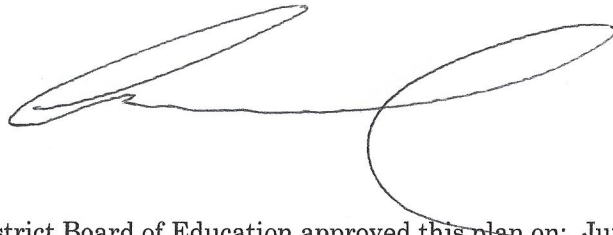


**J. E. Young Academic Center**

10621661030287

Principal's Name: Carson Wood

Principal's Signature:

A handwritten signature in black ink, appearing to be 'Carson Wood', written over a horizontal line. The signature is stylized with loops and a long horizontal stroke.

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

**Centralized Services** - No Centralized Services are utilized at this time.

Consolidated Program Assurances


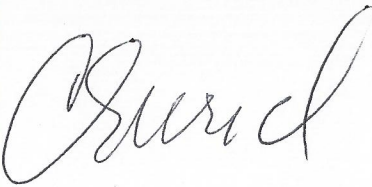
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Carson Wood	X				
2. Chairperson - Cynthia Eurich		X			
3. Secretary – Dania Gonzalez					
4. Jennifer Gross		X			
5. Beth Dong-Urabe		X			
6. Deborah Williams		X			
7. Spellman Quijano			X		
8. Misty Carlson				X	
9. Justin Shaw					X
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date 11/10/21.

**Required Signatures**

School Name: J. E. Young Academic Center			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Carson Wood		5-4-21
SSC Chairperson	Cynthia Eurich		5-4-21

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2021/22

## JE Young and eLearn Academy - 0240

ON-SITE ALLOCATION	JE Young	eLearn	Total
3010 Title I	\$39,744	\$16,800	\$56,544 *
7090 LCFF Supplemental & Concentration	\$88,450	\$76,081	\$164,531
7091 LCFF for English Learners	\$10,200	\$6,000	\$16,200
7099 School Opening Support <i>(New! One-time funds)</i>	\$6,100	\$3,680	\$9,780
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>	<b>\$144,494</b>	<b>\$102,561</b>	<b>\$247,055</b>

* These are the total funds provided through the Consolidated Application	JE Young	eLearn	Total
* Title I requires a specific investment for Parent Involvement			
Title I Parent Involvement - Minimum Required	\$1,242	\$525	\$1,767
Remaining Title I funds are at the discretion of the School Site Council	\$38,502	\$16,275	\$54,777
Total Title I Allocation	\$39,744	\$16,800	\$56,544

## JE Young Academic High 2021-2022 - SPSA

### Goal 1 - STUDENTS: Improve academic performance at challenging levels.

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
4 Year Cohort Graduation Rate		86.36 %	2019-2020	87 %
I-Ready ELAD1 On Level		12.5 %	2020-2021	25 %
I-Ready Math D1 On Level		6.93 %	2020-2021	12 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

#### 4 Year Cohort Graduation Rate

J.E. Young's goal is to help students attain credits and return to their comprehensive high school if they choose to. Last year's graduation rate rose to 86.36%. This graduation rate is based on the students who actually stayed at J.E. Young and graduated, and does not count the students who attained enough credits to be back on track for graduation and returned to their comprehensive high school. During the 20-21 school year, we applied for DASS and was approved. This will categorize J.E. Young's graduation rate on a one-year cohort model.

#### I-Ready ELAD1 On Level

**J.E.Y High School:** Due to COVID, the iReady assessment was given only in the fall of 2019; the 2nd iReady assessment in the spring 2020, was not administered due to the school closure. The fall 2019-2020 iReady data for Reading shows that 82% of students grades 8-12, were 2+ grade levels below; 10% were 1 grade level below; 7% were on grade level. The same iReady data for ELA in the Fall of 2020-2021 shows 79% of students grades 8-12 were 2+ grade levels below; 8% were 1 grade level below; and 12% were on grade level.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

