

# Student-Centered

4x4  
Semester Plan

JHS  
2021-2022  
Bell Schedule

JUHSD Board  
Presentation



# Agenda

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01

The Process

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02

Sample  
Schedule

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03

Pros/Cons

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04

Other  
Considerations



Ed Trust  
West



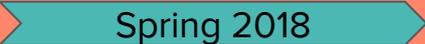
The Education Trust West is a nonprofit educational equity organization focused on closing opportunity and achievement gaps through research, data, policy analysis, and advocacy.



# 3 Phases



Equity  
Audit



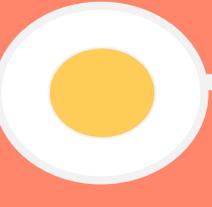
Spring 2018



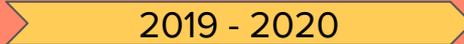
Blueprint  
Action  
Planning



Fall 2018 - Spring 2019



LCAP



2019 - 2020

# Equity Audit

## Transcript Analysis (Class of 2017)

Patterns in student course taking

Choke points where students struggle

Interventions (if any) that have been put in place to help student succeed in their coursework

## Artifact Collection

Master schedule

Bell schedule

Pacing guides

Teacher credential

School calendar

Counselor handbook

Course Request Form ...

## Surveys

Student survey

Parent survey

Staff survey

## Focus Groups

Administrators

Students

Parents

Teachers

Counselors

Support staff

## Community & Data Team Meeting

Partner districts

Community college

Parents

Students

Counselors

## Recommendations

### LCAP GOAL #1

*Increase student achievement for all students while simultaneously closing the achievement gap*

**1 - Change the school structure**

**2 - Improve instructional practices**

### LCAP GOAL #2

*Increase school connectedness by improving student engagement, parent involvement, and school climate*

**3 - Improve communication**

**4 - Practice culturally responsive teaching and learning**

**5 - Strengthen support system for students and staff**

### LCAP GOAL #3

*Increase student services to meet academic and/or socio-emotional needs*

**6 - Provide additional and targeted support to students and staff**



#1

# Change the structure and old school practices

## **CHANGE BELL SCHEDULES**

- Increase student access to courses for enrichment, intervention, Career Technical Education, dual enrollment
- Increase teacher collaboration - Professional Learning Communities

## **ALIGN CURRICULUM & GRADING PRACTICES**

- Create/revise scope & sequence
- Develop districtwide benchmark assessments
- Align grading practices

## **IMPROVE CURRENT STRUCTURE/PRACTICES TO SUPPORT EQUITY**

- Use 4-year planning tool for A-G completion - not just graduation
- Create a master schedule that is student centered and equity-driven
- Restructure leadership team & meetings
- Revise job descriptions of department chairs
- Examine criteria for continuation school referral
- Open enrollment in Advanced Placement courses
- APEX credit recovery as A-G
- Redesign study skills
- Redesign/remove Math Bridge course
- Health as an A-G year long class and embed counseling support
- Audit A-G courses for accuracy

What does  
the  
research  
say?

Optimal  
Scheduling  
for  
Secondary  
Students

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“While the number of classes per day or per year may change based on the scheduling model used, ultimately the amount of annual education time remains relatively constant. Thus, consideration of the ideal scheduling model for a particular district or school depends largely on which schedule matches the district’s or school’s priorities with respect to scheduling flexibility.”

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Hanover Research-February 2014 (p.11)

#### Georgia 10-Year Longitudinal Study<sup>7</sup>

Ten years of data were examined to study the effectiveness of high school block scheduling in an urban school system. Various standardized exam data of six high schools, which had implemented 4x4 block schedules in 1999, were analyzed to assess the effect of the new schedule on student performance.

