	40.70	33.96	43.21	56.98	106	81	86
12	16.46	8.89	9.26	37.97	46.67	46.30	45.57	44.44	44.44	79	45	54
All Grades	15.68	7.14	6.27	42.16	47.96	46.57	42.16	44.90	47.16	370	294	335

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	3.49	0.00	75.31	60.47	79.21	*	36.05	20.79	81	86	101
10	17.31	2.44	0.00	72.12	79.27	80.85	10.58	18.29	19.15	104	82	94
11	35.85	6.17	6.98	53.77	77.78	59.30	10.38	16.05	33.72	106	81	86
12	39.24	6.67	11.11	50.63	80.00	61.11	*	13.33	27.78	79	45	54
All Grades	26.22	4.42	3.58	62.97	73.47	71.64	10.81	22.11	24.78	370	294	335

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Reading continues to be the area of weakness overall and a review of incoming 9th graders scores indicate a close attention to increased reading support for the 21-22 school year.

2. Pre-pandemic, listening domain continues to be more of a challenge for our students while speaking remains the highest level of performance. Listening exercises need to be incorporated into lessons as well as writing scaffolds. Because EL 2 and EL 3 enrollment is low, we will consider a combination class to support acquisition
3. Pre-pandemic, the majority of our ELs are scoring in the moderate levels of the domains. These students need enhanced reading and writing support to ultimately perform higher. JVHS has the highest reclassification of 70 2019-20 year

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1727	79.1	20.7	0.5

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	358	20.7
Foster Youth	9	0.5
Homeless	5	0.3
Socioeconomically Disadvantaged	1366	79.1
Students with Disabilities	242	14.0

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	22	1.3
American Indian or Alaska Native	2	0.1
Asian	8	0.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	4	0.2
Hispanic	1546	89.5
Two or More Races	11	0.6
Native Hawaiian or Pacific Islander	3	0.2
White	107	6.2

Conclusions based on this data:

1. Many students are living in poverty and will need additional needs met to support learning. Teachers and staff need to continue to learn about best practices to support these needs including the importance of SEL and need for culturally relevant curriculum
2. Not only are 23% of our students EL, but combined with RFEP, we over 50% of our students needing literacy support which is address in our School-wide Strategic Plan written by teachers.
3. Although our foster youth has somewhat declined, our Counselors and admin will ensure foster students have the access to curriculum of which they are entitled and better track their success and scheduling of coursework. This continues to be a district focus

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Mathematics



Orange

College/Career



Orange

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Orange

Conclusions based on this data:

1. Based on older data from 2018-19, increase teacher awareness of data specifically regarding subgroups and begin case studies to determine learners' needs. Increase the number of Impact Teams to use EAA protocols for data collection of case studies. Impact Team EAA protocols will increase teacher

clarity, increase effective feedback via formative assessments and ultimately increase students' ownership of learning, and build collective efficacy to effectively close the achievement gap. Engaged students tend to demonstrate unwanted behaviors warranting suspension. We are implementing a student support center to help students post-pandemic.

2. Focus on differentiated/sheltered proper placement and instructional strategies - WICOR schoolwide and culturally relevant materials, strategies and assessments. Discover more distant learning opportunities to support all learners such as Paper.Co.
3. Continue to learn more about inclusion and inclusive practices as well as differentiated instruction. Increase SPED students success and increase teacher awareness of Student Support Center.

School and Student Performance Data

Academic Performance English Language Arts

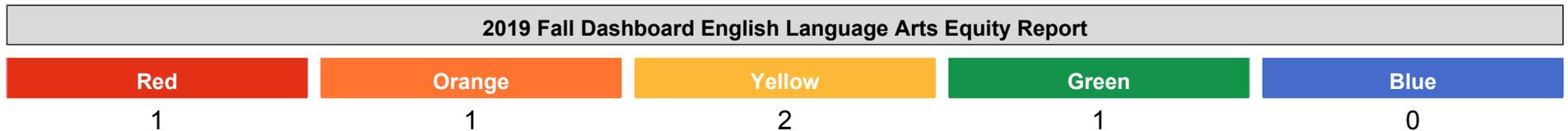
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 1.1 points above standard Increased Significantly ++24.1 points 382	 Orange 83.7 points below standard Increased ++3.6 points 117	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 19.3 points above standard 23	 Yellow 3.1 points below standard Increased Significantly ++22.1 points 302	 Red 126.3 points below standard Declined -7.9 points 56

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.7 points below standard Increased Significantly ++27.4 points 334	 No Performance Color 0 Students	 No Performance Color 0 Students	 Green 30 points above standard Increased ++12.8 points 35

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
130.8 points below standard Maintained ++0.7 points 67	20.6 points below standard Increased Significantly ++19.7 points 50	15.4 points above standard Increased Significantly ++18.7 points 117

Conclusions based on this data:

- The 2018-19 CAASPP and local reading tests have shown results that indicate over half of our students are not reading at grade-level and thus the low scores school-wide. They do not have the stamina or skills set to score at standard. All teachers are committed to support our schoolwide instructional focus on literacy (in all course). In addition, integrating technology routinely will help to close the technology gap and increase distant learning opportunities

2. Even virtually teachers collaborated via Impact Teams and teachers recognize the need for scaffolding for access to the curriculum and implementation of reading and comprehension skills and implement offering a variety of texts in length and grade-level. NewsELA, Vocab.com and Readthoroughly.com are becoming procedure for a united focus on development of literacy as funding allows and with distant learning. Although Paper.Co has was implement in May, student feedback is supportive.
3. Impact Teams in all subject matters took a deep dive into the FAP protocols and the lessons will be implemented to increase teacher clarity and focus on school wide collective efficacy. Case studies will focus on our subgroups.

School and Student Performance Data

Academic Performance Mathematics

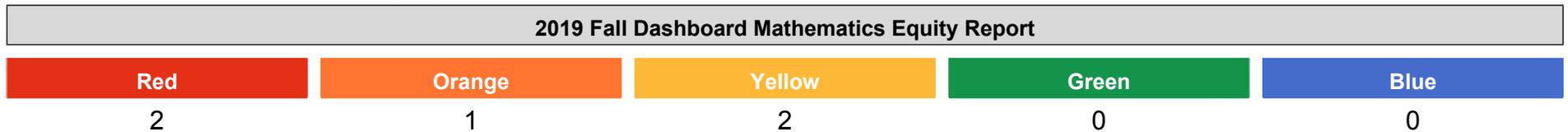
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 89 points below standard Maintained ++0.1 points 380	 Red 164.7 points below standard Declined -12.6 points 116	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 75.8 points below standard 23	 Orange 91.7 points below standard Maintained ++2.8 points 300	 Red 215.9 points below standard Declined -11.7 points 56

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<p>African American</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p>American Indian</p>	<p>Asian</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>
<p>Hispanic</p>  <p>Yellow 92 points below standard Increased ++3 points 333</p>	<p>Two or More Races</p>	<p>Pacific Islander</p>	<p>White</p>  <p>Yellow 58.7 points below standard Declined -11.5 points 34</p>

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<p>Current English Learner</p> <p>200.9 points below standard Declined -11.6 points 67</p>	<p>Reclassified English Learners</p> <p>115.4 points below standard Maintained -2.8 points 49</p>	<p>English Only</p> <p>85.3 points below standard Declined -10.3 points 116</p>
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Conclusions based on this data:

1. Prior to COVID the number of students passing with a C or better S1 in Math 1 is about the same as past few years and therefore more effort to build differentiation into lessons is being implemented however, the outcome post pandemic may show other gaps.

2. Post pandemic, math teachers will implement practice SBAC test questions to better prepare students for the exam and are implement Impact team protocols; Evidence Action and Analysis and are exploring alternative ways to support students as a result of missed learning during the closures.
3. Math teachers are collaborating to improve teacher clarity, increase cultural relevancy in daily lessons, increase peer coaching and examine current intervention methods for effectiveness.

School and Student Performance Data

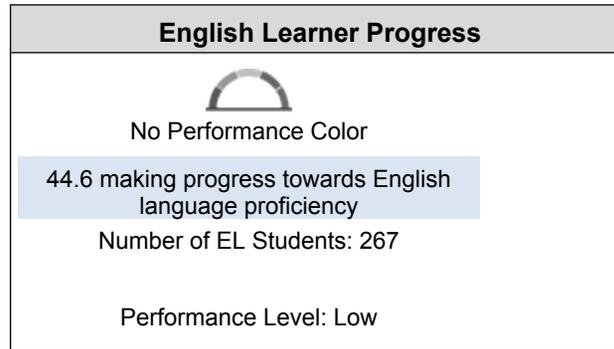
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.4	32.9	9.7	34.8

Conclusions based on this data:

- Continue to provide measurement data on EL student progress at weekly PLCs/Impact Teams and share best practices and inform parents and students of their progress
- Focus on the importance and consideration when completing procedures for ELL reclassification visits and inform students of the reports - consider some accolade for being reclassified

3. Support teachers with additional PD for EL strategies and proper identification of RFEP and their needs for supporting language acquisition and with anticipated funding may support can be provided to accelerate learning.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	387	100
African American	4	1
American Indian or Alaska Native		
Asian	2	0.5
Filipino	2	0.5
Hispanic	337	87.1
Native Hawaiian or Pacific Islander	1	0.3
White	34	8.8
Two or More Races	3	0.8
English Learners	71	18.3
Socioeconomically Disadvantaged	346	89.4
Students with Disabilities	45	11.6
Foster Youth	6	1.6
Homeless	35	9

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	40	10.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	34	10.1
Native Hawaiian or Pacific Islander		
White	2	5.9
Two or More Races		
English Learners	3	4.3
Socioeconomically Disadvantaged	34	9.9
Students with Disabilities	0	0
Foster Youth		
Homeless	5	14.3

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	93	24
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	75	22.3
Native Hawaiian or Pacific Islander		
White	15	44.1
Two or More Races		
English Learners	15	21.1
Socioeconomically Disadvantaged	84	24.3
Students with Disabilities	12	26.7
Foster Youth		
Homeless	7	20

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	164	42.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	149	44.2
Native Hawaiian or Pacific Islander		
White	8	23.5
Two or More Races		
English Learners	9	12.7
Socioeconomically Disadvantaged	147	42.5
Students with Disabilities	1	2.2
Foster Youth		
Homeless	10	28.6

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	42	10.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	38	11.3
Native Hawaiian or Pacific Islander		
White	2	5.9
Two or More Races		
English Learners	3	4.2
Socioeconomically Disadvantaged	38	11
Students with Disabilities	0	0
Foster Youth		
Homeless	4	11.4

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students	108	27.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	94	27.9
Native Hawaiian or Pacific Islander		
White	8	23.5
Two or More Races		
English Learners	6	8.5
Socioeconomically Disadvantaged	97	28
Students with Disabilities	4	8.9
Foster Youth		
Homeless	11	31.4

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students	67	17.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	59	17.5
Native Hawaiian or Pacific Islander		
White	3	8.8
Two or More Races		
English Learners	4	5.6
Socioeconomically Disadvantaged	59	17.1
Students with Disabilities	3	6.7
Foster Youth		
Homeless	6	17.1

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	74	19.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	73	21.7
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	6	8.5
Socioeconomically Disadvantaged	71	20.5
Students with Disabilities	0	0
Foster Youth		
Homeless	4	11.4

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Encourage and properly placed students in CTE pathways for completion and the number of completers continues to increase even during the pandemic
2. Continue to off Dual Enrollment at JVHS. Currently nearly 300 students are in DE courses
3. Educate stakeholders about CCR and review the data presented on the dashboard to drive next steps

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	387	365	1	94.3
English Learners	71	59	1	83.1
Foster Youth	6	0	1	0
Homeless	35	33	0	94.3
Socioeconomically Disadvantaged	346	327	1	94.5
Students with Disabilities	45	39	0	86.7
African American	4	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	2	0	0	0
Filipino	2	0	0	0
Hispanic	337	318	1	94.4
Native Hawaiian or Pacific Islander	1	0	0	0
White	34	31	0	91.2
Two or More Races	3	0	0	0

Conclusions based on this data:

1. Continue to create a welcoming and safe environment - keep current on safety and disaster drills/strategies and help students and parents engage remotely.

2. Continue to meet with students routinely regarding 4 year plans and offer credit recovery options. Counselors have adopted an new plan for 21-22 school year to help meet needs post pandemic.
3. Continue to engage parents and students regarding the various way to help students achieve graduation on time and earn credits and/or certification toward college and career and understand how we are recovering loss of education due to COVID19 closures.

School and Student Performance Data

Conditions & Climate Suspension Rate

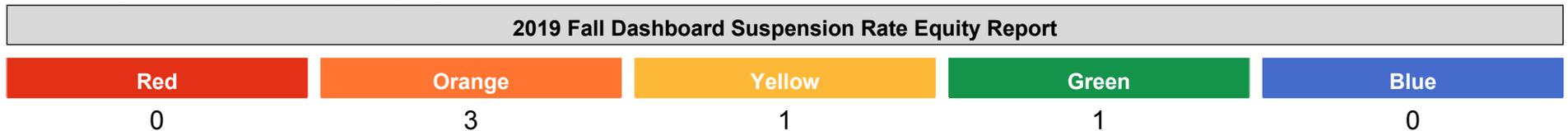
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

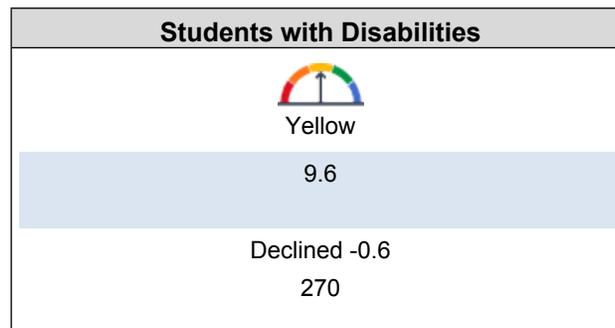
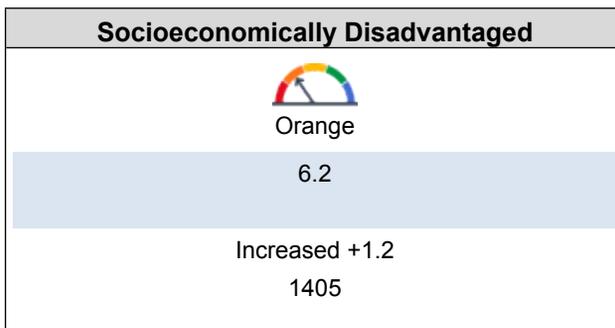
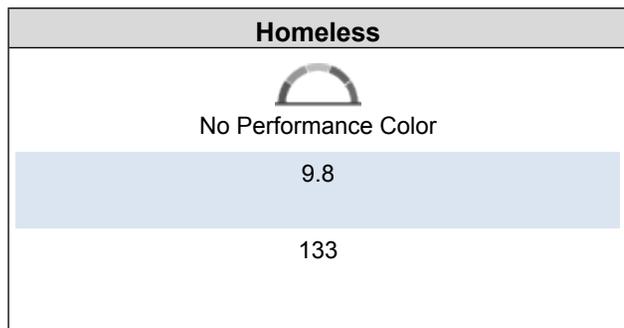
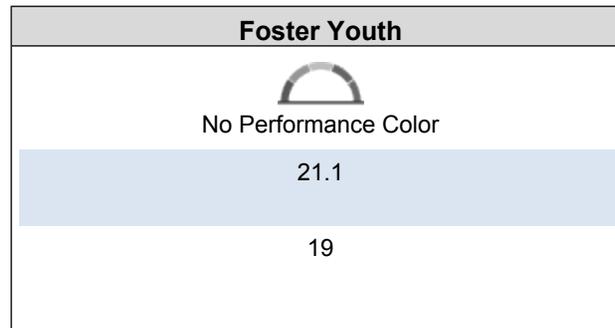
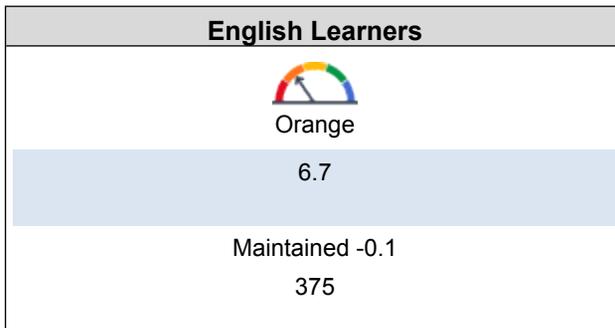
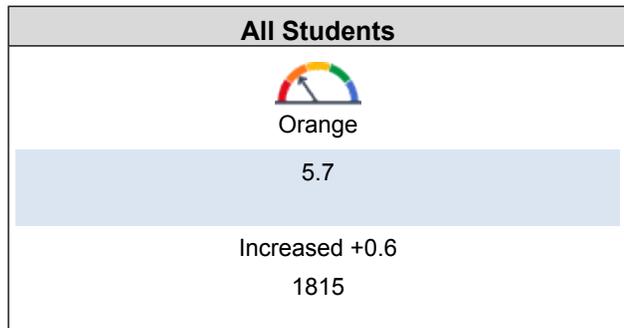


