

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Peter Johansen High School

50711755030135
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

April 25, 2023

Local Board Approval Date

June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Table of Contents

Section 1 School Mission Statement and Description	3
Section 2 CSI & ATSI: Purpose and Description	5
Section 3 Educational Partners Involvement	6
Section 4 ELA Goal.....	7
Section 4 Math Goal	13
Section 4 Attendance Goal	19
Section 4 PBIS Goal	25
Section 4 Academic Equity, Opportunity, and Awareness.....	31
Section 4 Graduation Goal.....	37
Section 4 Parent Involvement	42
Section 5 Staffing.....	47
Section 6 Budget Summary	48
Section 7 Funding Allocations.....	49
Section 8 School Site Council Membership	50
Section 9 Recommendations and Assurances	51

Section 1 School Mission Statement and Description

School Mission Statement:

Our vision is for students to graduate with relevant, practical skills and a global perspective that embraces diversity

Mission

Johansen High School believes all students can be critical thinkers and creative problem solvers. Johansen students communicate through various mediums, collaborate across disciplines, and celebrate their personal academic achievements within a diverse school culture.

School Description:

Johansen High School opened in the fall of 1992 and is one of seven large comprehensive public high schools in the Modesto City Schools District, 30,000 ADA, which serves a community of 212,000 residents in the central valley of California. Johansen's student population resides primarily in the neighboring town of Empire and the southeastern portion of Modesto, an area that has seen substantial growth over the last ten years. The economic base of the community has shifted from primarily agriculture to a blend of agriculture, light industry, manufacturing, building construction, and other service-related businesses. The community has taken great pride in this high school that provides students with an exceptional facility in which to learn.

The Johansen campus encompasses 90 classrooms and labs, a large gymnasium, an auditorium and a modern technology-rich library. It also includes a complete complex of athletic fields, stadium, and Olympic size swimming pool. The school has a diverse student body of 1925 students comprised of several ethnic groups.

Johansen High School provides a rich curriculum designed to meet the needs of its diverse student population. Students have access to a variety of academic programs tailored to meet their needs. Students are scheduled into classes with careful consideration given to their abilities and needs. Johansen's instructional program includes support classes for Math and English Learners, grade level instruction,

College Preparatory, Honors and Advanced Placement. Nearly all students in grades 9, 10, and 11 are in college preparatory academic programs.

In addition, students may take a Pre-AP curriculum that prepares them for Advanced Placement courses or a College Prep strand that prepares them to enter the university system. Over 60% of Johansen's graduates continue their education at universities or community colleges.

Johansen's instructional program features curricular choices to provide opportunities and meet the needs of its students in the following ways:

- Courses for the English learners (Academic Language Development)
- Support classes for Math
- Special Education program that meets the needs of students with both the Resource Specialist Program (RSP) as well as Special Day Classes (SDC)
- College Preparatory classes which accounts for the majority of the course work for the 9th, 10th, and 11th graders.
- A rich selection of Honors and Advance Placement courses which offer college level instruction.
- A strong vocational education that articulates courses with Modesto Junior College to prepare students to enter the world of work.
- Agricultural Academy examines the many directions one may choose in pursuing a career in agriculture with a range of vocational readiness to an academic plan.

The Academy and Pathway avenue, as well as, the Advance Placement programs offer multi-year sequences to provide both career opportunities as well as a sequence of coursework to lead students to college admission.

Technology is a major focus that is infused into the curriculum and used to strengthen the integrated instruction that occurs across disciplines. Every staff member has access to digital resources. A number of teachers utilize Surface Pro's to facilitate instruction along with document cameras, supported by video projectors. Two computer labs are equipped with computers for classroom use by various departments. An additional lab are available for classes to work on projects that integrate technology into the curriculum. We are now a one-to-one school, which means all students have their own laptop to use and take home to complete all their work. Communication on campus and with the community is enhanced with the exchange of social media and parents can correspond with their students teachers directly by email or check their own student's grades and attendance on Power School.