#### 4 Year Cohort Graduation Rate

J.E. Young continued to offer higher level A-G Requirement courses that were implemented during the 19-20 school year. With distance learning beginning in March, 2020, we thought student credits would decline reducing the number of graduates; however, the opposite was true. During the 3rd and 4th qtr of the 2019-2020 school year, which was during the COVID School closure, J.E. Young students earned over 13,500 credits which is about 500 credits more than the 2018-2019 school year. Our graduation rate also increased from 76.7% in 2018-2019 to 83% in 2019-2020 school year. However, so far for the 1st and 2nd qtrs of 2020-2021, J.E. Young's credit count is 3,400 fewer credits than the 2019-2020 school year. This can be most likely be attributed to students not being on campus at the beginning of the school year to build relationships with their teachers so that students felt comfortable reaching out to their teachers when they were having academic struggles, or just needed to discuss progress. In addition, at the beginning of the 2021-2022 school year, there were a lot of technology issues and a lack of wifi hotspots to give to students. The district was out of hotspots for several weeks. There were students who started J.E. Young who had never used the online Edgenuity platform for learning. This took time for students to learn on their own, with some teacher guidance done virtually. Also, the school closure due to COVID created lack of motivation for many students. The number of students requesting a follow-up for personal and academic problems was higher on the spring 2021 Campus Culture Student Survey than in the past. However, students were used to going to the J.E.Y SSW to sit and discuss their problems/concerns. When school closed in March, 2020,

**I-Ready Math D1 On Level**

**JEY High School:** Due to COVID, the iReady assessment was given only in the fall of 2019; the 2nd iReady assessment in the spring 2020, was not administered due to the school closure. For the fall of 2019-2020 math iReady assessment, 80% of grades 8-12 were 2+ grade levels behind; 15% were 1 grade level behind and 5% were on grade level. There was a total of 40 students who tested. For the fall of 2020-2021 math iReady assessment, 83% of grades 8-12 were 2+ grade levels behind; 10% were 1 grade level behind; and 7% were on grade level. There was a total of 100 students who tested.

although the SSW was available to meet with students, it was online, not in person. On the spring 2020 Campus and Culture Student Survey, 57% of students said they felt a sense of belonging at the school; during the spring 2021 survey 50% of the students reported they felt a sense of belonging at the school. This is a 7% decrease. This may be a result of decreased in-person availability for Social Emotional Services. J.E. Young will be categorized as a one year cohort model under the approval of DASS.

**I-Ready ELA D1 On Level**

**JEY High School:** The difference in the number of students who tested on the fall 2019 iReady reading assessment and the fall 2020 iReady reading assessment was 17 students. 79 students tested in 2019-2020; 96 students tested in 2020-2021. 82% (2019) and 79% (2020) scored 2+ years behind grade level. 10% (2019) AND 8% (2020) scored 2+ years behind and 8% (2019) and 13% (2020) were on grade level. Overall student level by ethnicity/race shows: 85% (5) African American; 75% (3) Asian; 67% (2) Two or More Races; 57% (4) White scored 2+ grade levels behind. 83% (60) economically disadvantaged students were 2+ grade levels behind; 100% (3) homeless were 2+ grade levels behind; and 83% (5) EL students were 2+ grade levels behind.

**I-Ready Math D1 On Level**

**JEY High School:** Although there was a 60 student difference in the number of students who tested from the fall iReady assessment of 2019-2020 to fall 2020-2021, the % of students who were 2+ grade levels behind, 1+ grade level behind, and on level didn't vary much. One contributing factor is that J.E. Young is an independent study and the enrollment fluctuates from year to year, but more importantly, the actual students vary from year to year. The same students who tested in the fall of 2019-2020 may not be the same students who tested in the fall of 2020-2021. There is no current D2 iReady assessment for the spring of 2020-2021 so there is no current data that shows any sub-group inequities. During the fall 2019-2020 iReady D1 assessment, 80% (32) were 2+ years behind grade level: 79% (22) Hispanic; 100% (3) African American, 100% (2) Asian; 60% (3) White. 21% (6) Hispanic were 1 grade level behind. 40% (2) White were on grade level. 80% (28) economically disadvantaged students scored 2+ grade levels behind; 100% (1) homeless scored 2+ grade levels behind; and 100% (3) EL scored 2+ grade levels behind.

**Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.**

**Graduation:** Based on March data, we have 25 out of 148 seniors who are off-track and will not graduate this school year or during summer sessions. This doesn't include students who may drop to FAS, move out of district, ERC referrals or DPI placements. Of these 25 students at least 8 are 18/19 years of age. Multiple contacts were made and students still did not attend school or do any work. Students were encouraged to transition to Fresno Adult School, but in the end, they did not enroll. We currently have 48 early graduates this school year and approximately 123 more who are on track to graduate. Due to COVID and the school closure, students are not making as much academic progress as they should. Earned credits from 2019-2020 to this current year are down by 69% for both Qtr 1 and Qtr 2. (Qtr 1 - 19-20 had 4,161.5; 20-21 had 2,887) (Qtr 2 19-20 had 7002.3; 20-21 had 4,855.5). Teachers make multiple calls to students/families to discuss academic progress. The counseling team sends out progress reports every 4 1/2 weeks. Seniors are sent on-track / off-track letters notifying them of their graduation status. In addition, every quarter, teachers call all of their advisory students' parents to discuss academic progress. This conversation is memorialized in the Student Portfolio section in Atlas for each student. Our campus culture director sends out weekly announcements to all students and families and includes something about how many days/weeks are left to complete credits for the quarter. As in the 19-20 school year, Extended Learning provides a supplemental contract currently to one teacher to assist with students' credit attainment (virtually this school year) on their Edgenuity courses. Distance Learning made it difficult for teachers to monitor who was actually sitting at their computer and working since there was no requirement for students to turn on their cameras. Students would log on to class, but when the teacher calls on them, they wouldn't respond. Or students would log in to class for 5