- ❖ Increases in mean SAT scores, the number of students passing AP tests, and the percentage of students passing the Georgia High School Graduation Tests over a 10-year period were compared to a baseline school year (1997-1998). Georgia Graduation Tests assess performance in social studies, mathematics, language arts, and science.<sup>8</sup>
- ❖ Mean SAT math and verbal scores dropped slightly from 2000 to 2001, immediately after the implementation of block scheduling, but then increased consistently and peaked in 2005. There was a decrease in 2006 and 2007, but mean scores never dropped below the pre-block levels.<sup>9</sup>
- ❖ The number of AP tests taken increased from 453 to 1122. This number increased each year in the 10-year period, and the number of students who were eligible to receive college credit for AP exam results increased consistently.<sup>10</sup>
- ❖ Consistent increases in the percentage of students passing the four Georgia graduation exams were observed, allowing the graduation rate to increase from 60.2% in 2003 to 70.6% in 2007.<sup>11</sup>
- ❖ The authors noted that there were other initiatives in the high schools during the study, including staff development efforts to support teachers undergoing the change from traditional to block scheduling. Saturday review sessions for the Georgia state exams were held throughout the years of block scheduling, as well as additional after-school review sessions for the SAT. Because of these factors, the causal relationship between block scheduling and

<sup>8</sup> Ibid., p.8-9.

<sup>7</sup> Reames, E. and Bradshaw, C. 2009. "Block Scheduling Effectiveness: A 10-Year Longitudinal Study of One Georgia School System's Test Score Indicators." *Georgia Educational Researcher*, Vol. 7 No. 1. <http://coe.faculty.valdosta.edu/lschmert/gers/volume-7/Block%20Scheduling%20formatted.pdf>

<sup>9</sup> Ibid., p.2.

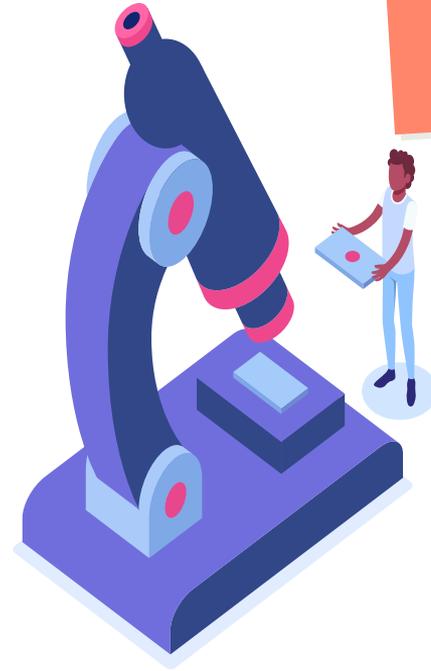
<sup>10</sup> Ibid., p.8.

<sup>11</sup> Ibid., p.9.

<sup>12</sup> Ibid., p.10.

# Urgency, importance, impact!

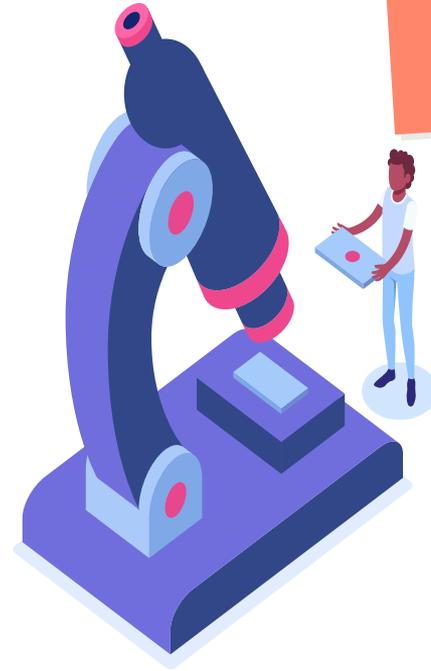
- Grounded in shared humanity
- Reinforces and resources decisions made by communities affected by injustices
- Shifts the role of power from reinforcing systems to injustice to sparking equitable change
- Addresses the internal condition of the intervener as well as the system



Equity Lens:

# Urgency, importance, impact!

- Examine the historical and systemic disparities in opportunities and outcomes.
- Provide the resources necessary to address those disparities.
- Ultimately dismantle the systemic barriers.