Campus leadership occurs with the in-put of all of the following entities:

- English Learners Advisory Council which advises the School Site Council on issues that can improve the needs of this population
- School Site Council [SSC], which oversees the direction and funding of state and federal resources.
- Site Leadership, which is composed of the departmental and instructional leaders, but open to all teachers, to seek input on issues of importance to school operation.
- Department leaders, organized around curriculum interests for academic, performing arts, fine arts, and PE.
- Instructional Teams organized around improving curricular issues, instructional strategies, vision and culture of the school, and examination of effective intervention techniques. These teams were organized by faculty input around central issues put forward by WASC goals and District goals as a guideline. Monthly meetings allow stakeholders to address goals that support student achievement.
- Parent advisory committees, which serve with each academy, to offer input for each respective strand.

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. Counseling services are provided by Migrant Education Region 3 contracted staff to eligible high school students, as needed. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

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
- ☒ Additional Targeted Support and Improvement

Johansen High School is in ATSI specifically for the suspension rate of African American students.

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.

The SPSA goals are aligned to the MCS LCAP. The SPSA is designed to meet the needs of our students, teachers, and parents. The main function of our plan is to have students feel safe and supported so they will reach their goal of graduation. We will do this by providing our staff with all the tools they need to help the students succeed in the classroom. This will come in the form of professional development, supplies, and additional staffing. Students will have access to mental health services five days a week, as well as, any school supplies needed to be successful.

This year we will offer E-Learning classes throughout the day to meet the needs of the students who are down credits. We will also provide after school tutoring and multiple opportunities for students to bring up their grades outside the school day in the form of Academic Saturday Schools and Intersessions.

All parents will feel supported by the many parent trainings we will offer throughout the year. We will provide translation services for all parent events.

Resource Inequities

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

Upon review of the needs assessment, the greatest needs we have at Johansen High School is our graduation rate. We have allocated resources to our freshmen in the form of Freshmen Seminar classes to help get our students off to a good start. However, due to the Covid pandemic, we have a large number of juniors and seniors who are now down credits. We do not have enough resources allocated to credit recovery classes. We will include multiple e-learning classes giving our students more opportunities to make up multiple classes in one semester.

Section 3 Educational Partners 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 2022-23 SPSA Annual Review and Update

Peter Johansen High School's SSC, ELAC, Site Leadership, and teachers participated in the evaluation process of Peter Johansen High School's 2022-2023 SPSA. The evaluation process included the analysis of quantitative and qualitative data to determine effectiveness within each goal activity and have the stakeholders decide which activities to continue, discontinue, or revise. This occurred throughout the year with our School Site Council through the use of the SPSA monitoring tool. This also occurred during the March and April 2023 SSC, ELAC, Site Leadership, and staff meetings.

Involvement Process for the 2023-24 SPSA and Update

Peter Johansen High School's SSC, ELAC, Site Leadership, and teachers participated in the development process of Peter Johansen High School's 2023-2024 SPSA. The evaluation process included the analysis of quantitative and qualitative data to determine effectiveness within each goal activity and have the stakeholders decide which activities to continue, discontinue, or revise. This occurred during the March and April 2023 staff and leadership meetings. From that analysis, the stakeholders all agreed that the majority of the actions and expenditures from the 22/23 SPSA should be carried over to the 23/24 SPSA. The exception being change of Freshman Seminar classes to e-learning classes that all grade levels can have access to for credit recovery.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The main strategies and activities that were funded by our Title 1 money this year were Freshman Seminar, AVID, Academic Saturday School, parent trainings, translation services, and after school tutoring. All strategies and activities were implemented with fidelity.

Freshman Seminar is a major part of our SPSA. Title 1 pays for 1.0 FTE in Freshman Seminar where we have over 50% of our students attending. Through Freshman Seminar, our 9th grade students learn study skills, life skills, and success skills. Our discipline numbers have dropped significantly since the implementation of Freshman seminar, while the F-rate of 9th graders has only dropped a little.

In order to keep the parents informed we have provided quarterly parent trainings on our grading program, PowerSchool, and our student Learning Management System, Schoology. We have also offered information nights on Title 1, college awareness, and parenting skills. For all trainings we offer Spanish translation. For our students, we offer academic intervention through our After School Tutoring program and Academic Saturday School.