This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 19.2 Increased +8.1 26		 No Performance Color 0 Maintained 0 11	 No Performance Color Less than 11 Students - Data Not 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.6 Increased +1.2 1598	 No Performance Color 0 Declined -12.5 21	 No Performance Color Less than 11 Students - Data Not 3	 Green 5.4 Declined -5 149

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5	5.7

Conclusions based on this data:

1. Implement the newly revised discipline matrix for clearer understanding of behavior handled in classroom vs. by administration and develop staff's ability to deescalate situations. We will be continuing with "temperature check Thursdays" to identify and meet SE needs of students
2. Offer Parent Drug Awareness presentations and conduct admin presentations regarding the hazards of concentrated marijuana during advisory. PIQE can assist with messaging for increase participation
3. Use Advisory Periods to teach more SEL lessons and increase student lunch support as possible even through remote learning

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Targeted sub-group support

Identified Need from the Annual Evaluation and Needs Assessment:

The College and Career Readiness goal will remain the same in most areas, however, there will be an increased focus on the expansion of dual enrollment and CTE Pathway course offerings for English Learners and Students with Disabilities. JVHS teachers and administration will continue to explore equitable grading practices (another book study) to increase student engagement in their learning with a focus on mastery of content/skills. The Link Crew program will begin in summer 2022 as an added support for incoming ninth graders, and the PRIDE Committee will continue to meet with a concerted effort to establish systems of standards and supports for JVHS students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	Maintain use of 2019 CAASPP Data Dashboard. CAASPP scores have not been available due to no test administration since 2019, however, CAASPP was administered in 2022 which will set a new baseline for ELA.	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	Maintain use of 2019 CAASPP Data Dashboard. CAASPP scores have not been available due to no test administration since 2019, however, CAASPP was administered in 2022 which will set a new baseline for ELA.	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	Data from ELPAC dashboard for 2020-21: Level 1 (Minimally Developed) % = 26.57% Level 2 (Somewhat Developed) % = 33.43% Level 3 (Moderately Developed) % = 32.84% Level 4 (Well Developed) % = 7.16%	With continued focus on EL students' language acquisition via optimal master scheduling, use of ELlevation, and monitoring student performance, goal data for ELPAC dashboard for 2021-22 is set as follows: Level 1 (Minimally Developed) % = 20% Level 2 (Somewhat Developed) % = 30% Level 3 (Moderately Developed) % = 35% Level 4 (Well Developed) % = 15%
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	Fluent English-Proficient Students = 44.8%	With continued focus on EL students' language acquisition via optimal master scheduling, use of ELlevation, and monitoring student performance, the rate for English Learner Reclassification for 2021-22 is set as follows: Increase to 50%.
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	Percentage of students who "met" or "exceeded" in ELA = 44%	With continued focus on college preparedness and emphasis on mastery of ELA CCSS, the goal percentage of students who "meet" or "exceed" standards in ELA is as follows: Increase to 50%.
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math	Percentage of students who "met" or "exceeded" in Math = 40%	With continued focus on college preparedness and emphasis on mastery of Math CCSS, the goal percentage of students who "meet" or "exceed" standards in Math is as follows: Increase to 45%.
P4: Completion Rate of CTE Course Pathways (CASDB)	Percentage of students who completed at least one CTE Pathway = 24%	With continued focus on CTE Pathway completion rates and prioritizing student enrollment/persistence in CTE coursework, the goal is as follows: Increase CTE Pathway completion rates for seniors to 30%.
P4: Percent increase in a-g course completion rate	a-g completion rates increased from 32.86% in 2020 to 39.06% in 2021 for an overall increase of 6.2%	With continued focus on college preparedness and prioritizing student enrollment/persistence in a-g coursework, the goal is as follows: Increase a-g completion rates to 45%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Percent of students who have completed both a-g requirement and CTE completion (CASDB)	Percentage of students who completed both a-g requirements and at least one CTE Pathway = 10.9%	With continued focus on college preparedness and prioritizing student enrollment/persistence in a-g and CTE coursework, the goal is as follows: Increase the percentage of students who complete both a-g requirements and at least one CTE Pathway to 15%.
P5: Graduation Rate	JVHS had an overall graduation rate of 94.3%, with EL students graduating at a rate of 83.1%, SED at a rate of 94.5%, SWDs at a rate of 86.7%, Homeless at a rate of 94.3%. The district graduation rate was 86.8% and the state's was 86.8%.	Maintain a graduation rate higher than state and county average, and increase percentage to a minimum of 95%.
P7: Percent of students enrolled in CTE courses	Percentage of students enrolled in CTE courses = 31.83%	With continued focus on enrollment for CTE coursework via student guidance meetings and awareness of certifications for pathway completion, the goal is as follows: Increase CTE course enrollment to 35%.
P7: Percent of pupils who have successfully enrolled in UC/CSU required course.	Percentage of pupils who have successfully enrolled in UC/CSU required course = 99.95%	With continued focus on enrollment for a-g coursework via student guidance meetings and awareness of requirements for UC/CSU admissions, the goal is as follows: Increase percentage of students enrolled in a UC/CSU required course to 100%.
P7: Percent of students enrolled in AP courses P4: AP test passing rates	<p>Percentage of students enrolled in AP courses = 12.02%</p> <p>AP passing rates decreased from 2020-2021 in all subject areas except Spanish Literature. The overall percentage of students scoring 3+ on exams decreased from 46.09% to 25.11% and the following comparisons are by subject:</p> <p>BIO = 25% to 5.4%</p> <p>ENG LANG = 52% to 10.3%</p> <p>ENG LIT = 29% to 17.6%</p> <p>APES = 32% to 8.2%</p> <p>EURO = 16% to 8%</p> <p>PHYSICS = 12% to 11.1%</p> <p>SPAN LANG = 86% to 68.6%</p> <p>SPAN LIT = 48% to 69.6%</p>	Increase student enrollment in AP courses to 15% and increase passing rates in all subjects as well as overall passing rate of AP tests by at least 1%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	AM GOV = 26% to 17.9% APUSH = 30% to 6.5%	
P8: Other Student Outcomes - MDTP for Math	Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows: Not Met % = 35% Nearly Met % = 25% Met % = 23% Exceeded % = 17%	With the return of CAASPP in spring 2022, JVHS will obtain baseline scores to set Math proficiency goals for spring 2023. Using baseline data from 2019 administration, the goals for student outcomes are as follows: Not Met % = 30% Nearly Met % = 30% Met % = 25% Exceeded % = 15%
P8: Other Student Outcomes - HMH Reading Inventory for ELA	Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows: Not Met % = 32% Nearly Met % = 24% Met % = 35% Exceeded % = 9%	With the return of CAASPP in spring 2022, JVHS will obtain baseline scores to set ELA proficiency goals for spring 2023. Using baseline data from 2019 administration, the goals for student outcomes are as follows: Not Met % = 25% Nearly Met % = 20% Met % = 35% Exceeded % = 20%
P4: Review of progress for SWD	CAASPP scores have not been available to measure the progress for students with disabilities due to no test administration since 2019, however, CAASPP was administered in 2022 which will set a new baseline for Math, ELA, and Science (CAST).	Considering previous data from 2019 CAASPP administration and the impact of distance learning from March 2020 through May 2021, SWD outcomes should indicate performance data as follows: ELA = 20% (or more) Meeting Standards Math = 20% (or more) Meeting Standards CAST = 15% (or more) Meeting Standards
P4: Increase CCI preparedness scores for graduate cohort including EL and SWD subgroups.	CCI decreased from 45.7% to 37.8%. SWDs went from 3.5% to 2.2% and ELs went from 5.1% to 10.5%.	Increase CCI preparedness as follows: Overall = 45% EL = 15% SWD = 10%
P4: Continue implementation of the formative assessment process in lessons to provide teacher clarity and increase student engagement,	Although no quantitative data is available to provide a baseline for this goal, by all observations and feedback/minutes from members of each collaboration team (instruction), the use of the	Professional learning activities that support/increase implementation of the formative assessment process will continue. Academic

Metric/Indicator**Baseline/Actual Outcome****Expected Outcome**

feedback structures, and self-regulation via reflection and goal-setting.

formative assessment process increased significantly with the return to in-person learning and the implementation of self/peer feedback structures.

language relevant to the FAP will be evident as its use increases among students and teachers.

Planned Strategies/Activities**Action 1.1**

1.1 Academic support via acceleration, prevention, remediation, and intervention:

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>Academic support via acceleration, prevention, remediation, and intervention (focus on sub-groups):</p> <p>a. Continue to support CCSS and NGSS curriculum needs and research-based instructional strategies with supplemental items including: (1) educational software, (2) equipment (specifically science), and (3) materials for new textbook adoptions.</p> <p>b. Offer summer acceleration courses (PE, Intro CTE, fine art courses) to create space in students' schedules to: (1) complete CTE pathways, (2) participate in dual/concurrent enrollment coursework, (3) meet graduation and/or a-g requirements early, and (4) allow AVID students the option to enroll in electives in addition to the required AVID elective.</p> <p>c. Continue to develop, enhance, and revise CTE pathways and meet CTEIG accountability, including professional development for teachers and instructional supplies/materials.</p> <p>d. Create and maintain a master schedule of courses to include JOLT options (periods 0 - 7) offering remediated coursework as funded by the site allocation (District-funded) for students demonstrating the need. If offered (District), facilitate enrollment for ELO coursework after school and during Saturday School when appropriate.</p>	<p><u>X</u> All Students</p> <p>Other student group(s) English Learners and Students with Disabilities</p> <p><u>X</u></p>	<p>Gap Materials, Supplies and collaborative furniture. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$20209.00</p> <p>Marketing/Communication printing/postage 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,000.00</p> <p>JOLT software 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0.00</p> <p>Gap Materials and Supplies and other Supplementary Materials online 4000-4999: Books And Supplies Title I Basic -- 3010 \$23,912.00</p> <p>Intervention Teachers 1000-1999: Certificated Personnel Salaries</p>

- e. Revise/restructure Math Intervention course(s), specifically to support students in Math IA and IB, Math I, and Math II.
- f. Tutoring support for all students through promotion, training, and implementation of Paper.co (24/7 tutoring service) in core subject areas.
- g. Support English Learners and Students with Disabilities - NewsELA, Vocab.com, QIA, Lightbox, and additional software/online supplementary programs to support students' language acquisition and academic progress as a schoolwide strategic focus.
- h. Continue to support teacher collaboration time (cross-curricular/grade level/UoS, common planning teams) to share best practices, present (model) lessons, observe peers, analyze assessment data, and calibrate grading practices to increase access to curriculum/rigor for SWDs and ELD students.
- i. Continue the Communication Enhancement Program (CEP) at JVHS as designed to provide voice, fluency, and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arises. Students may receive differentiated instruction based upon a tiered pyramid of interventions.
- j. Continue mentoring program for incoming students struggling with academics based on grades in the first nine weeks of school.
- k. Launch of Link Crew Program will serve as a proactive measure to guide ninth grade students to successful academic and social choices as they transition to high school.

LCFF Sec Int -- 0046
 \$466,406
 Computer Aided/Online Supplementary Curriculum/materials
 5000-5999: Services And Other Operating Expenditures
 LCFF Suppl/Conc -- 0707
 \$8,021.00
 Assistant Principal & Secretary
 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707
 \$283,775
 After-school tutoring or Extended Learning
 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010
 \$11,000.00

Action 1.2

1.2 a-g Support

	<u>X</u> Modified Action	
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Planned Actions/Services

a-g Support: To enhance college and career exploration and increase the percentage of students completing a-g requirements we will:

Students to be served

X All Students

Budget and Source

Career Center Clerk to increase support hours- of Career Center Counselor support

a. Improve student completion of a-g requirements through data analysis and resources, and access to college and career readiness materials and information by continuing to support the Career Center Clerk salary.

b. Continue supporting the salary for a College/Career Counselor who prepares and presents parent information nights to increase their knowledge of what it means for students to be college and career ready. Topics will include a-g requirements, FAFSA (financial aid), scholarship opportunities, CTE careers and pathways, and workshops to assist with the college application process. Counselor will partner with academic counselors and guidance coordinators to make classroom presentations and host informational parent nights.

c. Improve student completion of a-g requirements through data analysis, and access to college and career readiness information by establishing a strong partnership among caseload counselors and the College Career Center.

d. Continue a-g awareness by increasing access to Career and College Counselor and Clerk, hosting activities to promote college, career, and/or community awareness/participation.

e. Continue strategic intervention/tutor/preventative support at-risk/struggling students with a focus on sub-groups, specifically ELs and SWDs. Tutoring support for all students through promotion, training, and implementation of Paper.co (24/7 tutoring service) in core subject areas, ELO (if grant funded), and Saturday School tutoring.

f. Identify (teacher/counselor recommendations, assessment scores, etc.) GATE/AP/Honors students and increase their participation in AP coursework and DE.

g. Increase teacher-parent communication when students demonstrate difficulty with mastery of content/skills through Parent Square and personal email/phone/conference contact.

h. Continue to increase teachers' awareness of student performance for sub-groups (data analysis) by providing release time for instructional teams to collaborate, engage in common planning, establish success criteria and rubrics, and calibrate grading. Additionally, continue Alludo trainings (District supported) and Language Services presentations/trainings for use of ELLevation software to support EL students.

X

Other student group(s) English Learners, Students with Disabilities, AVID

UC a-g requirements & increase access to colleges and universities.
2000-2999: Classified Personnel Salaries
LCFF District -- 500 0707
\$65,333
Counselors- Additional days
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$18,200.00
Career Center Counselors
1000-1999: Certificated Personnel Salaries
LCFF District -- 500 0707
\$238,854

i. Provide students college course experiences targeted towards a career path and aligned with CTE pathways in an effort to increase the number of students meeting requirements for CCI.

j. Tutoring support for all students through promotion, training, and implementation of Paper.co (24/7 tutoring service) in core subject areas.

k. Additional days for counselors to complete data analysis for a-g completion to schedule students accordingly

Action 1.3

1.3 AVID Support

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>AVID Support: Increase AVID support for teachers and students across all content areas, strategies include after school tutoring, Saturday School, and extra college tutor hours to move students towards AP and Dual Enrollment course access. Support AVID students in gaining access to college experiences, such as field trips, guest speakers, and resources.</p> <p>a. Provide supplemental funding to support 7:1 AVID tutors.</p> <p>b. Continue support of AVID teacher professional development with funding to attend required conferences.</p> <p>c. Provide AVID teacher release days to allow for college visits, collaboration, and site support via workshops, observations, and late start trainings, specifically with focused note taking and WICOR strategies.</p> <p>d. Improve student completion of a-g requirements through data analysis, and access to college and career readiness information by establishing a strong partnership among the Guidance Team and AVID Team.</p> <p>e. Continue to offer summer acceleration courses (PE, Intro CTE, fine art courses) to allow AVID students the option to enroll in electives in addition to the required AVID elective.</p>	<p><u>X</u> All Students</p> <p>Other student group(s) AVID,</p> <p><u>X</u> English Learners, and Students with Disabilities</p>	<p>AVID Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$18,000.00</p> <p>AVID Summer Training/ Conference 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$10,000.00</p> <p>AVID tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$5,200.00</p> <p>AVID membership (consultant) 5800: Professional/Consulting Services And Operating Expenditures LCFF AVID – 0765 \$2,215.00</p> <p>Substitutes for AVID or other curriculum related field trips 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765</p>

f. Tutoring support for all students through promotion, training, and implementation of Paper.co (24/7 tutoring service) in core subject areas.