Equity Lens:

## Padlet Questions



## Data Analysis Protocol

Transcript Analysis/Course Offerings

- Theories of Causation
  - Students, Infrastructure, Curriculum
- Ideas to address the issues

## Summary of Ideas

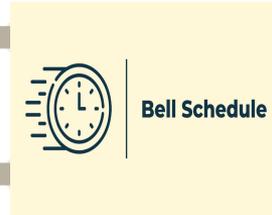
&

Introduction of  
4x4

Bell Schedule

## Conversations

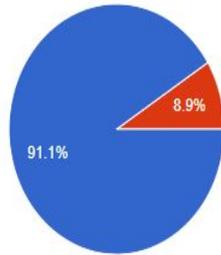
- 1/13-Padlet
- 1/19-Office Hours
- 1/20:
  - Departments
  - All Staff Time-Chat
  - 4x4 Concerns & Responses
  - Staff Survey



# Staff Survey Results:

Are you...

56 responses

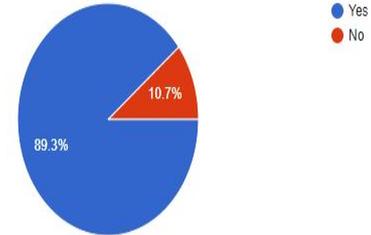


● Certificated  
● Classified

**54% Response Rate**

Are you in favor of students taking 8 classes over the course of a year in order better meet A-G, complete pathways, or recover classes during the school day?

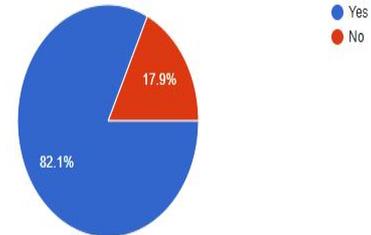
56 responses



● Yes  
● No

Are you interested in moving to a 4x4 schedule as proposed?

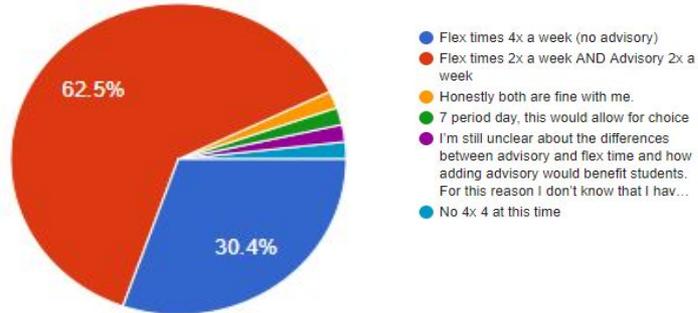
56 responses



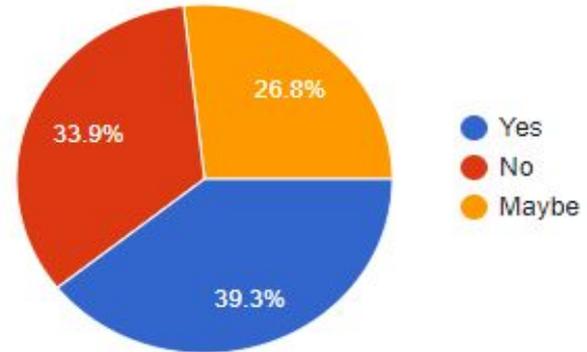
● Yes  
● No

# Staff Survey Results:

If we move to a 4x4, which schedule are you most interested in following?  
56 responses



Are you interested in developing an elective course? \*\* Electives must be open to 9-12 grade students and not require and prerequisites.  
56 responses



# Tight Timeline

Jan.

- 1/13 -Staff Presentation w/Padlet
- 1/19- Office Hours
- 1/20
  - AM-DH
  - PM-All Staff
  - Staff Survey
- 1/25-SSC Meeting
- 1/27-Staff Vote
- 1/29 - Dept. elect.

Feb.