minutes and then log out. When students are physically in the classroom, the teacher can walk around and monitor students progress and encourage them to stay on task and to stay focused.

**iReady - High School:** During the 2019-2020 and 2020-2021 school year, the iReady assessments were given in the fall. A high percentage of students in both reading and math fell in the 2+ years behind grade level band. Due to COVID, the spring 2020 assessment was not given as schools had just closed and were beginning to delve into distance learning.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

For the upcoming 2021-2022 school year, we hope to have all students physically back on campus so they can get in-person support from their teachers. In addition, having in-person parent meetings has more of an impact on parents and students when we can show them their student's transcript and explain in person what the expectations are for their student than having a phone conversation with them. Having students back in person will make it easier for teachers to monitor students progress while they are in class. They can discuss, in person, with students their academic progress, weekly Edgenuity goals and discuss how much they need to be completing each day to meet their weekly goals. In addition, the counseling team can meet with students to discuss their academic progress. During COVID, many students claim they are not motivated to their work, and not being able to meet in person with the SSW to discuss their social emotional needs effected them academically. Being back at the school site, students will have more of the Social Emotional needs met that often have a negative effect on their academic progress.

**iReady High School:** Students will be on campus to take the iReady diagnostic tests.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Surprised the i-Ready data was so low, but most likely due to being at home to take the test. Students seem to know that the i-Ready has no impact on credits/graduation therefore, don't take it seriously.

**2** ELAC:

ELAC is part of the SSC.

**3** Staff:

Teachers stated that many students were not motivated to do their work from home, and not requiring students to turn on their cameras created attendance problems. Students would log in to class, and then leave. Students heard that if they log in for just one minute they have to be marked present. Also, EL students need to hear and speak English so they can become proficient. Distance learning has made this difficult, as many students don't orally participate online.

## JE Young Academic Center Elementary 2021-2022 - SPSA

### Goal 1 - STUDENTS: Improve academic performance at challenging levels.

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		38.76 %	2020-2021	45.76 %
I-Ready Math D2 On Level		28.89 %	2020-2021	35.89 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

##### **I-Ready ELA D2 On Level**

J.E. Young Elementary was not in session during 2019-2020 school year, so no iReady data is available.

##### **I-Ready Math D2 On Level**

J.E. Young Elementary was not in session during the 2019-2020 school year, so no iReady data is available.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

##### **I-Ready ELA D2 On Level**

During the fall of 2020, 183/269 JEY elementary students took the iReady Reading assessment. 33% scored in Tier 1; 30% scored in Tier 2; and 37% scored "At Risk for Tier 3. The three highest Tier 3 domains were Vocabulary (33%); Comprehension: Literature (34%); Comprehension: Informational Text (34%). Due to COVID and school closure, students were having to take this assessment from home instead of in the classroom with their teacher. 40% of African American, 36% of Hispanic and 25% of White students scored at least 2 grade levels behind in reading for Diagnostic # 1. These percentages equate to 12 students. For Diagnostic #2 50% African American, 33% Asian, 16% Hispanic, 24% White (total of 28 students) are represented in being 2 or more years behind in reading.

##### **I-Ready Math D2 On Level**

During the fall iReady assessment, 18% (35 students) were two grade levels below. 18% (35 students) were three or more grade levels behind. In the Numbers and Operations domain, 39 students (29%); Algebra and Algebraic Thinking domain 37 students (27%); Measurement and Data domain 43 students (32%); and Geometry domain 47 students (35%) are at least 2 grade levels behind. The overall mathematics intervention by ethnicity for fall 2020 was: 33% Hispanic, 11% White and 67% African American make up a total of 11 students who are two or more grade levels behind. The overall mathematics intervention by ethnicity for Spring 2021 is: 55% African American, 40% Asian, 31% White and 26% Hispanic make up 42 students (32% of all students) who are two or more grade levels behind.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