\$2,000.00

AVID Certification
5800: Professional/Consulting Services And
Operating Expenditures
Title I Basic -- 3010
\$15,000.00

Action 1.4

1.4 ELD Support

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>ELD Support: Support ELs in content instruction. Also, provide release time for EL Facilitator to conduct roundtable meetings to promote integrated ELD strategies and plan trainings as needed via Language Services, and plan administration for ELPAC testing. In addition, provide collaboration time for teachers to design culturally relevant lessons that are inclusive of English Learners.</p>	<p><u>X</u> Other student group(s) English Learners</p>	<p>(1.0) 6 hr. & (2.0) 3 hr. Bilingual Language Tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$21,149</p>
<p>a. Provide three Bilingual Tutors services to serve EL students in the classroom.</p>		<p>(1.0) 6 hr. & (2.0) 3 hr. Bilingual Language Tutors 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$63,448</p>
<p>b. Renew contract(s) for English Language Development materials/software, provide materials and computer applications as needed to support EL students.</p>		<p>Renew EL consumables & other ELD supplemental materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000.00</p>
<p>c. Instructional Rounds facilitated by EL experts.</p>		<p>Extra comp for EL meetings in evening 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$300.00</p>
<p>d. Support cost of ELAC meetings after school hours or other supports for EL parents.</p>		<p>Support Curriculum and APPS designed to enhance EL learning 4000-4999: Books And Supplies Title III LEP -- 4203 \$1109.00</p>
<p>e. Support a schoolwide strategic focus for EL collaboration including special educators and general education teachers.</p>		
<p>f. Organize and conduct ELAC meetings, obtain speakers, provide translation and interpretation. Present SPSA findings with ELAC to solicit feedback/input (annually).</p>		

g. Addition of Norco Dual Enrollment ELD Course to increase college and career readiness for EL students.

h. Create a master schedule to include separate sections for all levels of English Learners.

i. Provide learning experiences outside the classroom for EL students to increase language acquisition in a practical "real world" setting (Ropes Challenge at UCR, conversational English sessions, etc.).

j. Tutoring support for all students through promotion, training, and implementation of Paper.co (24/7 tutoring service) in core subject areas.

Action 1.5

1.5 AP courses

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

Increase the number of students enrolled in AP course offerings.

X All Students

a. Continue professional learning for AP teachers such as AP by the Sea training in the summer and opportunities for AP teachers to collaborate with their peers at fellow JUSD high school sites.

X Other student group(s) GATE

AP conference teacher travel requests
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$3,000.00

b. Continue to promote the AP exam at no cost (JUSD funded) to increase the percentage of students taking/passing exams in all subject areas.

c. Continue funding for AP teachers to offer practice exams/study sessions during Saturday School and after school hours.

Subsidize AP test costs to increase student participation in high stake tests
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$2,000.00

d. Transportation to UCR for AP prep courses as requested.

Materials needed for AP prep
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$2,000.00

e. Tutoring support for all students through promotion, training, and implementation of Paper.co (24/7 tutoring service) in core subject areas.

Action 1.6

1.6 CTE Pathways Support

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>Create new pathways and refine older pathways to meet new CTEIG requirements</p> <p>a. Continue (funding) support for overnight trips (lodging), fair/livestock projects.</p> <p>b. Continue funding for CTE support materials.</p> <p>c. Re-establish professional development opportunities available to CTE teachers as in years prior to the pandemic. The CTE department will also be able to attend the annual state conference in winter 2023.</p> <p>d. Increase student certifications/articulation via CTE pathways for both construction and transportation pathways and support the return of the construction pathway that was shuttered for the 2021-22 school year.</p> <p>e. Continue to provide necessary equipment and care of agriscience animals and plants. Greenhouse renovation will allow more plant science (horticulture) opportunities and programs.</p> <p>f. Re-establish partnership travel costs or other associated costs to build partnerships and internships with local businesses.</p> <p>g. Strengthen CTE pathways for stronger alignment to the workforce and postgraduate training programs. CTE department will continue to reach out to local industry partners, specifically digital communications.</p> <p>h. Support the addition of new CTE Pathway, Information Services (Dell Tech).</p>	<p><u>X</u> All Students</p> <p>Other student group(s) English</p> <p><u>X</u> Learners and Students with Disabilities</p>	<p>Need for Ag on farm and student fair needs (Funded using other CTE funding) 4000-4999: Books And Supplies</p> <p>\$0</p> <p>Fair support (Funded using other CTE funding) 4000-4999: Books And Supplies</p> <p>\$0</p> <p>Gap materials and certification for Ag students (Funded using other CTE funding) 5000-5999: Services And Other Operating Expenditures</p> <p>\$0</p> <p>Materials to strengthen CTE pathways for alignment to workforce (Funded using other CTE funding) 4000-4999: Books And Supplies</p> <p>\$0</p> <p>PD for new CTE pathways and PLTW conferences (Funded using other CTE funding) 5800: Professional/Consulting Services And Operating Expenditures</p> <p>\$0</p> <p>Consultant supporting CTE machinery (Funded using other CTE funding) 5800: Professional/Consulting Services And Operating Expenditures</p> <p>\$0</p>

	<p>CTE licenses and certifications (Funded using other CTE funding) 5800: Professional/Consulting Services And Operating Expenditures</p> <p>\$0</p> <p>Business Partnership (Funded using other CTE funding) 5800: Professional/Consulting Services And Operating Expenditures</p> <p>\$0</p> <p>PD for CTE teachers to build STEAM paths (Funded using other CTE funding) 5000-5999: Services And Other Operating Expenditures</p> <p>\$0</p>
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Action 1.7

1.7 Professional Learning Focus

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>Integrated English Language Development (ELD) & implementation of stronger MTSS: Staff (teachers, Case Carriers, Guidance Coordinators, administrators, and support staff) design and implement a multi-tiered framework of systematic supports (MTSS). Funding will support training, staff development, and release time to support stakeholders with building common knowledge.</p> <p>a. Provide training and/or teacher peer coaching to offer real-time classroom instruction support and implement an instructional round process focusing on the needs of our LTEL/EL and integrated EL (ELLevation training).</p> <p>b. Strengthen Collaboration Teams to include evidence walks and add more culturally relevant lessons and materials.</p>	<input checked="" type="checkbox"/> All Students	<p>Consultant services to support community engagement 5800: Professional/Consulting Services And Operating Expenditures Title III LEP -- 4203 \$8,463.00</p> <p>Collaboration 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$5,000.00</p> <p>Sub Costs for Impact Teams and Staff Collaboration 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707</p>

c. Continue regular observation time in classrooms with same-day feedback to teachers by admin.

d. Substitute Teachers to allow the teacher to attend PD/Competitions.

e. Professional learning on equitable grading practices that encourage students to focus on mastery of learning versus grades.

\$5000.00

Collaboration to support EL student academic progress

1000-1999: Certificated Personnel Salaries

Title III LEP -- 4203

\$1407.00

Collaboration

1000-1999: Certificated Personnel Salaries

Title I Basic -- 3010

\$13,800.00

Action 1.8

1.8 Digital Gateway (DG) support & implementation

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

Digital Gateway (DG) support & implementation:

a. Provide ongoing support of students, teachers, staff, and parents for successful implementation of DG via in-class lessons using Common Sense Media.

b. Professional development and/or conferences for Tech Education as requested/needed.

X All Students

Successful implementation of Digital Gateway (DG) beyond substitution by providing PD

5000-5999: Services And Other Operating Expenditures

Title I Basic -- 3010

\$0

Action 1.9

1.9 Textbooks & Enrichment materials

X

Unchanged Action

Planned Actions/Services

Students to be served

Budget and Source

Textbooks & Enrichment materials

a. Ensure each student has a textbook for courses.

X All Students

Enrichment materials to support students academic success via enrichment materials

b. Supplemental Curriculum gap materials to support core classes including materials available in Spanish to enhance access to the curriculum.

c. Support piloting and use of new textbooks in all core subject areas, including LOTE.

X

Other student group(s) English Learners and Students with Disabilities

such as math learning kits and poster boards, interactive texts, online resources for teachers and VR supplies for classrooms
4000-4999: Books And Supplies

Title I Basic -- 3010
\$10,000.00

Support materials for NGSS
4000-4999: Books And Supplies
Title I Basic -- 3010
\$1,000.00

Support of Library media tech to ensure textbook orders are updated to ensure all students have access to textbooks
2000-2999: Classified Personnel Salaries
LCFF District -- 500 0707
\$84,919

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

The increase of posting signage and marketing banners will continue in the 2022-23 school year, specifically highlighting Jurupa Valley High School's "story" with a focus on student learning outcomes (PRIDE). Based on input gathered from students, staff, and parents, JVHS's "curb appeal" would benefit from displaying updated logos, and installation of new scoreboards, recognition plaques, etc. Site admin will collaborate with Maintenance and Operations to create a plan for installation of these enhancements. Additionally, the PRIDE Committee and Discipline/Attendance Committee (Title I and/or ESSER) have identified areas for improvement with student to better provide the educational community with a safe, orderly, and inviting learning environment. Their continued efforts will be instrumental as they create plans to provide students the tools/skills they need to achieve success (appropriate behaviors, SEL, self-regulation, engagement, involvement) at JVHS, as well as in post-secondary college/career options.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School facilities are maintained in good repair	All school facility reports indicate 100% Good or Better on FIT reports. Based on needs assessment with input gathered from students, staff, and parents, JVHS needs upgrades/additions to improve campus beautification.	All school facility reports will indicate 100% Good or Better on FIT report. Upgrades/additions to improve campus beautification for the coming school year include shade structures, more greenery, additional seating, and PRIDE banners.
P5: School Attendance Rates (Semester 1 Q SIS)	Percentages for school attendance are as follows for August 2021 through March 2022: Ninth Grade (Gen Ed) = 92.06% Ninth Grade (Spec Ed) = 82.27% Tenth Grade (Gen Ed) = 91.44% Tenth Grade (Spec Ed) = 77.58% Eleventh Grade (Gen Ed) = 91%	Increase student attendance in all grade levels to meet the expected minimum of 95%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Eleventh Grade (Spec Ed) = 88.63% Twelfth Grade (Gen Ed) = 91.06% Twelfth Grade (Spec Ed) = 83.47%	
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	The 2020-21 Chronic Absenteeism Rate was: 18.9%	Decrease the Chronic Absenteeism Rate by 5%.
P5: High School dropout rates	The 2020-21 High School dropout rate for JVHS was: 3.1%	Decrease the High School dropout rate by 1%.
P6: Pupil Suspension rate	For 2020-21, the pupil suspension rate was: 0.1%	Decrease pupil suspension rate by 0.1%.
P6: Pupil expulsion rate	For 2020-21, the pupil expulsion rate was: 0%	Sustain an expulsion rate of 0%.
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Student Survey, Spring 2022: "How often do you worry about violence at your school?" 59% responded "Almost Never" or "Once in a while"	Increase the percentage for the following question in the LCAP Student Survey: "How often do you worry about violence at your school?" to 70% responding "Almost Never" or "Once in a while"
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Teacher Survey, Spring 2022: "For students who need extra support, how difficult is it for them to get the support that they need?" 78% responded "Not at all difficult" or "Slightly difficult"	Increase the percentage for the following question in the LCAP Teacher Survey: "For students who need extra support, how difficult is it for them to get the support that they need?" to 80% responding "Not at all difficult" or "Slightly difficult"
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Parent/Family Survey, Spring 2022: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 49% responded "Quite Well" or "Extremely Well"	Increase the percentage for the following question in the LCAP Parent/Family Survey: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" to 60% responding "Quite Well" or "Extremely Well"
P6: Annual safety drills and needs assessment	Administered three drills during the 2021-22 school year including the Great Shakeout, an active shooter drill, and a reverse lockdown drill. Continued to experience challenges with the bell system which negatively impacted timely communication with students and staff during drills and actual security situations on campus.	Continue to administer minimum of three drills during the 2022-23 school year including the Great Shakeout, an active shooter drill, and a (reverse) lockdown drill. Have new bell system installed in summer 2022 to ensure timely communication with students and staff during drills and actual security situations on campus.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6: Update School Site Safety Plan	The School Site Safety Plan was updated by the Safety Committee in the fall and approved by School Site Council in January 2022.	Continue to update the Safety Plan with continued input from certificated and classified staff members and gain approval from School Site Council by January/February 2023.
P6: Establish schoolwide student celebrations and student connectedness	Students recognized for achievements in athletics, academics, attendance on Instagram, Arreya screens, and at school wide rallies. Students with perfect attendance were added to a drawing for various donated items including a bike, wi-fi speakers, prom tickets, off-campus passes, Jag gear, etc. Athletes of the Month were posted on Arreya and photos added to the display in the gym.	Continue to increase recognition of students for various achievements and improvements as well as the feeling of connectivity among students and staff to sustain a positive school climate.
P6: Promote and educate students to maintain a healthy lifestyle	No formal survey administered, however, students identified as engaging in risky behaviors, specifically vaping (concentrated wax) were referred to counselor and/or referred for PICO counseling services.	Decrease risky behavior by at least 5%.
P6: SEL promotion and education	Students were engaged in SEL through BASE lessons, temperature checks, counselor webpage, PICO referrals, and benefited from interventions by site Peer Behavior Specialist.	Increase the percentage of students reporting self-awareness increases by at least 5%. Increase problem-solving skills and increase percentage of students reporting having strategies to solve problems to at least 55% and close the gap as students progress to twelfth grade.

Planned Strategies/Activities

Action 2.1

2.1 MTSS/Discipline

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
Address students behaviors by utilizing restorative practices for Level 1 infractions (tardies/period truancies, mediations, classroom disruptions) and	<u>X</u> All Students	Maintain safety and order while building relationships throughout site

incentivize expected/self-regulated behaviors with recognitions, rewards, and eligibility for desired opportunities/events. To do so, we will:

a. Offer alternative behavior support/program in lieu of suspension or as a reduction time of suspension including Student Youth Court, parent partnership in consequences to correct behavior, lunch detention and or on-campus interventions (Jag Reset), PICO referrals, assign BASE lessons, behavioral contracts, and conflict resolutions. Special education students may visit the Academic Support Room. Counselors will provide guidance to students for chronic (level one) behavioral and truancy issues then document on Q.

b. Increase student celebrations for positive choices. Select, purchase, and order MTTs support materials and student incentives to reward positive behavior, including Early Lunch Release (pending instructional minutes) for students exhibiting positive behaviors with self-regulation/discipline and school attendance.

c. Continue training staff in SEL curriculum and fund subs as needed. Actively promote/fund weekly incentives for Attendance Awareness in September (school gear-shirts, hats, buttons, etc.). Continue to implement BASE Education program via allocated advisory time.

d. Ongoing training for Campus Supervisors on systematic supervision. Campus supervisors will attend annual JUSD training in December and participate in weekly meetings and/or trainings administered by SMA AP, coordinator, and SRO as appropriate. Cross-training will be provided for newly hired campus supervisors for the expectations of campus coverage.

e. Continue to design and issue eye-catching shirts/sweatshirts for easy identification of campus supervisors.

f. Continue supporting the role of BSEL Coordinator to administer/analyze temperature checks for students and provide BASE lessons in Advisory.

g. Continue to work with mental health care providers to help connect students/families in crisis to resources via PICO referrals.

h. Ongoing training to students and staff on Bullying Prevention and student campaigns to promote positive messages (Army National Guard presentations on bullying prevention for ninth and tenth graders). Confront bullying behavior, bystander actions and intervention, and other negative student behaviors. Deliver annual digital citizenship lessons to for awareness

via cart for transporting students and staff quickly and timely. Also increases supervision

6000-6999: Capital Outlay
LCFF Suppl/Conc -- 0707
\$0.00

Highlight student accomplishments to increase engagement and student connectivity to increase graduation rates and decrease dropout rates

4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1,346.00

Purchase MTSS Resource materials and incentives (4300)

4000-4999: Books And Supplies
Title I Basic -- 3010
\$2,000.00

Subs when staff trains for MTSS

1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$0

Support LSW interns

1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$3,000.00

of students' social media presence. Continue to offer and create safe spaces for students such as identifying offices/classrooms with LGBTQI+ badges, etc.