- 2/1- Information goes out to families
- 2/12-Final course offerings in catalog
- 2/22-Course selection goes live
- 2/23-Board discussion

March

- 3/2-Board votes
- WASC Visit

EOY

Build student-centered master schedule

# Schedules Considered

## 7 Period Day

Zero Hour	7:25 - 8:25
1st Period	8:30 - 9:25
2nd Period	9:30 - 10:20
3rd Period	10:25 - 11:15
4th Period	11:20 - 12:10
5th Period	12:15 - 1:05
Lunch	1:05 - 1:40
6th Period	1:45 - 2:35
7th Period	2:40 - 3:30

## A/B Days

Regular Rotating Day		
Time	A-Day	B-Day
8:30 - 9:30	1	5
9:50 - 10:50	2	6
11:10 - 12:10	3	7
12:10 - 12:40	LUNCH	LUNCH
12:50 - 1:50	4	8
2:00 - 3:00	Tutorial / Collaboration	

## 4x4 schedule

Period	Begin Time	End Time
0	7:30 AM	8:15 AM
1	8:30 AM	9:50 AM
2	10:00 AM	11:20 AM
Break	11:20 AM	12:00 PM
3	12:00 PM	1:20 PM
4	1:30 PM	2:50 PM

## 3x3 Bell Schedule

Block A	8:30-10:30
Block B	10:40-12:20
Lunch	12:25-12:55
Block C	1:05-2:45

# Priorities

Increased opportunity to meet A-G, complete pathways, or recover credits

Increased intervention time during the school day

Opportunity for students to focus on less classes at a time

Regular collaboration time for teachers

[Click here for a larger image!](#)

#### Schedule -- Mon/Tues/Thurs/Fri

1st Period	8:00 - 9:20	80 minutes
Brunch	9:20 - 9:35	15 minutes
2nd Period	9:40 - 11:00	80 minutes
Flex / Advisory	11:05 - 11:40	35 minutes
3rd Period	11:45 - 1:05	80 minutes
Lunch	1:05 - 1:35	30 minutes
4th Period	1:40 - 3:00	80 minutes

total instructional minutes: 375

#### Schedule: Foods Day

1st Period	8:00 - 9:15	75 minutes
2nd Period	9:20 - 10:35	75 minutes
Break	10:35 - 10:50	15 minutes
3rd Period	10:55 - 12:10	75 minutes
Flex Time	12:15 - 12:45	30 minutes
Lunch	12:45 - 1:40	55 minutes
4th Period	1:45 - 3:00	75 minutes

total instructional minutes: 350

#### Schedule -- Wednesday

1st Period	8:00 - 9:15	75 minutes
2nd Period	9:20 - 10:35	75 minutes
Brunch	10:35 - 10:50	15 minutes
3rd Period	10:55 - 12:10	75 minutes
Lunch	12:10 - 12:40	30 minutes
4th Period	12:45 - 2:00	75 minutes
Collab	2:10 - 3:00	50 minutes

total instructional minutes: 315

#### Minimum Day Schedule:

1st Period	8:00 - 9:00	60 minutes
2nd Period	9:05 - 10:05	60 minutes
Break	10:05 - 10:25	20 minutes
3rd Period	10:30 - 11:30	60 minutes
4th Period	11:35 - 12:35	60 minutes