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

There were not any major differences between the intended implementation and the budgeted expenditures. We were able to implement all strategies. However, our Student Assistant Specialists were not consistently here. At times we did not have the full mental health supports that we planned on. We will now need to continue the same strategies and adjust our application to meet the new challenges in our post pandemic reality.

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 year we plan to implement an intervention period during the school day. This intervention will decrease the need for Freshmen Seminar. We will increase our AVID offerings as the program grows. We will also implement some e-learning classes that junior and senior students can utilize for credit recovery.

IDENTIFIED NEED (Data Analysis)

ELA

Based on Benchmark/ Curriculum Embedded Assessments we identified that 0-49% of All students are in need of support / intervention in the area of: Vocabulary Development

To address this the school can:

introduce a school wide words of the week program where all teachers will focus on two words each week. In every class, the teacher will explain how those words apply to their subject area.

ELA PD

Based on Observations we identified the following area of need in professional development PLC release time

To address this the school can:
provide professional development on the PLC process at the beginning of the school year. There is a plan to have each PLC fully trained before the first day of the 22/23 school year.

Additionally we analyzed specific data to indicate the following need(s):

After analyzing ELPAC data we discovered that our EL students need additional support with academic vocabulary.

Discuss the areas of strength and need based on data analysis:

Johansen High School students, within the Modesto City Schools district, showed that the strengths of the students who took the CAASPP test last year were in the "Listening and Research/Inquiry" section. The area of most need was in the "Writing" section. We will have all subjects focus on proper writing procedures this year, not just the English department.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Increase the percent of students who have Nearly Met, Met, or Exceeds Standards by 5%.

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 41%	Goal 46%
English Learners (EL)	Actual 4%	Goal 9%
Students with Disabilities (SWD)	Actual 0%	Goal 5%
Other Student Groups Black/African American	Actual 14%	Goal 19%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase percent of students mastering literacy skills across all content areas.					
Increase percent of students able to discuss and collaborate using complete sentences and academic language across all content areas.					
Schoolwide (SW)	Professional Learning Communities meeting to design lessons and create common formative assessments	Collaboration meeting schedules and notes shared with administration weekly			
	Professional Development focused on Instructional Norms	CIPD participation reports	Conferences and travel	Title 1 Professional Development	10225
	Implement quarterly Benchmark assessments designed to model CAASPP test	PLC data discussion notes			
	MTSS Instructional Coach will work with English teachers to develop targeted interventions for students based on Interim assessments	Weekly meetings with the MTSS Coach			
	Parent Trainings on PowerSchool and Schoology	Agendas and sign in sheets from trainings will be kept			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Academic Saturday School, Winter and Spring Intersession	Semester grades			
	e-Learning courses for credit recovery options	Grade reports monitored quarterly			
	AVID classes	Grade reports monitored quarterly			
English Learners (EL)	MTSS providing professional development for teachers in best instructional practices for EL students	Weekly meetings with MTSS coach			
	Academic Language Development classes	Grade reports monitored quarterly			
	Vocabulary words commonly displayed on word walls and referenced during lessons	Weekly classroom walkthroughs			
	Provide additional translation services	Weekly counseling meeting notes			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	EL RISE Tutoring - Rigorous Intervention Student Enrichment				
Students with Disabilities (SWD)	Resource Tutorial class	Weekly classroom walkthroughs			
	Teacher in-service on instructional strategies for SWD	Meeting agenda and sign in sheets will be kept from training			
	Co-Teaching in the parallel classes	Grade reports monitored quarterly			
	Strategic Scheduling so the student to teacher ratio is lower	Quarterly monitor classroom enrollment sizes			
Other Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The main strategies and activities that were funded by our Title 1 money this year were Freshman Seminar, AVID, Academic Saturday School, parent trainings, translation services, and after school tutoring. All strategies and activities were implemented with fidelity. In order to keep the parents informed we have provided quarterly parent trainings on our grading program, PowerSchool, and our student Learning Management System, Schoology. We have also offered information nights on Title 1, college awareness, and parenting skills. For all trainings we offer Spanish translation. For our students, we offer academic intervention through our After School Tutoring program and Academic Saturday School. We have teachers recommend individual students to 8th period tutoring where we had many teachers and students participate. We offered tutoring but the student participation was minimal. Freshman Seminar was a major part of our SPSA. Title 1 pays for 1.0 FTE in Freshman Seminar where we have over 50% of our students attending. Through Freshman Seminar, our 9th grade students learn study skills, life skills, and success skills. Our discipline numbers have dropped significantly since the implementation of Freshman seminar, while the F-rate of 9th graders has also dropped.