Action 2.2

2.2 Safety Equipment & Supplies

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>Provide sufficient emergency items and appropriate storage of items.</p> <p>a. Update safety items/procedures for School Safety Plan (as needed) and gain annual approval from School Site Council.</p> <p>b. Follow FEMA guidelines to purchase essential emergency response equipment and supplies for HS (as needed).</p> <p>c. Professional development for all staff regarding lockdowns, security alerts, active shooter, earthquakes, fire, and widespread illness (ex: COVID 19). SRO and SMA Office will conduct drug awareness presentations for students, staff, and community members.</p> <p>d. Continue to provide adequate campus security through transportation, communication, Raptor System, and staff professional development.</p>	<p><u>X</u> All Students</p>	<p>Purchase needed supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,500.00</p> <p>Safety Items 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,500.00</p>

Action 2.3

2.3 Safety Equipment, Supplies, & Facility repairs/improvement

X

Modified Action

- a. Begin replacing equipment considered unsafe and therefore no longer in commission with updated machines/equipment used for strength and conditioning by PE students and athletes.
- b. Provide a gathering place that allows students to safely congregate inside and outdoors including shade structures where necessary.
- c. Continue to improve conditions for PE students/athletes in and around the gym.
- d. Enhance and/or create shade for students and community members (ex: baseball/softball fields).
- e. Obtain estimates and prioritize (equipment, supplies, repairs/improvements) needs. Begin with actions/services that will benefit the greatest number of students.
- f. Purchase items and organize events to promote collaboration among students and staff members.
- g. Continue to add to positive learning environment with plants, posters, signs of inclusion.
- h. Install hydration station on the tile side of the gym for PE student and athlete access.

\$17,500.00

Collaboration items
 6000-6999: Capital Outlay
 Title I Basic -- 3010
 \$5,000.00

Campus Beautification
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$5,000.00

Action 2.4

2.4 Continue to increase health services for students

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
Continue to increase health services for students:	<input checked="" type="checkbox"/> All Students	Parent interpretation for all outreach
a. Increase direct health services to students and PICO referrals for low-cost medical services to families.		2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$753.00
b. On-site behavioral health therapist and peer specialist to support students' social emotional needs.		Support increased Health Aides: (2 part-time positions) 2000-2999: Classified Personnel Salaries

LCFF District -- 500 0707
\$40,884

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Significant progress was made in the 2021-22 school year to increase student and staff engagement, however, there will still need to be an increased focus on the expansion of opportunities for parent engagement and community partnerships. It Jurupa Valley High School's intention to support this goal with the return of the Parent Institute for Quality Education (PIQE), subject/agenda specific parent information nights, and increased parent attendance at school events. As a new area of support for incoming ninth grade students, the Link Crew program will begin in 2022-23, and the PRIDE and Attendance/Discipline Committees will continue to meet with a concerted effort to establish systems of standards and supports and incentives for JVHS students. Goal metrics/indicators have been clarified to identify specific outcomes relevant to parent, student, staff, and community engagement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 83% responded "Extremely Important" or "Quite Important"	Increase response rates by 20% to better capture parent/families' perspectives. LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" Sustain or increase percentage of 83% responding "Extremely Important" or "Quite Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?"	Increase response rates by 20% to better capture parent/family perspectives. LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	92% responded "Extremely Important" or "Quite Important"	three years, how important is it for us to focus on...Student activities and extracurricular activities?" Sustain or increase percentage of 92% responding "Extremely Important" or "Quite Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Teacher Survey, Spring 2022: "On most days, how enthusiastic are the students about being at school?" 26% responded "Quite Enthusiastic" or "Extremely Important"	Increase response rates by 10% to better capture teachers' perspectives. LCAP Teacher Survey, Spring 2022: "On most days, how enthusiastic are the students about being at school?" Increase percentage to 40% responding "Quite Enthusiastic" or "Extremely Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Student Survey, Spring 2022: "Overall, how much do you feel like you belong at your school?" 37% responded "Belong quite a bit" or "Completely belong"	Increase response rates by 5% to better capture students' perspectives. LCAP Student Survey, Spring 2022: "Overall, how much do you feel like you belong at your school?" Increase percentage to 50% responding "Belong quite a bit" or "Completely belong"
P6: Extra-curricular experiences	Events were scheduled immediately following the school day allowing students without transportation to attend. Additionally, transportation was provided for student groups to attend organized events off campus.	Increase number of attendees to events and increase in students participating in extracurricular events. Increase access to events that students without transportation can attend.
P3: Social Media engagement	With the return to in-person instruction and the reopening of campuses for athletics, performances, etc., there was an increase in the number of attendees to school events, as well as students participating in extracurricular activities.	Increase social media engagement to promote and celebrate student events and achievements in an effort to increase student participation.
P5 & P6: Student Recognition for various achievements/improvements	Students with excellent/improved attendance were recognized on a monthly (certificates) and quarterly basis (school rallies), and a breakfast was held for students/parents with perfect attendance in January 2022. Athletes of the Month	By motivating and celebrating students' attendance, we expect to lower tardies and increase instructional minutes ultimately increasing or maintaining graduation rates above the county and/or state.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	were recognized with portrait displayed in the gym, announcements, and on our school television displays throughout campus.	
P6: Growth in cultural events and/or student connectedness courses	As students returned to in-person learning, there was a natural increase of students engaged in school activities, clubs, programs, and athletics.	Continuing offering courses that increase student engagement, ultimately improving ADA and reducing lower level discipline, as well as extra-curricular events to promote community engagement.
P6 - CHKS survey responses	The CHKS was not administered this school year, however, previous CHKS indicated a need to address feelings of hopelessness (during the past year) as 44% of 9th graders and 46% of 11th graders report feelings of being depressed or hopeless.	For next administration of CHKS, a significant decrease of responses indicating feelings of hopelessness (from 44% of 9th graders) and feelings of being depressed or hopeless (from 46% of 11th graders).
P6: SEL and interventions to promote healthy choices.	Despite SEL curriculum and implementation in Advisory as well as through BASE lessons, low level behaviors, specifically period trancies, increased in the 2021-22 school year. Additionally, risky behaviors, specifically vaping/concentrated wax increased this school year among 9th to 11th grade students.	Reduce Level One behaviors by 10% and decrease risky behavior(s) by 10%.
P6: Professional Book Studies	JVHS admin and 30% of teachers participated in a professional book study ("Grading for Equity") to research equitable grading practices. This expenditure (books and compensation) was not included in planned improvements for 2021-22, however it was presented to School Site Council who approved of the change/use of Title I in November 2021 to support the effort.	30% of teachers implementing equitable grading practices based on the research of the book study. Increase percentage of teacher participants to 60% of teacher population in the 2022-23 school year with follow up sessions in summer and fall 2022.

Planned Strategies/Activities

Action 3.1

3.1 Increase student engagement

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>We want to engage all students beyond the classroom. Engaged students perform better in school and experience higher graduation rates, and behavior issues diminish.</p> <p>a. Implement a schoolwide effort to promote safe choices with respect to MTSS, Link Crew, Kindness Campaigns, etc.</p> <p>b. Continue offering Guitar Ensemble (Banda) as a course and an extra-curricular activity to connect students with their heritage and increase school connectivity.</p> <p>c. Continue recognition for rigor in academics, and achievement in athletics, performing arts, CTE, community service (i.e., t-shirts, experiences, awards, cords, medals, ceremonies, etc.)</p> <p>d. Provide transportation to enriching curriculum-related field trips and athletics as funding permits, explore vans for less expensive transportation</p> <p>e. Support student awards and celebrations. Full implementation of 5-Star Students technology to track student engagement in school activities, attendance, and behavior. Discover who is not engaged and connect to discover how to engage students. Engagement significantly increases graduation rates.</p> <p>f. Outreach including SART/SARB meetings.</p> <p>g. Supplement costs of PRIDE Committee.</p> <p>h. Supplemental costs of Attendance/Discipline Committee.</p> <p>i. Continue and grow E-Sports program to increase engagement and innovation opportunities.</p> <p>j. Athletic upgrades such as scoreboards, banners, and enhancement.</p> <p>k. Launch the Link Crew program beginning summer 2022.</p> <p>l. Research opportunities to have students participate in the Challenge Day program to better understand the perspectives of others to embrace and celebrate differences.</p>	<p>X All Students</p>	<p>Guest motivational speaker/Drug prevention 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,000.00</p> <p>Improvement to student common areas 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5,000.00</p> <p>Athletic upgrades & enhancement 6000-6999: Capital Outlay LCFF Suppl/Conc -- 0707 \$12601.00</p> <p>Purchase additional VAPA curriculum & materials 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$5,500.00</p> <p>Recognition items such as t-shirts or special luncheons to encourage and celebrate academic rigor 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00</p> <p>Transportation to enriching and engaging events 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$14800.00</p> <p>Link Crew training 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$8000.00</p> <p>Maker/Breaker Space Items 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200.00</p>

	<p>Cultural Band tutoring 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,500.00</p> <p>Additional instruments and support of Cultural band 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$1,000.00</p> <p>Link Crew expenditures to support student engagement 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10000</p> <p>Link Crew additional teacher compensation 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$10,165.00</p>
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Action 3.2

3.2 Increase staff engagement

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>Increase staff engagement by providing more structure and greater purpose for our instructional/collaboration teams to support a more engaging learning environment while closing the achievement gap.</p> <p>a. Technology & WICOR training for support staff and training days.</p> <p>b. Team building for office support staff.</p> <p>c. Continue team building activities and professional development at faculty meetings.</p> <p>d. Office personnel participate in activities and meetings to increase unity and a positive work environment.</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) Certificated and Classified Staff</p>	<p>Copier for instructional engagement and social engagement needs 6000-6999: Capital Outlay LCFF Suppl/Conc -- 0707 \$0.00</p> <p>Compensation for training that is offered beyond work day 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$350.00</p> <p>Team building for support staff 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200.00</p>

e. Staff use of Parent Square and Canvas by individual teachers and the school as a whole.	Social media & marketing 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00
f. Organize presentation by SRO or expert to educate staff on concentrated wax (marijuana) use among students and the effects on our school community.	SRO outreach and security 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,000.00
g. Develop coaching by implementing routine seasonal evaluations and conducting coaches' meetings by season.	
h. Annual Jag Expo night to promote school pathways/programs/athletics and maintain or increase enrollment.	
i. Continue to provide all parents and staff with leadership opportunities through advisory committees.	
j. Continue hosting professional book studies to enact positive change for student outcomes.	

Action 3.3

3.3 Increase Community Engagement

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
Increase Community Engagement:	<u>X</u> All Students	Organize outreach via evening events such as registration, college career events, parents courses
a. Offer informational workshops related to academics, a-g requirements, course registration,	<u>X</u> Other student group(s) Parents and school community	5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,514.00
b. Offer parent training and student outreach based on on-site parent and student needs. Invite community resource vendors to parent-school events.		Printing and social media expenses to promote and market
c. Host an inviting and meaningful Awards Night to celebrate student success (grades 9-12) to increase student recognitions.		5900: Communications LCFF Suppl/Conc -- 0707 \$500.00
d. Continue to conduct college application/FASFA workshops.		

- e. Continue to provide all parents with leadership opportunities through advisory committees.
- f. Develop various flyers with information about school and community resources for parents
- g. Continue promoting parent use of Parent Connect to monitor their children's attendance and academic progress in classes
- h. Continue PIQE learning opportunity for parents.
- i. Continue to update the website's page, so it becomes a valuable and accurate source of information for parents by expanding the parent communication page on the school webpage, use Parent Square, increase the use of social media as a communications tool.

Community Liaison stipend to update all social media and video wall
 1000-1999: Certificated Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$2,500.00

Student Recognition & support
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$1,000.00

Childcare for Parent Meetings and Classes
 2000-2999: Classified Personnel Salaries
 Title I Parent Involvement -- 3010 1902
 \$2189.00

Marketing and celebration of 4-year University and Military Acceptance banners
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$10,200.00

PIQE for fall 2022 parent education re CCR and financial aide
 5800: Professional/Consulting Services And Operating Expenditures
 LCFF Suppl/Conc -- 0707
 \$15,000.00

Action 3.4

3.4 Increase student access to the Arts and Educational Community Events

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
Increase student access to the Arts and Educational Community Events:	<u>X</u> All Students	Purchase VAPA gap materials & replace items in ill repair
a. Provide transportation to/from academic enrichment field trips or competition.	<u>X</u> Other student group(s) Certificated Staff	4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10,000.00
b. Continue to purchase items needed to supplement Drama/Theatre to increase student access to arts, as well as additional VAPA course materials needed for classroom instruction.		AVID transportation to field trips 5000-5999: Services And Other Operating Expenditures

c. Subs for VAPA teachers when observing peers and mentors, or for collaboration time.

LCFF Suppl/Conc -- 0707
\$3,000.00

Supplemental transportation cost to art enrichment events
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$3,045.00

Supplement cost of substitutes
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$2,400.00

Clay & other supplemental VAPA items
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$3,000.00

Subs for collaboration or mentoring
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$600.00

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P2: Graduation Rate	Maintain graduation rate higher than state's and county's average	JVHS had an overall graduation rate of 94.3%, with EL students graduating at a rate of 83.1%, SED at a rate of 94.5%, SWDs at a rate of 86.7%, Homeless at a rate of 94.3%. The district graduation rate was 86.8% and the state's was 86.8%.
P4: CAASPP assessments	Increase Math CAASPP and ELA CAASPP and MD completion by at least 1%	No CAASPP scores available due to no test administration in 2021.
P4: Review of EL progress on CAASPP and Prepared	Increase prepared EL students by 1% Increase reclassification by at least 1%	No CAASPP scores available due to no test administration in 2021.
P4: Review of SPED progress	Increase Prepared students by 1%	No CAASPP scores available due to no test administration in 2021.
P2: a-g rates	Increase by 1%	a-g completion rates fell from 47% to 43% from 2020 to 2021 for an overall decrease of 4%. a-g rates for EL students was 7.1%, SWDs was 0%.
P4: Increase CCI (CCR) prepared scores for graduate cohort	Increase CCI/CCR preparedness by 1% at both levels	CCI decreased from 45.7% to 37.8%. SWDs went from 3.5% to 2.2% and ELs went from 5.1% to 10.5%.
P2: AP completion rates	Increase passing rates in all subjects and overall passing of AP tests by at least 1%	AP passing rates decreased in all subject areas except Spanish Literature. The percentage of students scoring 3+ on exams decreased from 46.09% to 25.11%. BIO = 25% to 5.4% ENG LANG = 52% to 10.3% ENG LIT = 29% to 17.6% APES = 32% to 8.2% EURO = 16% to 8%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		PHYSICS = 12% to 11.1% SPAN LANG = 86% to 68.6% SPAN LIT = 48% to 69.6% AM GOV = 26% to 17.9% APUSH = 30% to 6.5%
P4: Increase SPED performance overall	Increase course completion and proficiency of SPED by 1% in ELA , Math, Prepared in CCI/CCR	No CAASPP scores available due to no test administration in 2021.
P5: Increase use of FAP in lessons to increase student engagement and self-awareness	Impact teams student evidence and findings	Although no quantitative data is available to measure this goal, by all observations and feedback/minutes from members of each instructional team (formerly Impact), the use of the formative assessment process increased significantly with the return to in-person learning and the implementation of self/peer feedback structures.
P4: Passing rates of Math & ELA CAASPP for 11th graders	Increase in the number of students passing S1 and S2 classes. Target is 70% passing in both content areas	No CAASPP scores available due to no test administration in 2021.
P4:CTE Pathway completion rates	Increase CTE Pathway completion rates for Seniors by 10 students (100)	Overall CTE pathway completion was 28%, SWDs was 26.1%, and EL was 22.8%
P4: AVID and DE and GPA	Increase number of males in AVID by at least 1% and increase number of AVID students enrolled in DE or AP coursework by at least 1%	The number of males in AVID has been constant with 85 being enrolled in both 2020-21 and 2021-22. AVID students enrolled in AP courses decreased slightly from 35% in 2020-21 to 34% in 2021-22. AVID students enrolled in dual enrollment decreased from 48% in 2020-21 to 36% in 2021-22.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Academic support via prevention and intervention: Academic support via prevention and intervention with a focus on sub-groups:	a. CTE used adaptive software or SAAS to allow students to translate, review, and access course curriculum. VR was available for students to use in GIS Pathway, specifically Advanced GIS. Additionally, our teachers were	Gap Materials, Supplies and collaborative furniture and/or event seating for large groups 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$20209.00	Gap Materials, Supplies and collaborative furniture and/or event seating for large groups 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$18,381.66