total instructional minutes: \_\_\_\_

bell  schedule

# Exploring an Advisory Period



Connections



Foster School  
Culture



Safe Environment



Re-Engage

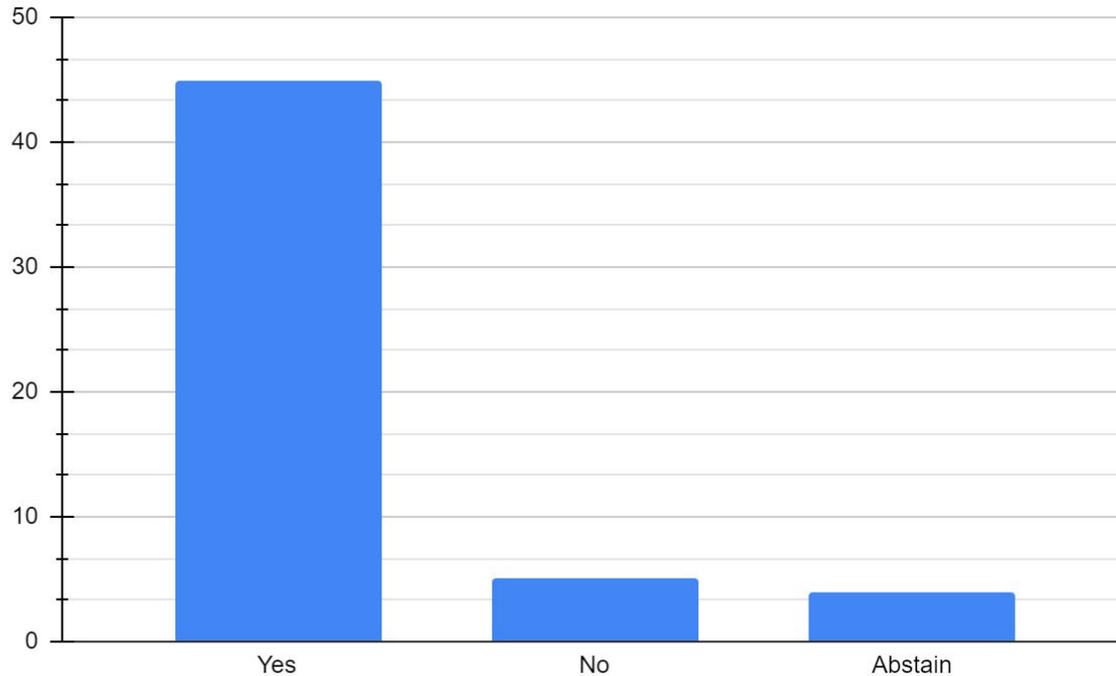


Support



Built-in peer  
group

# Staff Vote:



- 54 of 63 Staff Members Votes=86% Participation
- 45-Yes
- 5-No
- 4-Abstained

# What this means for students:



## Fewer classes/day

Most students will take 4 classes a day vs. 6 a day. (manageable workload)

## Credit Recovery

Students can recover credits during the normal school day and within the school year.

## More Opportunities

- Meet A-G or complete CTE pathways
- Additional college prep electives offered (enjoy!)
- Possible reduced schedule (late start / early release) for seniors

# What this means for teachers:



## Fewer contacts / day

102 students vs. 170 students

## More time for prep

- Prep each semester
- Teach 75% vs. 83% of time

## Increased Collaboration Time

50 minutes weekly!  
An 18% increase over the year

# What this means for our community:



## Fewer Passing Periods

(excluding brunch/lunch/GFT)  
4 vs. 6  
quieter/relaxed environment

Fewer students  
taking APEX/  
SS Classes

Hopefully fewer  
teachers w/1.2 FTE



No system is perfect.



More  
Classes

Teachers will  
teach 6 vs. 5  
classes/ year

Less  
Instructional  
Time

Focus will shift  
to depth over  
breadth

Gap  
between  
levels

Students may  
have a semester  
between course  
levels



No system is perfect.



## Year-long classes

- Anecdotal information supports students benefit from F-2-F year-round for certain classes.
- Leadership, some AP, band class teachers will work with MST.

## Semester balancing

Q1 (8/9 - 10/8) → 44 days  
Q2 (10/12 - 12/17) → 43 days  
**Semester 1 → 87 days**

Q3 (1/3 - 3/15) → 47 days  
Q4 (3/16 - 5/26) → 48 days  
**Semester 2 → 95 days**

Semester 2 is slightly longer to account for lost instructional minutes due to state testing (CAASPP, ELPAC)

## How many sections?

During the 2020-2021 school year, JHS was allocated 295 sections (59 FTEs @ 5 classes / teacher) of academic classes (these do not include counseling, deans, coaching, or TOSAs). Guaranteeing every student 8 classes in a 4x4 requires 369 (61.5 FTEs @ 6 classes / teacher) sections of academic classes. The additional 2.5 FTEs required by the new schedule require funding by the SSC as the district is projected to keep us at 59 FTEs for academic classes.