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

There were not any major differences between the intended implementation and the budgeted expenditures. We were able to implement all strategies with fidelity. We will now need to continue the same strategies and adjust our application to meet the new challenges post Covid..

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.

This year we plan to implement an intervention period during the school day. This intervention will lessen the need for Freshmen Seminar. We will increase our AVID offerings as the program grows. We will also implement some e-learning classes that junior and senior students can utilize for credit recovery.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Benchmark/ Curriculum Embedded Assessments we identified that 0-49% of All students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:

Utilize the MTSS Instructional Coach to train the math department to analyze their assessment data during PLC collaboration. In addition, as a PLC group, they can create interventions to implement during the school day.

MATH PD

Based on Assessment Data we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:

Utilize the MTSS Instructional Coach to train the math department to analyze their assessment data during PLC collaboration.

Additionally we analyzed specific data to indicate the following need(s):

While analyzing grade data for our Algebra course, we discovered a need to implement a co-teaching plan for 5 sections of Algebra.

Discuss the areas of strength and need based on data analysis:

Johansen High School students, within the Modesto City Schools district, showed the largest area of need on the CAASPP assessments in the "Concepts and Procedures" sections. We believe this is due to the lost instruction during the pandemic. However, the area of strength for the students at Johansen was in the section of "Communicating and Reasoning". This shows that our students are capable of thinking, they just need more work on the skills.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Increase the percent of students who have Nearly Met, Met, or Exceeds Standards by 5%.

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 12%	Goal 17%
English Learners (EL)	Actual 2%	Goal 7%
Students with Disabilities (SWD)	Actual 0%	Goal 5%
Other Student Groups Black/African American	Actual 0%	Goal 5%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding Math content standards.					
Increase the percent of students demonstrating the Standards for Mathematical Practice across all content areas					
Schoolwide (SW)	Professional Learning Communities meeting to create common formative assessments	Collaboration meeting schedules and notes shared with administration weekly			
	Implement benchmark assessments designed to model CAASPP testing	Monitor the Interim Assessments scores quarterly			
	Professional Development focused on Instructional Norms	Weekly classroom walkthroughs			
	Strategic math tutoring targeting students who are failing and/or have missing assignments	Student sign in sheets for tutoring and academic Saturday school	Tutoring Coordinator	Title 1 Certificated	7000
	Academic Saturday School and Intersession during Winter and Spring Break	Quarterly grade reports	Teachers hourly rate	Title 1 Certificated	4013
English Learners					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(EL)	EL Counselor monitoring grades and train teachers	Monitoring progress reports and report cards			
	Provide additional translation services	Weekly office meetings	TC II Translator	Title 1 Positions	
Students with Disabilities (SWD)	Tutorial classes for resource students	Weekly classroom walkthroughs			
Other Student Groups Schoolwide	E- Learning class	Review the down credits report quarterly	1.0 FTE classroom teachers	Title 1 Positions	
		Quarterly grade reports			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Additional math teacher for 5 sections of Algebra for co-teaching				

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

All Johansen Attendance goals are proposed to staff at the beginning of the year and are reiterated throughout the year. The 2022-23 Chronic Absentee list is reviewed bimonthly and targets students who were habitually absent. Once students are identified we provide them appropriate interventions. Student Attendance Review Team meetings are held each month for the tier 3 chronic absentee students.