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a. Continue to support Common Core instruction/curriculum needs to supplement including Virtual Reality software, equipment, adaptive software for increasing student engagement	offered to use voice amplifiers to facilitate clarity of instruction while wearing a mask. This resource was an unplanned, but well-received resource for our teachers.	Marketing/Communication printing/postage 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,000.00	Marketing/Communication printing/postage 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1755.32
b. Offer summer enrichment and intervention courses as students need more space in their schedules to complete CTE pathways particularly for those in AVID and advanced students	b. As in previous summers, AVID students were enrolled in PE and/or Arts courses to accommodate impacted schedules during the regular school year. They also took the opportunity to repeat coursework to maintain a-g eligibility or make room for CTE pathway completion.	JOLT software 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$38,000.00	JOLT software 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0
c. Continue to develop, enhance and reform CTE pathways and meet CTEIG accountability (includes PD for teachers as well as instructional supplies and materials)	c. Professional development was offered to all CTE teachers via Alludo and the annual CTE conference held in Sacramento. New pathways will be offered in the coming school year (22-23) as a result of PD, including Information Support Services (Dell Tech).	Gap Materials and Supplies and other Supplementary Materials online 4000-4999: Books And Supplies Title I Basic -- 3010 \$52,805.00	Gap Materials and Supplies and other Supplementary Materials online 4000-4999: Books And Supplies Title I Basic -- 3010 \$21,380.76
d. Maintain JOLT (Jurupa Online Learning Team) options	d. Math and Special Education departments offered credit recovery courses via JOLT, including Summer School 2021. Special Education Home Hospital utilized JOLT to support HH students in their progress towards graduation requirements. In 2021-22 school year, JVHS offered JOLT periods 1 - 6 and during ELO.	Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$406,227.00	Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$406,227.00
e. Implement Tier 2 Math Support and other student support services	e. Math Intervention sections were offered periods 1 - 6 for students identified as needing additional support in Math IA, IB, Math I, Math II. This strategy for math intervention will	Computer Aided/Online Supplementary Curriculum/materials 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$8,021.00	Computer Aided/Online Supplementary Curriculum/materials 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$4,133.00
f. Continue to offer remediated courses as funded by the District for those students demonstrating the need		Assistant Principal & Secretary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$275,505	Assistant Principal & Secretary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$275,505.00
g. Support EL - NewsELA, Vocab.com, QIA, Lightbox, and additional software/online supplementary programs to support student's academic progress and targets needs of subgroups: a schoolwide strategic focus		After-school tutoring or Extended Learning 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010	After-school tutoring or Extended Learning 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010
h. Continue to support teachers' collaboration as Impact Teams/UoS/cross-curricular/grade level to share best practices, analyze			

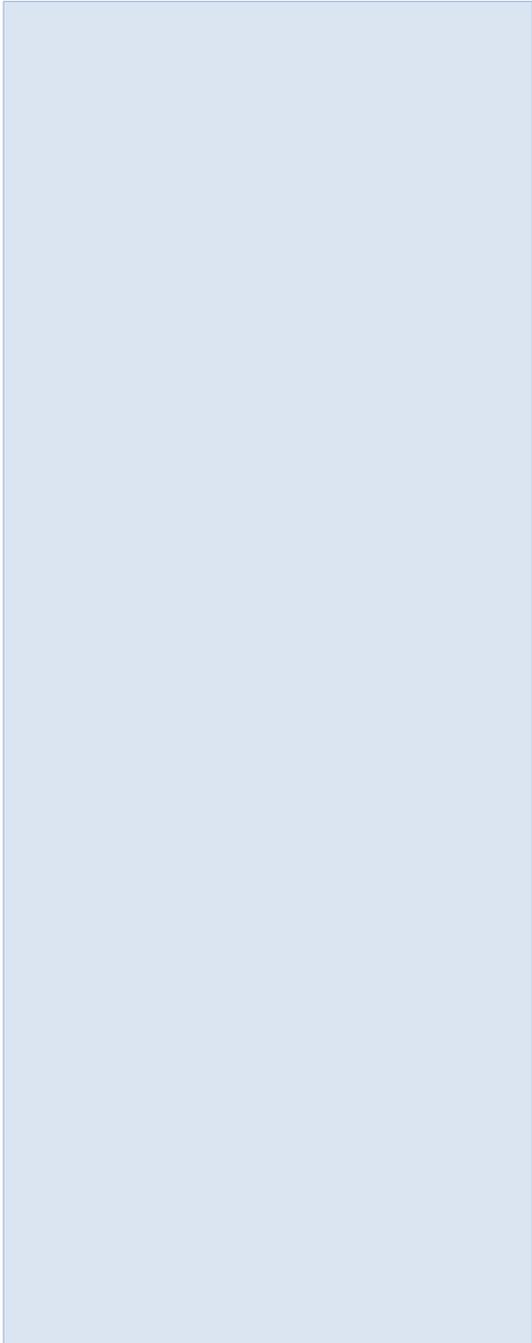
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>assessment data as well as increasing access to the curriculum for our SPED and ELD students.</p> <p>i. Continue the Communication Enhancement Program (CEP) at JVHS as designed to provide voice, fluency, and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arises. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p> <p>j. Continue to offer collaboration time for teachers to collaborate in an effort to focus on using data to drive instruction as requested to support UoS or Impact Teams as funding permits</p> <p>k. Create a Master schedule to reflect sufficient multi-period time for intervention & provide sufficient instructional time to support identified students grades</p> <p>l. Continue to support the development of NGSS lessons and supplementary materials and use of formative assessments</p> <p>m. After school tutoring for students or other support beyond the school day if funding allows and explores learning loss from mandated remote learning</p>	<p>be modified to increase effectiveness moving forward in 2022-23.</p> <p>f. In addition to JOLT CR classes, JVHS was able to offer credit recovery options to students in both semesters via ELO funded by the ELO grant. Classes were offered for grade improvement as well as credit recovery. Saturday School was expanded to provide additional student supports.</p> <p>g. The ELA department collaborated on the use of specific programs to supplement student learning: NewsELA, Vocab.com, CommonLit.org, which all offer specific scaffolded reading help, and 24/7 tutoring services via Paper.co. ELD classes benefited from the purchase of Burlington English software which was used during ELD Support classes, and all teachers were presented with PD in ELLevation to help them better track/support EL students in all subject areas.</p> <p>h. Late Start meetings were calendared to reserve time for impact teams to meet a minimum of two times per month, and increased meetings were scheduled per teachers' request for additional collaboration time (during late start and/or full-release days). Time was used to share best practices, model lessons, calibrate grading practices, etc.</p>	\$11,061.00	\$11,061.00

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**



i. Continued to offer CEP via Speech and Language Pathologist.

j. ELA Department utilized collaboration days for different grade levels to co-create units and to calibrate assessment grading. Leadership Team created a set late start schedule for impact (data), second teams, PD, etc. The Math Department also utilized grading/planning release days similarly to ELA. The PE department collaborated to share and find best practices for student success including grading policies, make-up work, and common units of study.

k. The master schedule for 2021-22 included intervention courses for math and CR JOLT (periods 1- 6), including a section of JOLT specifically for SWDs. ELD enrollment increased significantly from semester one to semester two, creating a need for two additional sections that were added in semester two. This addition of sections was supported/funded using our section allocation, so no additional funding was required.

l. The Science department maximized use of collaboration time this school year to continue their upward progress of NGSS implementation. They participated in textbook pilots, met to share lessons and instructional strategies applicable to NGSS, and used release time for common planning and analysis of student

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>performance data to guide their instruction.</p> <p>m. JVHS did not offer after school tutoring this year as planned using Title I funding, however, we participated in tutoring and student connectedness classes via ELO grant funding. Additionally, JUSD contracted with Paper.co for students to access online tutoring 24/7. Usage at JVHS was very high, particularly for writing assignments, and math and science courses.</p>		
<p>1.2 A-G Support A-G Support: To enhance career and college exploration and increase the percentage of students completing a-g requirements we will:</p> <p>a. Continue supporting the salary of the career clerk to increase students' access to college and career readiness materials and information in order to improve student completion of a-g requirements through analysis and resources.</p> <p>b. Continue supporting the salary of a Career Counselor who prepares and presents parent information nights; to increase parent knowledge of what it means to be college and career-ready. Topics to include a-g requirements, financial aid, scholarship opportunities and application processes, CTE careers and pathways, and college application</p>	<p>a. Continued to support the salary of the career center clerk to increase students' access to college and career readiness materials and information in order to improve student completion of a-g requirements through analysis and resources. The CC Clerk supported students via workshops for parents and students, ran reports to support those who met a-g requirements with college applications and FAFSA. The clerk also designed materials for students to better understand a-g requirements.</p> <p>b. Continued to support the salary of a Career Counselor (CC) who prepared and presented parent information nights to increase parent knowledge of college and career-readiness. Topics included a-g requirements, financial aid (FAFSA), scholarship opportunities, and application processes, and CTE career pathways.</p>	<p>Career Center Clerk to increase support hours- of Career Center Counselor support UC a-g requirements & increase access to colleges and universities. 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$62,106</p> <p>Career Center Counselor 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$269,506</p>	<p>Career Center Clerk to increase support hours- of Career Center Counselor support UC a-g requirements & increase access to colleges and universities. 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$62,106.00</p> <p>Career Center Counselor 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$269,506.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>process. Also makes classroom visits and host parent informational nights</p> <p>c. Continue a-g awareness by increasing access to Career & College counselor and clerk and for activities to promote college, career, or community awareness/participation</p> <p>d. Continue strategic intervention/tutor/preventative support at-risk or at-promise students with a focus on sub-groups</p> <p>e. Continue to identify at-risk students for intervention courses and place students via district math placement matrix</p> <p>f. Identify GATE/AP/HR students and increase participation of students and parents in GATE/AP/HR activities and provide rigor</p> <p>g. Increase teacher-parent communication when students demonstrate difficulty with mastery of content through Q communications and personal contact</p> <p>h. Continue to assign tutoring for struggling students</p> <p>i. Increase awareness of the success of sub-groups (a-g, inclusive approach) which may include release time for teachers or PD</p>	<p>CC made classroom visits and hosted parent informational nights, presented lessons for students 9-12 on college and career topics. Parent nights offered included: "Coffee with the Counselors", 1:1 Financial Aid, scholarship, and college application assistance, and registration assistance for CTE pathway completion.</p> <p>c. Continued a-g awareness by increasing access to Career & College counselor and clerk and for activities to promote college, career, or community awareness/participation. The CC distributed information to be shared in advisory about a-g coursework, planned and facilitated a schoolwide college day, and worked with community partners. Counselors met with students individually and in Advisory periods to provide information and promote College and Career Awareness.</p> <p>d. Continued strategic intervention/tutor/preventative support for at-risk students with a focus on sub-groups, specifically SWDs and ELs. JVHS also participated in ELO credit recovery, grade improvement, and tutoring sessions after school hours.</p> <p>e. This year we offered Math IA and IB to accommodate students whose performance indicated the need for Math I to be learned over two years. Math Placement Matrix was updated</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>j. Provide student, grade level 10-12, college course experience targeted towards a career path and aligned with CTE pathways and ultimately have an increase in the number of students deemed as prepared (CCI)</p>	<p>by SMPC. Requirements for the Data Science course have been established as an alternate course for Math III.</p> <p>f. Teachers made recommendations and counselors enrolled GATE/AP students into honors/AP courses as well as Dual Enrollment offerings.</p> <p>g. Increased teacher-parent communication when students demonstrated difficulty with mastery of content through Q communications, Parent Square, and personal email/phone contact.</p> <p>h. Students were strongly encouraged to attend tutoring opportunities via tutoring at lunch, after school, and via ELO. Parents were contacted to reinforce the need for students to attend tutoring opportunities.</p> <p>i. Increased awareness of student performance for sub-groups (a-g, inclusive approach) which included data analysis, release time for instructional teams to collaborate, engage in common planning, establish success criteria and rubrics, and calibrate grading. JUSD also continued to offer Alludo trainings and Language Services presented ELLevation software training to support EL students.</p> <p>j. Provided students college course experience targeted towards a career path and aligned with CTE pathways in an effort to increase the number of</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	students meeting requirements for CCI. CTE teachers and the CC worked together to get students registered in CATEMA for articulation credit. Counselors met with students 1:1 to enroll in Dual Enrollment and CTE pathways.		
<p>1.3 AVID Support AVID Support: Increase AVID course offerings and support for teachers and students across all content areas, strategies include after-school tutoring, Saturday school, and extra college tutor hours to move students towards AP class access. Support AVID students in gaining access to college experiences, such as field trips, guest speakers, and resources.</p> <p>a. Provide additional funding to support 7:1 AVID tutors</p> <p>b. Support sending AVID teacher PD/conferences required</p> <p>c. Provide AVID teacher sub days to allow for college visits, needed collaboration, or site support</p> <p>d. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading strategies) and our AVID teachers will present strategies to staff throughout the year. Students at AVID schools which adopt the strategies school-wide, demonstrate increased</p>	<p>a. The AVID program routinely hires tutors through university work-study programs, but additional funds are used to support/offset the expense.</p> <p>b. AVID teachers are required to keep their training, both current and new elective teachers are required to complete a course of study in AVID implementation. They participated in summer AVID trainings.</p> <p>c. The AVID program participated in field trips to various universities by grade level each semester to support the AVID standards. Additionally, the coordinator was provided release time to assist teachers in the implementation of WICOR strategies.</p> <p>d. AVID coordinators present WICOR at various staff meetings and a few second teams on Late Start days.</p>	<p>AVID Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$18,000.00</p> <p>AVID Summer Training/ Conference 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$10,000.00</p> <p>AVID tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$5,200.00</p> <p>AVID membership (consultant) 5800: Professional/Consulting Services And Operating Expenditures LCFF AVID – 0765 \$2,215.00</p> <p>AVID Certification 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$15,000.00</p>	<p>AVID Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$18,000.00</p> <p>AVID Summer Training/ Conference 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$8,404.00</p> <p>AVID tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$5,200.00</p> <p>AVID membership (consultant) 5800: Professional/Consulting Services And Operating Expenditures LCFF AVID – 0765 \$2,925.00</p> <p>AVID Certification 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
academic success since they are used repeatedly in all the content areas.			
<p>1.4 ELD Support ELD Support: Support ELs in content instruction and ELPAC subs to retain teachers in class during testing. Also, provide release time for EL coordinator to conduct round tables to promote integrated EL. In addition, provide collaboration, to design culturally relevant lessons inclusive to ELL</p> <p>a. Provide 3 Bilingual Tutor services to students, at the beginning, early intermediate, and low intermediate proficiency bands as well as annually assess proficiency using the ELPAC. Provide subs for teachers administering ELPAC.</p> <p>b. Renew contract for English Language Development materials/software</p> <p>c. Instructional Rounds facilitated by EL experts</p> <p>d. Support cost of ELAC meetings after school hours or other support for EL parents</p> <p>e. Support Schoolwide Strategic Focus with EL collaboration with SPED and Gen Ed teachers</p> <p>f. Educational Computer APPs or other materials for EL students</p>	<p>a. Provided Bilingual Tutor (3) services to students enrolled in courses needing EL support, at the beginning, early intermediate, and low intermediate proficiency. BLTs assisted in the assessment of students' proficiency by administering the ELPAC, and subs were provided for teachers who administered the ELPAC.</p> <p>b. This year, JVHS opted to use Burlington English software instead of Rosetta Stone to support students' language acquisition in ELD courses.</p> <p>c. Language Services representatives visited the school site to provide guidance on ELD class sizes and follow up support for ELLevation trainings.</p> <p>d. Refreshments were provided for ELAC meetings both during and after school hours.</p> <p>e. Supported schoolwide focus of EL collaboration with SPED and Gen Ed teachers via implementation of ELLevation strategies.</p> <p>f. Teachers used Google translate, Youtube CC translate, and ELD teachers used Burlington English software to support EL students.</p>	<p>(1.0) 6 hr. & (2.0) 3 hr. Bilingual Tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$49,664</p> <p>(1.0) 6 hr. & (1.0) 3 hr. Bilingual Tutors 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$34,734</p> <p>Renew EL consumables & other ELD supplemental materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000.00</p> <p>Extra comp for EL meetings in evening 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$300.00</p> <p>Support Curriculum and APPS designed to enhance EL learning 4000-4999: Books And Supplies Title III LEP -- 4203 \$1109.00</p>	<p>(1.0) 6 hr. & (2.0) 3 hr. Bilingual Tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$49,664.00</p> <p>(1.0) 6 hr. & (1.0) 3 hr. Bilingual Tutors 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$34,734.00</p> <p>Renew EL consumables & other ELD supplemental materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>Extra comp for EL meetings in evening 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$300.00</p> <p>Support Curriculum and APPS designed to enhance EL learning 4000-4999: Books And Supplies Title III LEP -- 4203 \$968</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
g. Organize and conduct ELAC meetings, obtain speakers, provide translation and interpretation.	g. Organized and conducted ELAC meetings, obtained speakers, provided translation and interpretation. Parents' input was sought for SPSA feedback and goal-setting.		
<p>1.5 AP courses Increase the number of students in AP courses offerings and decrease obstacles to student access to the exam by providing reduced AP exam fees which will increase the % of students taking AP courses and exams (11110/5200) Increase % of students EAP passage rate of ready form 10% to 15% and increase annually each year</p> <p>a. PD required to implement AP curriculum & development and enhancement of Pre-AP & AP Courses</p> <p>b. Cost to subsidize the cost of AP exams to increase % of students taking AP exams</p> <p>c. Costs of supplemental materials and or additional tutoring hours to promote AP coursework after school hours and on weekends</p> <p>d. Transportation to UCR AP prep courses as requested</p>	<p>a. New AP teachers and those needing to updated their professional learning are offered AP by the Sea training in the summer. We no longer offer Pre-AP for ninth and tenth grades; replaced those courses with honors designation.</p> <p>b. All students are offered the AP exam at no cost (JUSD funded). The percentage of students taking AP exams is still down this year despite returning to in-person learning.</p> <p>c. AP teachers offer practice exams/ study sessions during Saturday School and after school hours.</p> <p>d. Workshops have been virtual for the past two years, however, this year students were invited back to in-person test preparation sessions at UCR.</p>	<p>AP conference teacher travel requests 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,000.00</p> <p>Subsidize AP test costs to increase student participation in high stake tests 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000.00</p> <p>Materials needed for AP prep 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000.00</p>	<p>AP conference teacher travel requests 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p> <p>Subsidize AP test costs to increase student participation in high stake tests 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Materials needed for AP prep 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100.00</p>
1.6 CTE Pathways Support Create new pathways and refine older pathways to meet new CTEIG requirements	a. Continued support for overnight trips, fair/livestock projects were reestablished after distance learning,	Need for Ag on farm and student fair needs 4000-4999: Books And Supplies Ag Voc Ed -- 7010	Need for Ag on farm and student fair needs 4000-4999: Books And Supplies Ag Voc Ed -- 7010