Our Ask:  
2.5 FTE needed so that  
every student can take eight  
classes

Current  
Expenditures

0.2 FTE - Instructional Coach	\$14,973
GFT software	\$6,479
Collaboration stipend	\$11,159
Best practice/WASC	\$67,694
Wellness	\$4,204
GYM Mentors	\$17,000
Monarch Mentors	\$8,800
Social Worker	\$86,800
Intervention - Break	\$27,869
TOTAL	\$244,978

Our Ask:  
2.5 FTE needed so that  
every student can take eight  
classes

Current  
Expenditures

0.2 FTE - Instructional Coach	\$14,973
<del>GFT software</del>	<del>\$6,479</del>
<del>Collaboration stipend</del>	<del>\$11,159</del>
<del>Best practice/WASC</del>	<del>\$67,694</del>
<del>Wellness</del>	<del>\$4,204</del>
<del>GYM Mentors</del>	<del>\$17,000</del>
<del>Monarch Mentors</del>	<del>\$8,900</del>
Social Worker	\$86,800
<del>Intervention Break</del>	<del>\$27,969</del>
TOTAL	\$244,978
SUBTOTAL	\$185,058

Carryover  
Expenses

\$101,773

**Our Ask:**  
**2.5 FTE needed so that**  
**every student can take eight**  
**classes**

What we  
cover &  
Allocations

Proposal 21-22	Estimated Cost	Running Balance
2.5 FTE	\$225,000	\$225,000
Social Worker	\$87,000	\$312,000
Ins. Coach	\$15,000	\$327,000
Projected allocation 21-22	Estimated \$	Running Balance
Title 1 carryover	\$185,058	\$185,058
Title 1 allocation	\$260,000	\$445,058
LCFF carryover	\$195,198	\$640,256
LCFF allocation	\$95,500	\$735,756

Our Ask:  
2.5 FTE needed so that  
every student can take eight  
classes



Typical  
Allocations

Typical Allocation		
Title 1	\$260,000	\$260,000
LCFF - Supp.	\$93,500	\$353,500
LCFF - Base	\$2,000	\$355,500

**\$735,756**

Allocated  
For 2021-2022  
(includes  
carryover)