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

There were not any major differences between the intended implementation and the budgeted expenditures. We were able to implement all strategies with fidelity.

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 Johansen attendance team has a goal to reduce the chronic absentee list from the 2022-23 school year. As a team we have identified students with sub-par attendance and are documenting interventions prior to sending students to Student Advisory Review Board (SARB). Weekly student attendance reports will be reviewed by administrators.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance we identified that 0-49% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:

We will send a team of attendance liaisons to homes of chronically absent students.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development
Access to specific attendance PD

To address this the school can:

watch attendance PD videos provided by the districts PD department.

Additionally we analyzed specific data to indicate the following need(s):

We analyzed Power BI data which showed us our SPED population is missing school at an alarming rate. Therefore, we will add a SPED para to all attendance teams.

Discuss the areas of strength and need based on data analysis:

Johansen High School has a high success rate to recovering Average Daily Attendance (ADA). Staff, students and administration come together before the end of each quarter for Academic Saturday School where the bulk of ADA is made up. Johansen had a goal of 1,000 days of ADA make up every school year but did not reach that goal this year. Johansen students' need to have the ability/opportunity to be able to make up attendance as the school averages a 94% attendance rate normally, 87% this post pandemic year. According to our data analysis, we have noticed a lot of students are absent around the holidays. We need to target those students and provide them with short term independent study options.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Our goal is to reach 95% attendance.

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 87.6%	Goal 95%	Actual 37.9%	Goal 25%
English Learners (EL)	Actual 85.7%	Goal 95%	Actual 39.8%	Goal 25%
Students with Disabilities (SWD)	Actual 84.4%	Goal 95%	Actual 43.5%	Goal 25%
Other Student Groups Black/African American	Actual 85.1%	Goal 95%	Actual 51.8%	Goal 25%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Assistant Principals will visit 10th and 11th grade classes with a focus on interventions offered to recover credits and an emphasis on attendance.	Weekly admin cabinet meetings			
	Public service announcements in the form of videos played on our Viking TV	Quarterly check ins with the Video and leadership teachers and students.			
	Viking Valor incentive program	Surveys during student senate meetings			
	Attendance Liaison will investigate and resolve school attendance and student welfare problems.	Monitor home visit logs			
	School Attendance Review Team (SART) for students who are on the chronic absentee list. Provide school supplies and materials to all students in need	Progress updates at weekly cabinet meetings Monitor monthly attendance reports	School Supplies	Title 1 Supplies and Services	36593
English					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Learners (EL)	EL counselor will call home for students who are on the chronic absentee list or miss more than 10 days in a row.	Monitor daily Call logs			
Students with Disabilities (SWD)	Phone call home by case manager for students who miss more than 5 days in a row.				
	Home visits for students who miss more than 10 days in a row.	Monitor home visit logs			
Other Student					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Groups Freshman	Principal visits Freshman English classes to welcome them to Johansen and speak to them of the importance of academics their first year and attending school. Students are encouraged to get involved in clubs, sports, etc.	Monitor monthly attendance reports			
	Peer mentors - Link Crew meet with freshmen students	Surveys in Student Senate meetings			

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The Johansen PBIS team agreed to refocus on our Viking Valor program that shows all components PBIS. As students earn Viking Valor, students need to feel that it is achievable and accessible to all students. In order to reduce previous years suspension rates the PBIS team decided to identify students (based on referrals) monthly as Tier 1, 2 or 3. Specific staff member (non-disciplinary) will oversee those students and provide students with a point of contact for support. We feel that this strategy will provide students opportunity to connect with staff in order to build on positive behavior.

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

There were not any major differences between the intended implementation and the budgeted expenditures. We were able to implement all strategies with fidelity. We now need to continue the same strategies and improve our application.

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.

With an effective PBIS Team Johansen will see results in the reductions in disciplinary areas. The climate of the campus will provide a safe and welcoming environment focusing on student's education. Some strategies to provide this setting will utilize the schools new anonymous text hotline. This hotline will also help students to identify problems prior to them starting. With this new effort, it will increase conflict mediation meetings and no contact contracts, however it will reduce the amount of bullying and fights.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Participation in School Activities we identified that 0-49% of All students are in need of support / intervention in the area of: School Activities

To address this the school can:

Promote all student activities during our WOW week at the beginning of the year. We will also advertise the events in our Viking TV announcements.