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. Fair support and Garden Projects - lodging and materials/supplies</p> <p>b. CTE support materials</p> <p>c. PD to support robust CTE pathways; PLTW, GIS, Auto, AMD, BITA, Comp Science</p> <p>d. Increase student certifications via CTE pathways such as BITA and Auto etc.</p> <p>e. Provide necessary equipment and care of Ag animals and plants</p> <p>f. Partnership travel costs or other associated costs to build partnerships and internships with local businesses</p> <p>g. Strengthen CTE pathways for stronger alignment to the workforce and post-graduation training programs.</p>	<p>as well as garden projects with materials.</p> <p>b. Any materials were purchased in the past were also supported with funding this school year.</p> <p>c. Fewer professional development opportunities were available due to sub teacher shortage in the beginning of the school year, however, CTE department was able to attend the state conference in Sacramento in February 2022. BITA pathway was shuttered for this school year due to no availability of a qualified teacher.</p> <p>d. Dell Tech course was piloted this school year, and plans are in progress to implement as an additional CTE pathway. Auto I and II have been articulated with RCC, and BITA was shuttered this school year.</p> <p>e. Greenhouse renovation has been contracted and funding approved. This will allow more plant science (horticulture) opportunities and programs.</p> <p>f. No new partnerships/internships were established this school year.</p> <p>g. CTE department has been reaching out to local industry partners, specifically digital communications.</p>	<p>\$2249.00</p> <p>Fair support 4000-4999: Books And Supplies Ag Voc Ed -- 7010 \$4,855.00</p> <p>Gap materials and certification for Ag students 5000-5999: Services And Other Operating Expenditures Voc Ed CTE -- 3550 \$351.00</p> <p>Materials to strengthen CTE pathways for alignment to workforce 4000-4999: Books And Supplies K12 SWP \$125,000</p> <p>PD for new CTE pathways and PLTW conferences 5800: Professional/Consulting Services And Operating Expenditures Voc Ed CTE -- 3550 \$12,000.00</p> <p>Consultant supporting CTE machinery 5800: Professional/Consulting Services And Operating Expenditures Voc Ed CTE -- 3550 \$1,950.00</p> <p>CTE licenses and certifications 5800: Professional/Consulting Services And Operating Expenditures Voc Ed CTE -- 3550 \$4,500.00</p> <p>Business Partnership</p>	<p>\$1,037.00</p> <p>Fair support 4000-4999: Books And Supplies Ag Voc Ed -- 7010 \$3,212.00</p> <p>Gap materials and certification for Ag students 5000-5999: Services And Other Operating Expenditures Voc Ed CTE 3550 \$0</p> <p>Materials to strengthen CTE pathways for alignment to workforce 4000-4999: Books And Supplies K12 SWP \$107,859.00</p> <p>PD for new CTE pathways and PLTW conferences 5800: Professional/Consulting Services And Operating Expenditures Voc Ed CTE 3550 \$0</p> <p>Consultant supporting CTE machinery 5800: Professional/Consulting Services And Operating Expenditures Voc Ed CTE 3550 \$0</p> <p>CTE licenses and certifications 5800: Professional/Consulting Services And Operating Expenditures Voc Ed CTE 3550 \$0</p> <p>Business Partnership</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		5800: Professional/Consulting Services And Operating Expenditures Voc Ed CTE -- 3550 \$5,000.00	5800: Professional/Consulting Services And Operating Expenditures Voc Ed CTE 3550 \$0
		PD for CTE teachers to build STEAM paths 5000-5999: Services And Other Operating Expenditures Voc Ed CTE -- 3550 \$15,000.00	PD for CTE teachers to build STEAM paths 5000-5999: Services And Other Operating Expenditures Voc Ed CTE 3550 \$1,488.00
<p>1.7 Professional Learning Focus Integrated English Language Development (ELD) & implementation of stronger MTSS: Staff (teachers, Case Carriers, Guidance Coordinators, administrators, and support staff) design and implement a multi-tier framework of systematic supports (MTSS). Funding will support training, staff development, and release time to support stakeholders with building common knowledge,</p> <p>a. Provide training and/or teacher peer coaching to offer real-time classroom instruction support and implement an instructional round process focusing on the needs of our LTEL/EL and integrated EL</p> <p>b. Build Impact Teams to begin instructional rounds and add more culturally relevant lesson and materials</p> <p>c. Continue recording DOK during classroom visitations</p>	<p>a. Language Services offered professional development for ELlevation training. This training included data analysis and instructional strategies. Language services also came on site to go over the instructional strategy called text reconstruction.</p> <p>b. Impact/Instructional Teams continued their learning/growth with the formative assessment process (FAP). Teachers observed one another to better instructional practices with peer feedback, and site admin made instructional rounds (both formal and informal) to provide feedback on feedback. English 9 introduced a new novel, "Enrique's Journey," as one means of increasing culturally relevant materials into the classroom. Additional novel selections were made as well to support both honors/AP courses.</p> <p>c. Admin continued to note Depth of Knowledge for classroom lessons (both formal and informal).</p>	Consultant services to support community engagement 5800: Professional/Consulting Services And Operating Expenditures Title III LEP -- 4203 \$8,463.00	Consultant services to support community engagement 5800: Professional/Consulting Services And Operating Expenditures Title III LEP -- 4203 \$0
		Collaboration/Impact Teams 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$5,000.00	Collaboration/Impact Teams 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$5,000.00
		Sub Costs for Impact Teams and Staff Collaboration 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$5000.00	Sub Costs for Impact Teams and Staff Collaboration 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$5,000.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>d. Continue regular observation time in classrooms with same-day feedback to teachers by admin</p> <p>e. Substitute Teachers to allow the teacher to attend PD/Competition</p>	<p>d. Admin supported classroom teachers with constructive feedback via the JUSD observation/evaluation process as well as feedback for informal observations as appropriate.</p> <p>e. Substitute teachers were provided for any requested/required professional development needs.</p>		
<p>1.8 Digital Gateway (DG) support & implementation</p> <p>Digital Gateway (DG) support & implementation:</p> <p>a. Provide ongoing support of students, teachers, staff, and parents for successful implementation of DG</p> <p>b. PD/conference for Tech Education as requested/needed</p>	<p>a. Provided technical support to staff and students on the use of updated software. Digital Gateway lessons were also administered to all students in Advisory classes.</p> <p>b. Alludo was offered and encouraged by JUSD again this school year to all staff. Late Start professional development trainings were also offered in-house by the site tech coordinator.</p>	<p>Successful implementation of Digital Gateway (DG) beyond substitution by providing PD 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$200.00</p>	<p>Successful implementation of Digital Gateway (DG) beyond substitution by providing PD 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,000.00</p>
<p>1.9 Textbooks & Enrichment materials</p> <p>Textbooks & Enrichment materials</p> <p>a. Ensure each student has a textbook for courses</p> <p>b. Supplemental Curriculum gap materials to support core classes including materials available in Spanish to enhance access to the curriculum</p>	<p>a. Students checked out textbooks during registration and those who missed registration checked out books on the first day of school attendance. JVHS provided students will all the necessary textbooks to support access to instruction for all courses in which they were enrolled.</p> <p>b. Purchased supplemental reading materials/novels for ELA courses to provide more contemporary reading options to increase student</p>	<p>Enrichment materials to support students academic success via enrichment materials such as math learning kits and poster boards, interactive texts, online resources for teachers and VR supplies for classrooms 4000-4999: Books And Supplies Title I District -- 500 3010 \$20,000.00</p> <p>Support materials for NGSS 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,000.00</p>	<p>Enrichment materials to support students academic success via enrichment materials such as math learning kits and poster boards, interactive texts, online resources for teachers and VR supplies for classrooms 4000-4999: Books And Supplies Title I District -- 500 3010 \$0</p> <p>Support materials for NGSS 4000-4999: Books And Supplies Title I Basic -- 3010 \$10,292.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	engagement as they learned new content/skills.	Support of Library media tech to ensure textbook orders are updated to ensure all students have access to textbooks 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$78,927	Support of Library media tech to ensure textbook orders are updated to ensure all students have access to textbooks 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$78,927.00

Analysis

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

Despite the decrease in overall performance outcomes (CCI, AP, a-g, EL progress, SWD progress) in 2020-21, JVHS was prepared to offer extensive credit recovery and intervention options (CRJOLT, AP Workshops, ELO for CR and Student Connectedness, math intervention) to get students back on track when they returned to in-person learning. The implementation of intervention/remediation options was successful with the exception of math intervention sections which will be reconsidered for the 2022-23 school year. Dual enrollment options were expanded in 2021-22 including summer DE options in 2022. Additionally, JVHS will offer credit recovery and accelerated learning options in summer 2022 to include: JOLT, AP workshops, 9th grade Summer Bridge, CTE summer offerings, elective offerings for fine arts. Teacher collaboration time and overall professional learning opportunities was highly successful with the implementation of the formative assessment process and professional discussions that included common assessments, grading calibration, data analysis, and research-based instructional strategies.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

It is evident through data comparisons from 2019-20 (in-person until March 2020) to 2020-21 (distance learning), that JVHS students produce better learning outcomes when they receive their education in person. Math intervention sections did not produce expected outcomes, however, students who took advantage of this additional support were successful and improved their math skills. Although no quantitative data is available to measure the effectiveness of the implementation of the formative assessment process (FAP) among collaboration teams, by all observations and feedback/minutes from teachers, its use increased significantly with the return to in-person learning, and the implementation of self/peer feedback structures, heightened teacher clarity, and the co-construction of success criteria positively impacted student ownership of learning in the classroom.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

JVHS admin and 30% of teachers participated in a professional book study ("Grading for Equity") to research equitable grading practices. This expenditure (books and compensation) was not included in planned improvements for 2021-22, however it was presented to School Site Council who approved of the change/use of Title I in November 2021 to support the effort. Additionally, School Site Council approved of the use of Title I funding to reestablish the JVHS PRIDE Committee whose goals were/are to update the school's vision and mission as well as student learning outcomes to meet the needs of students' progress in academics, social-emotional learning, and citizenship. Software for EL students switched from Rosetta Stone to Burlington English, headsets were purchased for R180 classes, and earthquake kits were purchased for ESS. In an effort to provide increased support to VAPA, LCFF funds were approved to fund the spring musical via the purchase of Disney Aladdin Jr. rights.

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

The College and Career Readiness goal will remain, however, there will be an increased focus on the expansion of dual enrollment and CTE Pathway course offerings for EL and SWD subgroups. There is also the possibility that the BITA (CTE) Pathway will be changed to one with greater focus on practical skills of construction to increase students earning certification to enter the workforce immediately following graduation. JVHS teachers and admin will continue to explore equitable grading practices (another book study) to increase student engagement in their learning, the Link Crew program will begin in 2022-23 as an added support for incoming 9th graders, and the PRIDE Committee will continue to meet with a concerted effort to establish systems of standards and supports for JVHS students. Goal metrics/indicators will be clarified to identify specific performance outcomes relevant to college and career readiness.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P6: Annual safety drills	Have a least 3 drills and clearly articulate practices burt we only held one virtual earthquake practice remotely for the Great Shake	Administered three drills this school year including the Great Shakeout, an active shooter drill, and a reverse lockdown drill.
P6: Approved Safety Plan	Continue to update plan with increased teacher voice.	The Safety Plan was updated by the Safety Committee in the fall and approved by School Site Council in January 2022.
P5: Suspension rates	Decrease in suspensions by 1%.	In 2020-21, suspension rates decreased to 0.1% which was a total of one student suspended.
P6: Campus beautification other than routine maintenance	Increase qualitative feeling of welcomeness and college culture as indicated in surveys.	All school facility reports indicate 100% Good or Better on FIT reports. Conducted student/parent/staff needs assessment surveys to gather input regarding upgrades/additions to improve campus beautification for the coming school year. Pool deck immediately surrounding the pool was replaced and updated to include colored markers for both swim and water polo teams. Adhesive banners were affixed to the roof lines of buildings, however, they will need to be removed as the heat/winds damaged them beyond repair. TV screens (Arreya) have been kept updated with student information/celebrations/recognitions.
P5: Establish schoolwide student celebrations	Increased feeling of connectivity and success among students and staff ultimately increasing morale.	Students recognized for achievements in athletics, academics, attendance on Instagram, Arreya screens, and at school wide rallies. Students with perfect attendance were added to a drawing for various donated items including a bike, wi-fi speakers, prom tickets, off-campus passes, jag