**\$327,000**

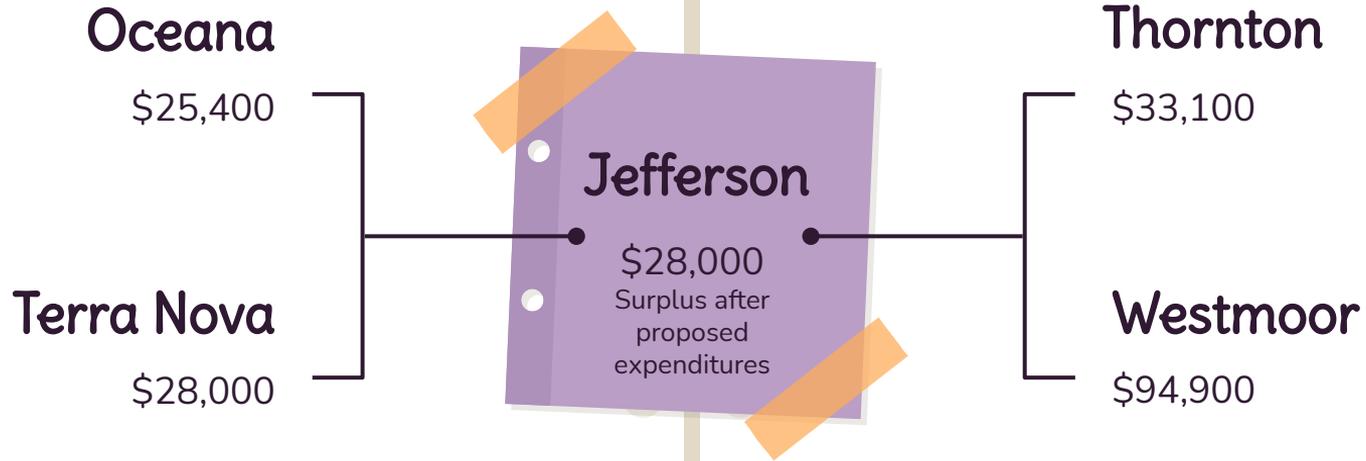
Expenditures

**SURPLUS**

\$408,756-21/22

\$28,000-22/23 &  
beyond

# 2021-2022 JUHSD Projected Allocations



# Title I Allocation and Expenditure

2017-2018

Allocation: \$231,000  
Expenditure: \$359,317

- Teacher salaries  
(13 sections)
- English/Math EL sections
  - School counseling section
  - Instructional coach sections

2018-2019

Allocation: \$265,205  
Expenditure: \$152,090\*

- YMCA after school tutoring
- Niroga Institute
- PD - Plain Talk About Literacy & Learning
- Benefits
- Stipend (meeting)
- Teacher sub

\*charged additional content EL sections to expend allocation

2019-2020

Allocation: \$260,992  
Expenditure: \$118,629

- Math Team Teaching (EL)
- Stipend for collaboration
- Grizzly Flex Time
- Immigrants Rising PD Fees
- College/Career Center Hours
- School Datebooks
- Newsela
- PD - Literacy & Learning
- School parent and family engagement

Over 15% carryover allowable

2020-2021

Allocation: \$283,406  
Carryover: \$142,363  
YTD Expenditure: \$153,117

- 0.2 FTE - Instructional Coach
- GFT software
- Collaboration stipend
- Best practice/WASC
- Wellness Care Packages
- GYM Mentors
- Monarch Mentors
- Social Worker (1.0)
- Intervention - Break

# Course Offerings

Students completed an interest survey

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Your Voice Matters

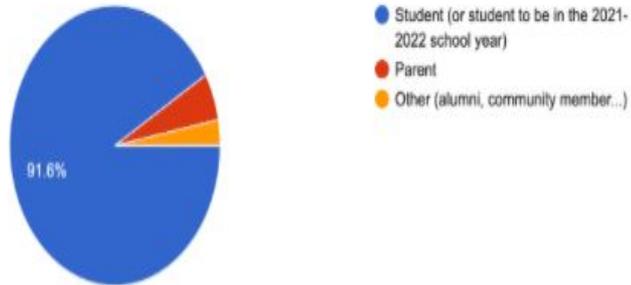


## Who Responded

There were 641 responses to the "Elective Interest Survey".

Of those who responded, 587 were current or incoming students, 35 parents, and 19 alumni or community members.

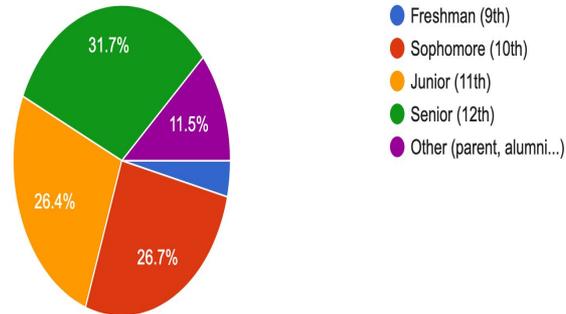
I am a Jefferson  
641 responses



## Who Responded

When asked what grade level they would be in the 2021-2022 school year: 24 identified as freshmen, 171 as sophomores, 169 as juniors, 203 as seniors, and 74 as other (alumni, parents, of community members).

In the 2021-2022 school year I will be a ...  
641 responses



- Ghost Stories in Literature and Film
- Language Foundations-ELD only
- Examining Diversity through Media
- Introduction to Law
- Graphic Novels and Identity
- Hip Hop Culture
- Social Justice Movements
- History through Film
- History of Sports