PBIS PD

Based on PBIS Data we identified the following area of need in professional development Access to specific PBIS PD

To address this the school can:

look into hiring outside consultants who have an expertise in Positive Behavior Intervention Supports.

Additionally we analyzed specific data to indicate the following need(s):

We need to reward the students doing good, consistently and more often.

Discuss the areas of strength and need based on data analysis:

Johansen High School placed a strong emphasis on rewarding students based off positive behavior. We discovered that most students did not request for material items as rewards. Students preferred to be praised for their good behavior. The Johansen Supervision Team identified students with behavior referrals and categorized them into tiers. Tier 1-3 support categories have specific levels of intervention tailored to each student's specific needs.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status Fall 2021 CA Dashboard.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 6.3%	Goal 6%
English Learners (EL)	Actual 8.4%	Goal 8.1%
Students with Disabilities (SWD)	Actual 7.9%	Goal 6.9%
Other Student Groups Black/African American	Actual 23.8%	Goal 23%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					
Schoolwide (SW)					
	Week of Welcome - WOW	Monitor student discipline reports			
	PBIS Behavior Expectations Matrix posted	Weekly classroom walkthroughs			
	Public Service Announcement videos created and played on Schoology.	Weekly admin cabinet meetings	Technology and Equipment	Title 1 Supplies and Services	4514
English Learners (EL)	Viking Valor Incentive program	Weekly admin cabinet meetings			
	Two Student Assistance Specialist available five days/week	Monitor caseloads and trends of behavior needs monthly	2 SAS provided by the Center for Human Services	Title 1 Supplies and Services	55200
	Link Crew - Peer Mentors	Quarterly Link Crew meetings			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Weekly reward system for teachers of SWD to reward good behavior and hard work	Activities Director will monitor and report at weekly administration cabinet meeting			
Other Student Groups African American	Men's Group mentor program for African American boys	Discipline Reports			
	Intervention Specialist works with tier 1 and tier 2 students on behavior expectations. Intervention Specialist will specifically monitor African American students after their first incident.	Discipline reports	Intervention teacher - Non instructional teacher on special assignment	Title 1 Positions	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Johansen is an open access school. We offer all classes, clubs, programs, and activities for all students.

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

There were not any major differences between the intended implementation and the budgeted expenditures. We were able to implement all strategies with fidelity.

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.

For the 2023-2024 SPSA will add more opportunities for data analysis of our seniors through our GRIT process. (Graduation Rate Intervention Team). We will also have all of our students ballot for classes through the Naviance system which will also include a four year plan that will be updated annually.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Grades we identified that 0-49% of All students are in need of support / intervention in the area of: real world applications

To address this the school can:

have their PLC teams work towards a goal of including real world application within every unit they teach.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Observations we identified the following area of need in professional development Access to specific PD

To address this the school can:

promote the Epoch Learning professional development videos on equity.

Additionally we analyzed specific data to indicate the following need(s):

Will monitor the credit deficiency reports quarterly in order to find any student who may be in danger of becoming a drop out.

Discuss the areas of strength and need based on data analysis:

At Johansen, our current strength is in Algebra. The weakness that we need to focus on is our junior English course.