Metric/Indicator	Expected Outcomes	Actual Outcomes
		gear, etc. Athletes of the Month were posted on Arreya and photos added to the display in the gym.
P6: SEL promotion and education	Percentage of students reporting self-awareness increases by at least 1%. Increase problem-solving skills and increase % of students reporting having strategies to solve problems to at least 55% and close the gap as students grow older.	Students were engaged in SEL through BASE lessons, temperature checks, counselor webpage, PICO referrals, and benefited from interventions by site Peer Behavior Specialist.
P5: Provide relevant incentives annually	Increase number of students engaged in school activities and clubs	As students returned to in-person learning, there was a natural increase of students engaged in school activities, clubs, programs, and athletics.
P6: The overall environment is safe and conducive to learning	Maintain or increase the high percentages and or increase by 1% and increase feeling of belongingness by 3%.	<p>According to Panorama survey responses (76% response rate) students reported the following for LCAP survey question: "How often do you worry about violence at your school?" 59% responded "Almost Never" or "Once in a while."</p> <p>According to Panorama survey responses (76% response rate), 37% of students reported that they "Belong completely" or "Belong quite a bit."</p>
Promote healthy life style	Decrease risky behavior by at least 1% .	No formal survey administered, however, students identified as engaging in risky behaviors, specifically vaping (concentrated wax) were referred to counselor and/or referred for PICO counseling services.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 PBIS/Discipline</p> <p>We desire to address students' behaviors positively and proactively by providing re-teaching for low-level infractions and recognition and rewards for positive behavior choices. To do so, we will:</p>	<p>a. Student Youth Court is offered to students. We provide low level discipline to include: parent conferences, assign lunch detention, PICO referrals, phone calls to parents / guardians, assign BASE lessons, behavioral contracts, conflict resolutions, assign on campus detention (JAG RESET ROOM),</p>	<p>Maintain safety and order while building relationships throughout site via cart for transporting students and staff quickly and timely. Also increases supervision</p> <p>6000-6999: Capital Outlay LCFF Suppl/Conc -- 0707</p>	<p>Maintain safety and order while building relationships throughout site via cart for transporting students and staff quickly and timely. Also increases supervision</p> <p>6000-6999: Capital Outlay LCFF Suppl/Conc -- 0707</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. Offer alternative behavior support/program in lieu of suspension or as a reduction time of suspension</p> <p>b. Increase student celebrations for positive choices. Select, purchase, and order MTTs support materials and student incentives to reward positive behavior</p> <p>c. Train staff in SEL curriculum and remote learning (tech) and cover costs for needed subs</p> <p>d. Ongoing training for Campus Supervisors on systematic supervision</p> <p>e. Provide eye-catching uniform shirts for campus supervisors for possible new check-in procedures due to COVID19.</p> <p>f. Continue ongoing positive behavior and SEL implementation through PD or collaboration</p> <p>g. Continue supporting the role of SEL Coach</p> <p>h. Monitor effectiveness of SEL</p> <p>i. Work with MHC to help connect students/families in crisis to resources</p> <p>j. Ongoing training to students and staff on Bullying Prevention and student campaigns to promote positive messages. Confront bullying behavior, bystander actions and intervention, and other negative student behaviors and</p>	<p>Special education students can go the Academic Support room. Counselors “counsel” students for chronic behavioral and truancy issues then document on Q. Student court. Student support center. Alternative methods to support positive behavior.</p> <p>b. Early Lunch Release offered to students exhibiting positive behaviors with self-regulation/discipline and school attendance.</p> <p>c. Attendance Awareness September weekly incentives, school gear-shirts, hats, buttons. BASE Education program implemented and assigned regularly to students requiring SEL support.</p> <p>d. Campus supervisors attended JUSD training in December and participate in weekly meetings/trainings administered by SMA AP, coordinator, and SRO as appropriate. Cross-training for newly hired campus supervisors for the expectations of coverage</p> <p>e. New campus supervisor shirts have been designed and ordered.</p> <p>f. BASE lessons for all students and monitor fire words and provide counseling when needed.</p> <p>g. Temperature Checks sent to students to fill out, continue to provide BASE lessons in Advisory and counselors monitor responses.</p>	<p>\$5000.00</p> <p>Highlight student accomplishments to increase engagement and student connectivity to increase graduation rates and decrease dropout rates 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,346.00</p> <p>Purchase meaningful PBIS Resource materials and incentives (4300) 4000-4999: Books And Supplies Title I Basic -- 3010 \$5,000.00</p> <p>Subs when staff trains for MTSS 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Support LSW interns 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3,000.00</p>	<p>\$0</p> <p>Highlight student accomplishments to increase engagement and student connectivity to increase graduation rates and decrease dropout rates 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,681.00</p> <p>Purchase meaningful PBIS Resource materials and incentives (4300) 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>Subs when staff trains for MTSS 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Support LSW interns 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3,000.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>continue to support the operating costs of positive clubs such as Jagkind or other positive messages</p>	<p>h. Students are participating in SEL check ins, needs assessments pre/post, students are utilizing the virtual SEL / calming room</p> <p>i. Behavioral Health Service referrals to PICO office. Safe House.</p> <p>j. Digital citizenship lessons to for awareness of students' virtual presence. Staff members wear LGBTQI+ badges to identify their office/classroom as a safe space for students. Army National Guard presentations on bullying prevention for ninth and tenth graders.</p>		
<p>2.2 Safety Equipment & Supplies Provide sufficient emergency items and appropriate storage of items</p> <p>a. Update Safety items/procedures for Safety plan as needed</p> <p>b. Increase schools supplies and equipment & storage off site. Follow FEMA guidelines to purchase essential emergency response equipment and supplies for HS</p> <p>c. Professional development on related topics</p> <p>d. Continue to provide adequate campus security through transportation, communication, Raptor System, and staff RCOE/PDs</p>	<p>a. School Site Council reviewed and adopted school safety plan. New materials bought for safety evacuation bag.</p> <p>b. School site council reviewed and adopted school safety plan. New materials bought for safety evacuation bag</p> <p>c. Professional development took place for all staff regarding lockdowns, security alerts, active shooter, earthquakes, fire, and COVID 19 for return to in-person learning. SRO and SMA Coordinator conducted drug awareness presentations for staff and community members.</p> <p>d. Two-way radio communication was updated/purchased for campus</p>	<p>Purchase needed supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,500.00</p> <p>safety items 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,500.00</p>	<p>Purchase needed supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>safety items 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	supervisors/admin/office staff. Two additional golf carts were purchased for rapid response to emergency situations.		
<p>2.3 Safety Equipment, Supplies, & Facility repairs/improvement Safety Equipment, Supplies, & Facility repairs/improvement</p> <p>a. Begin replacing equipment considered unsafe and therefore no longer in commission yet desirable machines/equipment used for strength and conditioning by PE students and athletes</p> <p>b. Provide a gathering place for students that allows students to safely congregate</p> <p>c. Improve conditions of PE/Athletes in or around the gym</p> <p>d. Enhance or create shade for students</p> <p>e. Obtain estimates and prioritize needs. Begin replacing items used by the greatest number of students</p> <p>f. Purchase items to promote collaboration</p> <p>g. Continue to add to positive learning environment with plants, posters, signs of inclusion</p>	<p>a. PE department/Athletics have made purchases to improve the school weight room.</p> <p>b. New furniture was designed, purchased, and assembled for use in the library. Students access the library frequently to study and/or socialize in small groups. Additionally, big screens and gaming furniture was assembled and used twice a week for the JVHS ESports Team.</p> <p>c. The blacktop area for PE was redone this year with new asphalt and painted numbers. Cracks around the perimeter of the pool were patched and painted.</p> <p>d. Shade structures were not added this school year. As an alternate option, students were permitted to eat in assigned areas in the 'A' Building during inclement weather.</p> <p>e. A small sample of students and teachers completed a Needs Assessment of the campus facilities. Needs are being prioritized to support the greatest number of students</p> <p>f. New furniture was designed, purchased, and assembled for use in</p>	<p>Maintain order during games, communication of sports events and celebration of athletes 6000-6999: Capital Outlay LCFF Suppl/Conc -- 0707 \$17,500.00</p> <p>Collaboration items 6000-6999: Capital Outlay Title I Basic -- 3010 \$10,000.00</p> <p>Campus Beautification 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5,000.00</p>	<p>Maintain order during games, communication of sports events and celebration of athletes 6000-6999: Capital Outlay LCFF Suppl/Conc -- 0707 \$0</p> <p>Collaboration items 6000-6999: Capital Outlay Title I Basic -- 3010 \$0</p> <p>Campus Beautification 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,033.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>the library. There has been a significant increase of student (and staff) use for collaboration.</p> <p>g. Posters and banners have been designed and ordered, but have not yet been displayed around campus.</p>		
<p>2.4 Continue to increase health services for students Continue to increase health services for students:</p> <p>a. Increase direct health services to students and referrals for low-cost medical services to families.</p> <p>b. On-site behavioral health therapist and peer specialist to support students' social emotional needs.</p>	<p>a. PICO provides referrals to families for low cost medical services. Mobile medical and dental services provided at school sites.</p> <p>b. This year, we had an on-site behavioral health therapist and peer specialist to support students' social emotional needs.</p>	<p>Parent interpretation for all outreach 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$753.00</p> <p>Support increased Health Attendants: (2 positions); salary (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$37,725</p>	<p>Parent interpretation for all outreach 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$753.00</p> <p>Support increased Health Attendants: (2 positions); salary (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$37,725.00</p>

Analysis

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

With consideration of a focus on dignity, equity of access to mental health care, restorative practices, and mentoring programs, the overall implementation of providing educational partners with a safe, orderly, and inviting learning environment was a success. Additionally, some progress was made to update/repair school facilities such as aesthetic efforts (banners/skins) pool deck repair and the resurfacing of the PE blacktop area. Shade structures were not added this school year, but the addition of collaborative furniture to the library was completed in summer 2021.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Strategies and activities implemented to achieve Goal 2 were effective in regards to SEL, equity of access, and availability to mental health care (referrals). Additionally, student recognition celebrations/incentives, positive school climate, and compulsory safety measures/drills/preparation were also effectively implemented. There was a natural increase of students' involvement in school activities with the return to in-person learning. The installation of the banners along the roofline of the school was not effective as the wind/heat and untreated wood prevented them from "sticking" to the areas installed.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Pool deck repairs were not included in the original plan, but the outcome of the updates were welcomed by all educational partners involved in aquatics and PE classes. A set of stairs/railings from the staff lot to the entry access of the 'D' Building was also unplanned, but again, a welcome addition for both convenience, safety, and aesthetic purposes.

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

Goal 2 will include additional materials (scoreboards, banners reflecting JVHS's story) to update the aesthetics/curb appeal of the school campus based on the results of needs assessment data collected from students, staff, and parents (LCFF and/or ESSER). The PRIDE Committee and Discipline/Attendance Committee (Title I and/or ESSER) will also be instrumental in their planning to provide students the tools/skills they need to achieve success (appropriate behaviors, SEL, self-regulation, engagement, involvement) at JVHS and post-secondary college/career options.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5: Growth in cultural events and courses	Maintain course requests and engaged more students ultimately affecting ADA and reducing lower level discipline.	Course requests were maintained to engage more students in their education. Guitar Ensemble (Banda) was reestablished with the return to in-person instruction, and they performed at cultural events (Noche Cultural) in the fall and spring as well as special occasions during the lunch period.
P6: Student Recognition - Athlete of the Month Student of the Month	By motivating and celebrating student's attendance, we expect to lower tardies and increase instructional minutes ultimately increasing or maintaining graduation rates above the county and/or state.	Students with excellent/improved attendance were recognized on a monthly (certificates) and quarterly basis (school rallies), and a breakfast was held for students/parents with perfect attendance in January 2022. Athletes of the Month were recognized with portrait displayed in the gym, announcements, and on our school television displays throughout campus.
P6: Increase in College and Career Culture	Ultimately the expected outcome is to increase the number of students completing a-g, attended post-high school graduate education, and increase the number of students identified as Prepared. We also expect to have high FAFSA completion rates and an increase of students competing in Dual Enrollment courses and Pathways. CHKS increases overall feelings of hope and encouragement about the future. Senior exit survey decrease by at least 5% in undecided/work plans after graduation.	Students completing a-g requirements decreased from 2019-20 to 2020-21, likely as a result of distance learning. FAFSA applications also decreased. Dual Enrollment offerings increased and overall, those students who participated were successful in their coursework. This summer 2022, students have the opportunity to enroll in a few DE courses as well as a means to accelerate learning. Senior Survey results decreased from 2019-20 to 2020-21, however, the Career Center will be implementing a new process to collect data from the graduating senior in 2022.
P6: Jag Matters leadership	With the purchase of SEL curriculum and the implementation of Advisory next fall, it is anticipated that low level behaviors will reduce by	Despite SEL curriculum and implementation in Advisory as well as through BASE lessons, low level behaviors, specifically period truanancies,

Metric/Indicator	Expected Outcomes	Actual Outcomes
	1%. Drop usage of risky behavior by at least 1% from 9th to 11th grade.	increased in the 2021-22 school year. Additionally, risky behaviors, specifically vaping/concentrated wax increased this school year among 9th to 11th grade students.
P5: PD for staff to increase classroom engagement	Increase use of WICOR strategies as self identified via AVID strategies and an increase in RFEP students CAASPP scores.	Professional development increased the use of WICOR strategies and AVID strategies overall. There was no significant increase in RFEP students and no results for CAASPP due to no test administration in spring 2021.
P3: Social Media engagement	Increase number of attendees to events and increase in students participating in extracurricular events	With the return to in-person instruction and the reopening of campuses for athletics, performances, etc., there was an increase in the number of attendees to school events, as well as students participating in extracurricular activities.
P5: Extra-curricular experiences	Increase access to events that students without transportation can attend.	Events were scheduled immediately following the school day allowing students without transportation to attend. Additionally, transportation was provided for student groups to attend organized events off campus.
P3 P5 - LCAP responses	New goal is to increase the percentage of participants to 50% of staff and students and 5% of parents	Response rates for the LCAP for staff did not meet 50% and parents did not meet 5%.
P1 - CHKS survey responses		The CHKS was not administered this school year.
P1 - LCAP staff responses		20% of teachers/staff responded to the LCAP survey in the spring.
P6 - School Climate (Engagement)		52% of student respondents indicated a favorable school climate.
P2 - State Standards (Conditions of Learning)		53% of student respondents indicated favorable learning conditions.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Increase student engagement We want to engage all students beyond the classroom. Engaged students	a. JVHS continued to implement MTSS. Students and staff engaged	Guest motivational speaker/Drug prevention	Guest motivational speaker/Drug prevention