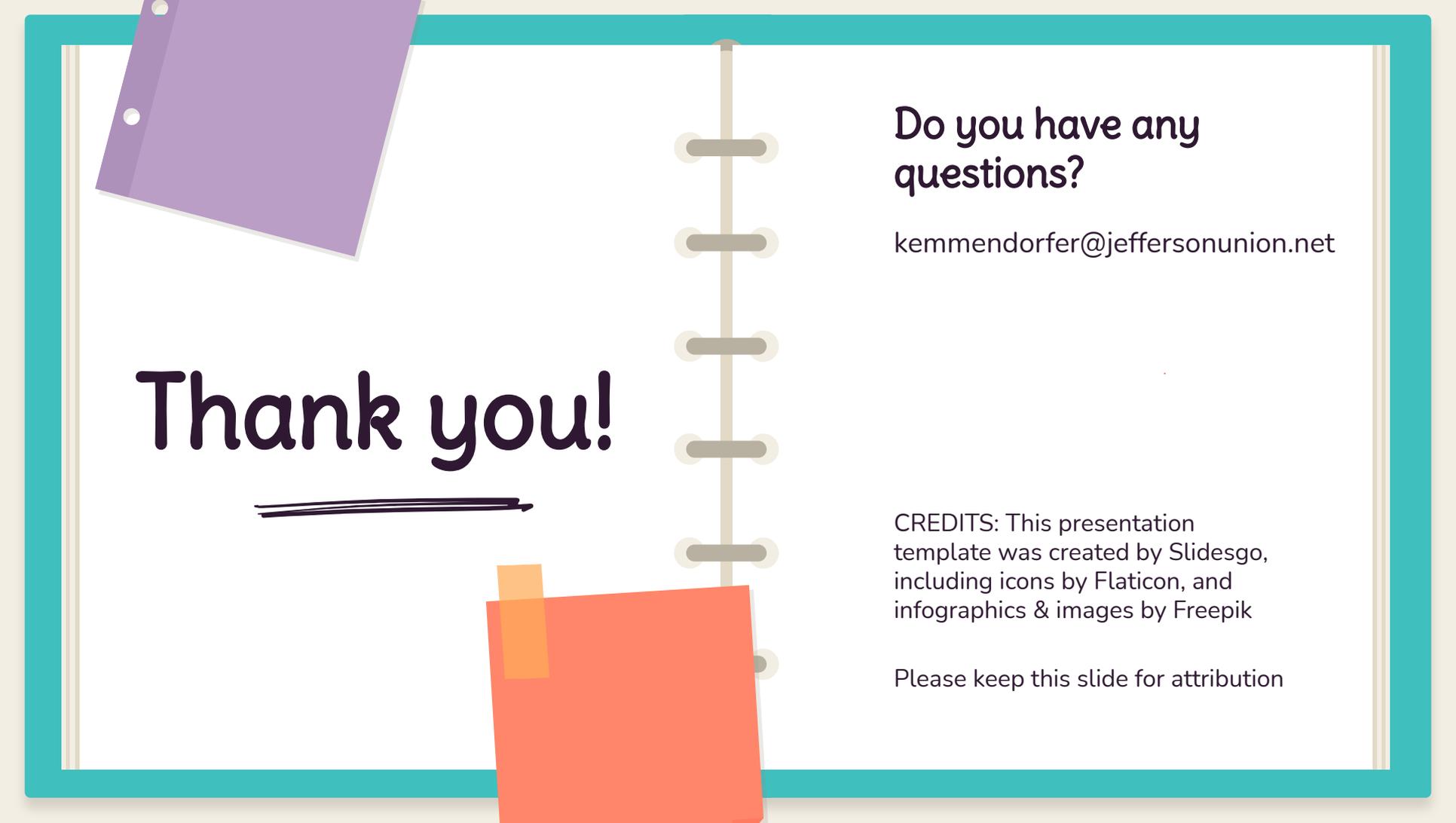
- Personal Finance
- Poetry, Songwriting & Performance
- Environmental Science
- Yoga: Anatomy in Motion
- Team Sports: Anatomy in Motion
- Strength Training & Conditioning: Anatomy in Motion
- Creative Problem Solving
- Yearbook



New  
Electives

A Student's  
Perspective





# Thank you!



Do you have any  
questions?

[kemmendorfer@jeffersonunion.net](mailto:kemmendorfer@jeffersonunion.net)

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