Subject: Academic equity, Opportunity, and Awareness

LEA/LCAP: LCAP Goal 1

Goal #5 We need to promote all opportunities for students to participate in. Especially those classes and activities previously thought to be only for certain students.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	<p>Counselors will monitor classes and make sure all classes are available to all students</p> <p>Quarterly Graduation Rate Intervention Team (GRIT) meetings to specifically discuss the at risk for graduating students.</p>	<p>Class lists in PowerSchool</p> <p>Quarterly monitor the credit deficiency reports.</p>			
	<p>Administrators and counselors will ensure all AP classes are open access to all students</p> <p>Students have the ability to ballot for the classes of their choice, through Naviance.</p>	<p>Class lists in PowerSchool</p> <p>Annual balloting request reports.</p>			
	<p>College Counselor will guide students to create a four year plan</p>	<p>Naviance reports monitored quarterly</p>			
	<p>College Field Trips</p> <p>Futures Faire - Career faire for all students.</p> <p>Student Senate for all students to have a voice.</p>	<p>Field trip request forms</p> <p>Sign In sheets</p> <p>Monthly sign in sheets and minutes</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	CTE classes will work towards dual enrollment with Modesto Junior College	Grade reports and the intersession spreadsheet			
English Learners (EL)	Migrant Education counselor will meet with migrant students	Monthly Meetings with Assistant Principal			
	Academic Language Development classes offered to all EL students	Class lists monitored in PowerSchool			
Students with Disabilities (SWD)	Case managers will monitor students grades and credits and work within the students Individualized Education Plan, IEP, to work toward graduation	Monthly monitoring of IEP's by AP and Program manager			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 Graduation Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 6

Subject: Graduation Goal

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The Johansen High School administrative and counseling team is doing a very good job monitoring all students in accordance with the strategies that are listed in this plan. Grades and transcripts are being monitored eight times a year. Intervention opportunities are offered to all students each year, and school to parent communication is happening on a regular basis.

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

There were not any major differences between the intended implementation and the budgeted expenditures. We were able to implement all strategies with fidelity. We now need to continue the same strategies and improve our application.

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.

This year, we plan to monitor the 4-year graduation cohort list even more closely throughout the year. We have quarterly meetings to discuss students who have dropped out or are at risk of dropping out. We will make contact with all students that no longer attend Johansen and make sure they are aware of all opportunities they have to continue their education. We will also offer credit recovery classes throughout the day, as well as, after school and during Winter and Spring Breaks.

IDENTIFIED NEED (Data Analysis)

GRADUATION

Based on A-G Completion we identified that 60-69% of All students are in need of support / intervention in the area of: credit recovery

To address this the school can:

Add additional Extended Summer School classes for 11th and 12th grade students to raise their grades or remediate failing grades.

GRADUATION PD

Based on Participation rate in PD we identified the following area of need in professional development Access to specific PD

To address this the school can:

Promote all the professional development on Performance Matters.

Additionally we analyzed specific data to indicate the following need(s):

Students who are significantly down credits will be enrolled in credit recovery e-learning classes where they can expedite course completion.

Discuss the areas of strength and need based on data analysis:

Johansen High School did a very good job monitoring the students with their progress towards graduation. Johansen also does a good job offering alternative educational opportunities for the students. There are Extended Summer School opportunities throughout the year for seniors and junior students to make up credits. Johansen has started more interventions at the sophomore and freshman level as well. With the close monitoring by the administration and counseling team, students will be given many opportunities to succeed. The only thing that is keeping Johansen from having a higher graduation rate is the number of Students with Disabilities who are on a certificate of completion track.

Subject: Graduation Rate 4 year cohort

LEA/LCAP: LCAP Goal 1

Goal #6 Increase the percent of graduates by 1%.

Graduation Dashboard Data 9-12 Only

	2021-22 Final Data	2021-22 District Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 86.8%	Goal 91%	Goal 87.8%
English Learners (EL)	Actual 73%	Goal 76.9%	Goal 74%
Students with Disabilities (SWD)	Actual 69.7%	Goal 78.4%	Goal 70.7%
Other Student Groups	Actual %	Goal %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)					
	Target at risk students for interventions	Monitor quarterly reports of students down credits			
	Professional development for teachers and staff	Monitor the district PD completion reports			
	After school tutoring	Monitor sign in sheets			
	E-learning class for students down credits	Monthly completion reports			
English					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Learners (EL)	EL Counselor will monitor the progress of all EL Learners	Monitor quarterly reports of students down credits			
Students with Disabilities (SWD)	Case managers will monitor the progress of SWD and report out at every IEP meeting	Monitor quarterly reports of students down credits			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We offered all of the parent meetings that we proposed in last years plan. Parent participation was not as high as we hoped due to COVID protocols but they were still productive. We held freshmen and senior parent meetings along with School Site Council, ELAC, Title 1, Boosters, Safety Committee, and PowerSchool trainings.