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>perform better in school and experience higher graduation rates, and behavior issues diminish.</p> <p>a. Implement a school wide campaign to promote safe choices (such as JagKind)-PBIS>MTSS</p> <p>b. Continue cultural band as an extra-curricular activity to connect students with their heritage and increase school connectivity includes the need for a teacher pay</p> <p>c. Increase sections of Guitar (Banda) for students to connect with their culture</p> <p>d. Recognition for rigor (i.e., t-shirts, experiences, awards, cords, metals, etc.)</p> <p>e. Provide transportation to enriching curriculum-related field trips and athletics as funding permits, explore vans for less expensive transportation</p> <p>f. Classroom seating/equipment to promote collaboration & enhance Remote Learning</p> <p>g. Replacement ID cards for students</p> <p>h. Support student awards and celebrations. Full implementation of 5-Star Students technology to track student engagement in school activities, attendance, and behavior. Discover who is not engaged and connect to discover</p>	<p>regularly in kindness campaigns and staff/student events.</p> <p>b. Hosted the annual Noche Cultural October 2021 and set again for Cinco de Mayo in 2022.</p> <p>c. Guitar Ensemble (Banda) was revived this school year as an elective choice (one section). Performances at lunch and at events.</p> <p>d. Recognition for honors and awards happens for seniors. 11 Athletic teams were awarded the CIF Southern CA Section- Ford Academic Award. Academic programs (AVID, CSF, NHS) offer sashes/cords for successful completion</p> <p>e. Provided transportation to enriching curriculum-related field trips and athletics as funding permitted and vans were purchased for less expensive transportation.</p> <p>f. Stand up desks for teachers were purchased to assist them with distance learning in 2020-21 as well as upgraded technology equipment, hotspots etc, however, the rate of remote learning decreased significantly due to the return to in-person instruction. Students/staff did use remote learning tools when absent for health (COVID 19) reasons.</p> <p>g. Students were provided with replacement ID cards as needed, and a report was created to identify</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,000.00</p> <p>Improvement to student common areas 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00</p> <p>Athletic upgrades & enhancement 6000-6999: Capital Outlay LCFF Suppl/Conc -- 0707 \$11601.00</p> <p>Purchase additional VAPA curriculum & materials 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$5,500.00</p> <p>Recognition items such as t-shirts or special luncheons to encourage and celebrate academic rigor 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00</p> <p>Transportation to enriching and engaging events 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$14800.00</p> <p>Maker/Breaker Space Items 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200.00</p> <p>Cultural Band tutoring</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p> <p>Improvement to student common areas 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Athletic upgrades & enhancement 6000-6999: Capital Outlay LCFF Suppl/Conc -- 0707 \$0</p> <p>Purchase additional VAPA curriculum & materials 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$8,456.00</p> <p>Recognition items such as t-shirts or special luncheons to encourage and celebrate academic rigor 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$652.00</p> <p>Transportation to enriching and engaging events 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,463.00</p> <p>Maker/Breaker Space Items 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Cultural Band tutoring</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>how to engage students. Engagement significantly increases graduation rates.</p> <p>i. Outreach including SART/SARB meetings</p> <p>j. Supplement costs of PRIDE & Jags Matter</p> <p>k. Maker/Breaker Space, E-Sports, Cultural Banda for increase engagement and innovation</p> <p>l. Athletic upgrades such as scoreboards, banners, and enhancement</p> <p>m. increase the number of participants in the LCAP survey</p>	<p>students without picture profiles so they could have a picture taken, uploaded to Q, and receive an ID. Students are provided a link/QR to a site on how to get a replacement ID</p> <p>h. 5-Star system has been purchased and trailed with small groups of students in spring to support a larger roll-out in the fall 2022.</p> <p>i. Counselors and admin participate in parent meetings for SARTS and SARBS. Admin outreach to connect with parents to address attendance, academic, and/or disciplinary concerns.</p> <p>j. PRIDE Committee was reestablished and met to revise the school's vision, mission, and Student Learning Outcomes (SLOs). One-third of JVHS teachers participated (with compensation) in a book study to research equitable grading practices, staff served as mentors to 9th grade students struggling (academically/SEL) with the transition to high school.</p> <p>k. Esport arena was updated with equipment and furniture and Banda performed at lunch and cultural events after school hours. Makerspace technology (Engineering) is being updated to provide students the opportunity to get hands on experience on industry equipment.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,500.00</p> <p>Additional instruments and support of Cultural band 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$1,000.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,500.00</p> <p>Additional instruments and support of Cultural band 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$194.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>l. All athletic upgrades and have been designed and requested for purchase, but none have been received.</p> <p>m. LCAP responses continued to be low with the exception of students who were provided time during advisory to complete the survey.</p>		
<p>3.2 Increase staff engagement Increase staff engagement by providing more structure and greater purpose for our Data Teams/Professional Learning Communities (PLCs/DT) to support a more engaging learning environment while closing the achievement gap</p> <p>a. Technology & WICOR training for support staff and training days (include refreshments)</p> <p>b. Team building for office support staff</p> <p>c. Continue team building activities and PD at faculty meetings</p> <p>d. Office personnel participate in activities and meetings to increase unity and a positive work environment</p> <p>e. Staff use of In-Touch to place automated calls to parents--both by individual teachers and the school as a whole</p>	<p>a. AVID coordinators provided focused-notes training during staff meetings and held smaller PD for specific departments during late start collaboration time.</p> <p>b. Office support staff, campus supervisors, and instructional aides were invited to participate in various committees this school year including PRIDE, Discipline/Attendance, and regularly scheduled office team meetings. Their perspectives were welcomed by teachers and administration as educational partners at JVHS.</p> <p>c. The JVHS Staff club was reestablished this school year and offered community activities each month including birthday recognitions, cooking/baking contests, themed potlucks, and holiday events.</p> <p>d. Office support staff, campus supervisors, and instructional aides were invited to participate in various committees this school year including</p>	<p>Copier for instructional engagement and social engagement needs 6000-6999: Capital Outlay LCFF Suppl/Conc -- 0707 \$8,000.00</p> <p>Compensation for training that is offered beyond work day 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$350.00</p> <p>Team building for support staff 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200.00</p> <p>Social media & marketing 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00</p> <p>SRO outreach and security 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,000.00</p>	<p>Copier for instructional engagement and social engagement needs 6000-6999: Capital Outlay LCFF Suppl/Conc -- 0707 \$0</p> <p>Compensation for training that is offered beyond work day 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$350.00</p> <p>Team building for support staff 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Social media & marketing 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00</p> <p>SRO outreach and security 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>f. Organize Parent Outreach by SRO or expert to presents an educational evening target to address marijuana and the effects on our community</p> <p>g. Develop coaching by implementing routine seasonal evaluations and conducting coaches' meetings by season</p> <p>h. NCAA Parent/Community Night</p> <p>i. Annual Jag Expo night to promote school pathways/programs/athletics and maintain or increase enrollment</p> <p>j. Maintain social media and continue the translation of parent notices</p> <p>k. Personnel for social media, video wall, & marketing</p> <p>l. SRO for graduation</p>	<p>PRIDE, Discipline/Attendance, and regularly scheduled office team meetings. Their perspectives were welcomed by teachers and administration as educational partners at JVHS.</p> <p>e. In-Touch is no longer in use, but has been replaced by ParentSquare. Access to this platform was given to teachers, staff, and admin to send group or individualized messages to district approved recipients.</p> <p>f. SMA office and SRO provided drug awareness education to parents in both English and Spanish to address the increase of student participation in risky activity (vaping/concentrated wax)' well received by the parent community.</p> <p>g. Developed coaching staff and implemented routine seasonal evaluations as well as conducted coaches' meetings each season. JVHS Athletics received the CBAADA Sportsmanship Award for the 2021-22 school year.</p> <p>h. Offered an NCAA/Parent Community Night and recognized an athlete at a school-wide celebration on signing day.</p> <p>i. JVHS did not host an in-person Jag Expo this school year due to CDPH regulations, however, a video of all program/pathway offerings was published for parent/student review.</p>		

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

j. Social media was increased by all campus groups. JVHS Counselors Instagram included college and career posts and announcements. Flyers were created and posted on social media.

k. The College Career Clerk updated the school website and PSL page, as well as the College and Career Center social media page. The Tech Coordinator updated the video wall and the televisions in hallways displayed updated information for all recognitions, announcements, and school activities. Additionally, ASB created video announcements for students to view in advisory.

l. A team of SROs and volunteers have been reserved for the graduation ceremony.

3.3 Increase Community Engagement
Increase Community Engagement:
a. Offer informational workshops related to academics.

b. Increase communications re: outreach, a-g, registration, Jag Rush, Jag Expo, Pathways, etc.

c. Host an inviting and meaningful Awards Night to celebrate student success for increase student recognitions

a. Teachers and staff participated in Alludo trainings to increase technology skills that facilitate student learning. During late start collaboration time, teacher teams met to discussed instruction, formative assessments, feedback structures, and data analysis. Teacher teams/departments also began conversations regarding the alignment of grading practices and one-third of teachers participated in a research-based book study on equitable grading practices and the

Organize outreach via evening events such as registration, college career events, parents courses
5800: Professional/Consulting Services And Operating Expenditures
LCFF Suppl/Conc -- 0707
\$3,514.00

Organize outreach via evening events such as registration, college career events, parents courses
5800: Professional/Consulting Services And Operating Expenditures
LCFF Suppl/Conc -- 0707
\$1,500.00

Printing and social media expenses to promote and market
5900: Communications
LCFF Suppl/Conc -- 0707
\$500.00

Printing and social media expenses to promote and market
5900: Communications
LCFF Suppl/Conc -- 0707
\$1,755.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>d. Conduct College/FASFA workshops</p> <p>e. Continue to provide all parents and staff with leadership opportunities through advisory committees</p> <p>f. Offer parent training and student outreach based on on-site parent and student needs. Invite community resource vendors to parent-school events (i.e., 100 Mile Club, CCSS)</p> <p>g. Develop various flyers with information about school and community resources for parents</p> <p>h. Continue promoting parent use of Parent Connect to monitor their children's attendance and academic progress in classes</p> <p>i. Continue to update the website's page, so it becomes a valuable and accurate source of information for parents by expanding the parent communication page on the school webpage, use call out the system more, increase the use of social media as a communications tool, establish parent resource corner in the office, seek ways to provide increased translation support</p> <p>j. Evaluate effectiveness of PIQE and offer for community/parent outreach</p> <p>k. Student Accomplishment Recognition & their parents</p>	<p>potential for increased implementation.</p> <p>b. Communication increased significantly via announcements in advisory, social media postings, parent square, Peachjar, etc.</p> <p>c. Awards Night is currently for seniors only, however, plans are in place to expand awards to include all grade levels in 2022-23.</p> <p>d. College application/FAFSA workshops were held on weekdays during the school day as well as evenings and weekends the month prior to deadlines.</p> <p>e. Continued to provide parents and staff with leadership opportunities through advisory committees. Parents were involved in SSC, ELAC, DELAC and booster events. Staff leadership opportunities in advisory committees increased significantly including the PRIDE Committee, Discipline/Attendance Committee, and Collaboration Leadership teams.</p> <p>f. SMA office and SRO provided drug awareness education to parents in both English and Spanish to address the increase of student participation in risky activity (vaping/concentrated wax)' well received by the parent community.</p> <p>g. Various flyers with information about school and community</p>	<p>Community Liaison stipend to update all social media and video wall 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,500.00</p> <p>Student Recognition & support during times needing motivation 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00</p> <p>Childcare for Parent Meetings and Classes 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$5482.00</p> <p>Marketing and celebration of 4-year University and Military Acceptance banners 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10,200.00</p>	<p>Community Liaison stipend to update all social media and video wall 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,500.00</p> <p>Student Recognition & support during times needing motivation 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,925.00</p> <p>Childcare for Parent Meetings and Classes 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$5,482.00</p> <p>Marketing and celebration of 4-year University and Military Acceptance banners 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>resources for parents were created and distributed by JVHS, JUSD, and PICO.</p> <p>h. We promoted Parent Connect and assisted with sign-ups during registration to increase parents' access to their student's grades and attendance information.</p> <p>i. Website is regularly updated with access to survey links, event information, and general school information.</p> <p>j. PIQE was not available (booked) this school year, but is reserved for the 2022-23 school year.</p> <p>k. Senior Award Night is hosted each school year to recognize students' achievements. AVID does a program award and end of year assembly for all grade levels with a recognition specific to seniors. Athletes of the Month, attendance awards are also celebrated/displayed/posted.</p>	<p>Purchase VAPA gap materials & replace items in ill repair 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5,000.00</p>	<p>Purchase VAPA gap materials & replace items in ill repair 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$18,410.00</p>
<p>3.4 Increase student access to the Arts and Educational Community Events Increase student access to the Arts and Educational Community Events:</p> <p>a. To increase student access to arts, additional VAPA course materials are needed in the classroom (not supported by CTE)</p>	<p>a. Additional course materials, instruments, music sheets, show rights, costumes, electronic equipment, etc. was purchased for VAPA this school year as well as curtain replacement for the theater.</p> <p>b. Staff have access to district vehicles/transportation. Training provided to get driving privileges for district vehicles. No trip was denied</p>	<p>AVID transportation to field trips 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,000.00</p>	<p>AVID transportation to field trips 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,500.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>b. Provide transportation to/from academic enrichment field trips or competition</p> <p>c. Increase access to college tours and career development by providing more AVID field trips</p> <p>d. Purchase items needed to supplement Drama/Theater especially for remote performances- need software and specific types of scripts/field shows for remote capability</p> <p>e. Subs for VAPA teachers when observing mentors or collaborating</p>	<p>transportation unless the buses/vans were not available.</p> <p>c. AVID currently takes one college trip per grade level and a junior overnigher.</p> <p>d. Additional course materials, instruments, music sheets, show rights, costumes, electronic equipment, etc. was purchased for VAPA this school year as well as curtain replacement for the theater.</p> <p>e. Subs were provided for VAPA teachers to observe mentors or collaborate with professional peers.</p>	<p>Supplemental transportation cost to art enrichment events 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,045.00</p> <p>Supplement cost of substitutes 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,400.00</p> <p>Clay & other supplemental VAPA items 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00</p> <p>Substitutes for AVID or other curriculum related field trips 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$2,000.00</p> <p>Subs for collaboration or mentoring 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$600.00</p>	<p>Supplemental transportation cost to art enrichment events 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,000.00</p> <p>Supplement cost of substitutes 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,400.00</p> <p>Clay & other supplemental VAPA items 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5,212.00</p> <p>Substitutes for AVID or other curriculum related field trips 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$2,000.00</p> <p>Subs for collaboration or mentoring 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$600.00</p>

Analysis

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

The overall implementation of strategies/activities to increase and improve student, staff, and community engagement was successful. The return to in-person learning allowed students to reconnect with one another, establish new clubs, and participate in school activities (athletics, clubs, ESports, performances, community service, etc.), and they were recognized for their achievements. Staff also benefited from the return to campus as they reconnected via professional collaboration time as well as socially with monthly events hosted by Staff Club which was reestablished after several years of inactivity. The parent community engaged in school events in which their students were involved, however, JVHS needs to explore additional strategies to increase participation in parent night events intended to gather their input and/or provide education/training (Coffee with Counselors, Coffee with Principal, Drug Awareness presentations, etc.).

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Strategies and activities intended to increase student and staff engagement were highly effective based on attendance and/or participation in events resulting in a positive school climate that reflects the culture and traditions of JVHS. Again, JVHS needs to explore additional strategies to increase participation in parent night events intended to gather their input and/or provide education/training (Coffee with Counselors, Coffee with Principal, Drug Awareness presentations, etc.).

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Funding for speakers to present information regarding drug awareness was not used; opted to have SMA and SRO present instead. Funding for athletic enhancements was not used as items requested for purchase have not yet been received. There was an increase in materials to meet the needs of the VAPA department/students, and funding allocated for transportation was largely unused as many events were still held virtually and/or transportation was unavailable due to shortage of bus drivers.

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

The student, staff, and community engagement goal will remain, however, there will be an increased focus on the expansion of opportunities for parent engagement/partnership, specifically the return of the Parent Institute for Quality Education (PIQE). The Link Crew program will begin in 2022-23 as an added support for incoming 9th graders, and the PRIDE Committee will continue to meet with a concerted effort to establish systems of standards and supports for JVHS students. Goal metrics/indicators will be clarified to identify specific outcomes relevant to student, staff, and community engagement.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	182,281
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	1,621,967.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	168,360	0.00
Title I Parent Involvement -- 3010 1902	2,189	0.00
Title III LEP -- 4203	11,732	0.00
LCFF Suppl/Conc -- 0707	220,800	0.00
LCFF District -- 500 0707	713,765	0.00
LCFF Sec Int -- 0046	466,406	0.00
LCFF VAPA -- 0763	6,500	0.00
LCFF AVID -- 0765	32,215	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF AVID -- 0765	32,215.00
LCFF District -- 500 0707	713,765.00
LCFF Sec Int -- 0046	466,406.00
LCFF Suppl/Conc -- 0707	220,800.00
LCFF VAPA -- 0763	6,500.00
Title I Basic -- 3010	168,360.00
Title I Parent Involvement -- 3010 1902	2,189.00
Title III LEP -- 4203	11,732.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,066,407.00
2000-2999: Classified Personnel Salaries	302,225.00
4000-4999: Books And Supplies	120,676.00
5000-5999: Services And Other Operating Expenditures	50,866.00
5800: Professional/Consulting Services And Operating Expenditures	46,192.00
5900: Communications	500.00
6000-6999: Capital Outlay	35,101.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies		0.00
5000-5999: Services And Other Operating Expenditures		0.00
5800: Professional/Consulting Services And Operating Expenditures		0.00
1000-1999: Certificated Personnel Salaries	LCFF AVID – 0765	2,000.00
2000-2999: Classified Personnel Salaries	LCFF AVID – 0765	18,000.00
5000-5999: Services And Other Operating Expenditures	LCFF AVID – 0765	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF AVID – 0765	2,215.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	522,629.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	191,136.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	466,406.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	30,965.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	26,699.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	71,155.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	40,866.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	20,514.00
5900: Communications	LCFF Suppl/Conc -- 0707	500.00
6000-6999: Capital Outlay	LCFF Suppl/Conc -- 0707	30,101.00

4000-4999: Books And Supplies	LCFF VAPA -- 0763	6,500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	43,000.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	63,448.00
4000-4999: Books And Supplies	Title I Basic -- 3010	41,912.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic -- 3010	15,000.00
6000-6999: Capital Outlay	Title I Basic -- 3010	5,000.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	2,189.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	1,407.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	753.00
4000-4999: Books And Supplies	Title III LEP -- 4203	1,109.00
5800: Professional/Consulting Services And Operating Expenditures	Title III LEP -- 4203	8,463.00

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 make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Desiree Warren	Classroom Teacher
Richard Leach	Classroom Teacher
Phillip Ramirez	Classroom Teacher
Karen Martinez	Classroom Teacher
Dr. Shelley L. Morris	Principal
Julie Martinez	Parent or Community Member
Angelique Martinez	Other School Staff
Ofir Adams	Parent or Community Member
Patricia Tapia	Parent or Community Member
April Ochoa	Secondary Student
Emily Aguilar	Secondary Student
Darlene Casillas	Secondary Student

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.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature

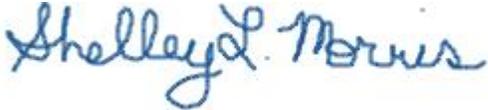
Committee or Advisory Group Name

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.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 19, 2022.

Attested:



Principal, Dr. Shelley L. Morris on May 19, 2022



SSC Chairperson, Desiree Warren on May 19, 2022

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the Annual Evaluation and Update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Evaluation and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program