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

There were no major differences between planned and implemented activities or budget.

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.

No changes.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Parent participation, parents' needs include: navigating school

To address this the school can:

Have more information nights and trainings on our learning platforms.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Participation rate in PD we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:

Work with the CIPD department to provided staff with proper re-engagement strategies for the students and their families.

Additionally we analyzed specific data to indicate the following need(s):

N/A

Discuss the areas of strength and need based on data analysis:

N/A

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 Increase the number of parents attending our meetings.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Freshman parent orientation meeting	Sign In Sheets			
	Senior Parent College Information Night	Sign In Sheets			
	Parent Trainings on PowerSchool and Schoology	Sign In Sheets	Consultants to teach the classes	Title 1 Parent Involvement	5508
			Refreshments	Title 1 Parent Involvement	500
	School Site Council Meetings	Sign In Sheets			
	School Safety Committee and Parent Involvement and Engagement Committees	Sign In Sheets			
English Learners (EL)	ELAC Meetings	Sign In Sheets	Child care	Title 1 Parent Involvement	683
			Interpretation	Title 1 Parent Involvement	914

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Community Advisory Committee meetings	Sign In Sheets			
Other Student Groups	Athletic Boosters	Sign In Sheets			
	Performing Arts Boosters	Sign In Sheets			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
E-Learning Classes				ELA Goal Math Goal PBIS Goal
	Classroom teachers: 1.0 FTE	Title 1 Positions	135010	
Intervention Room Specialist - Teacher on Special Assignment				ELA Goal Math Goal PBIS Goal
	Teacher on Special Assignment - Non Instructional	Title 1 Positions	135010	
AVID classes				ELA Goal Math Goal Parent Involvement Graduation
	Classroom teachers: .4 FTE	Title 1 Positions	38881	
Overtime pay for TCII Translator for evening parent trainings				Attendance Goal ELA Goal Math Goal Parent Involvement Graduation
	TC II Translator	Title 1 Positions	44938	

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	353839	0.00
Title 1 Professional Development	10225	0.00
Title 1 Parent Involvement	7605	0.00
Title 1 Certificated	11013	0.00
Title 1 Supplies and Services	96307	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$478,989
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$478,989
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$478,989.00
Grand total budgeted including carryover from Section 11	\$478,989

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

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

Total of State and local programs that the school is including in the schoolwide program: \$

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: Peter Johansen High School

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Michelle Tomlinson Term: 2022/2023 - 2023/2024 XParent Community Member	1. Name: Nathan Schar Principal
2. Name: Selena Villanueva Term: 2022/2023 - 2023/2024 XParent Community Member	2. Name: Dustin Parsons Term: 2022/2023 - 2023/2024 Teacher
3. Name: Ariana Cervantes Term: 2022/2023 - 2023/2024 XParent Community Member	3. Name: Jacqueline Byler-Weston Term: 2022/2023 - 2023/2024 Teacher
4. Name: Juan Manzo Term: 2022 - 2023 Student	4. Name: Andrea Sanchez Term: 2021/2022 - 2022/2023 Teacher
5. Name: Chloe Vance Term: 2022 - 2023 Student	5. Name: Carrie Phillips Term: 2021/2022 - 2022/2023 Teacher
6. Name: Veronica Torres Term: 2022 - 2023 Student	6. Name: Meshell Mattox Term: 2022-2023 Other School Staff

Section 9 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 the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy 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 before adopting this plan.

Name	Advisory Group
Joanna Mendoza	English Language Advisory Council (ELAC)
Melanie Hildebrandt	Site Leadership Team (SLT)

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 the 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 academic performance.

This SPSA was adopted by the SSC at a public meeting on: 04/25/2023 04:30 pm

Attested:

Chloe Vance	SSC Chairperson
Veronica Torres	SSC Vice Chairperson
Meshell Mattox	SSC Secretary