J.E. Young Elementary is a brand new program. Many students were struggling with distance learning due to the large class sizes through their home school. Parents were needing something different for their student, so the elementary program was started. This allows some flexible scheduling for parents who work, but it also provides small virtual class sizes ranging from 2-4 students per teacher per class meeting time. Not all students enrolled at the beginning of the school year which caused some stress for students when they transitioned to an unfamiliar virtual setting. The elementary students come from all schools within FUSD which also causes students to be at different places within the curriculum. In addition, the elementary program grew at a fast pace which prompted the hiring of more teachers, which therefore caused student movement from one teacher to another in order to keep the small class sizes. All of these changes, can be a factor in the i-Ready Diagnostic Assessment results. There were more students scoring 2 or more grade levels below on the math diagnostic # 2 (42 students) than there were on the math diagnostic #1 (11 students). This is also true on the ELA diagnostic, there were more students scoring 2 or more grade levels below on diagnostic #2 (31) than on diagnostic # 1 (12). More time needs to be spent on the specific learning domains where students are 2 or more grade levels below.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Since the JEY elementary program is all distance learning, students will continue to take the iReady assessment from home. Teachers will need to further focus on the low-performing groups and the domains in which they are 2 or more grade levels below. Also, J.E. Young's elementary program is in the process of modifying the program schedule for the 2021-2022 school year to incorporate one in-person school day which will give teachers an additional day to work with students in person, and in small groups based on their academic needs.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Surprised that the i-Ready data is so low, but most likely due to being at home to take the test. Students don't seem to take the test seriously and many didn't even bother to take the assessment.

**2** ELAC:

ELAC is combined w/SSC

**3** Staff:

Teachers state that many students were not motivated to do their work from home. Some students refused to turn on their camera which often resulted in a lack of student participation. Also, EL students need to hear and speak English so they can become proficient. Distance learning has made this difficult, as many students don't orally participate online. Teachers also expressed concern over the integrity of the i-Ready assessment results since they can be done asynchronously where the teacher can't monitor the student while they take the assessment.

## Action 1

**Title:** Decrease Off-Track Seniors - High School

### Action Details:

By the end of the 2021-2022 school year, J.E. Young will decrease the number of off-track seniors by 10% based on the number of total off-track seniors enrolled throughout the school year.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically monitor progress toward each indicator target

Total credits at the beginning of the school year.

Total credits at each reporting period.

Number of students attending the after school extended learning session.

Counselor to monitor monthly off-track senior progress

Counselor to send out senior grad status letters 2x a year

Counselor/Admin to have individual meetings w/students and parents of off-track seniors.

Edgenuity Online Data

Power BI: Chronic Absenteeism, I-Ready, Student Assessment

Winter Session

Extension of extended Learning Summer sessions from 3 up to 4 sessions (pending approval)

Dual-Enrollment Data

Students will increase time working in core courses alongside their mentor coach during Monday's Community Leadership class as well as advisory class.

Progress reports and report cards will be distributed or mailed on a mid-quarter and quarterly basis. There will be communication to families by advisory teacher, counseling team or admin team. and all communication logged into Atlas regarding students academic progress.

Use internal dashboard as well as the data collected from Equity and Access such as formative and summative assessment data such as SBAC, iReady, credits, attendance, etc.

Teachers use the Alt Ed Single Student Report for estimating student course completion.

#### Owner(s):

Administration: C. Wood, Principal; R. Day, Vice-Principal; D. Gardner, Office Manager

Counselors: A Santillan, J. Silva

Online Manager: Thomas Nixon

All certificated teachers

#### Timeline:

August, 2021 to June, 2022.

#### Details: Explain the data which will specifically monitor progress toward each indicator target

#### Owner(s):

#### Timeline:

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

JEY's Tier 1 approach to instructional services is our Independent Study Instructional Model (ISIM) scheduling and course sequencing using the GVC (Edgenuity), as well as mentor coaching.

JEY's Tier 2 approach to instructional services is offering traditional independent study(ISP) course scheduling and support using the GVC as well as mentor coaching.

JEY's Tier 3 approach to instructional services is that the site transition team will determine appropriate placement. Teachers will have dedicated monthly EL training. Teachers will know who their EL students are so they can support their EL students more effectively.

JEY's Tier 4 approach to instructional services is to provide extra opportunities for students to attain credits (Extended Learning Summer Sessions, Extended Learning Winter Sessions, After School Extended Learning Opportunities).

JEY's Tier 5 approach is to provide opportunities for student acceleration in courses, providing the opportunity for possible early graduation.

JEY's Tier 6 approach is using both short and long term goal setting cycles facilitated by advisory teachers.

#### Specify enhanced services for EL students:

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1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. After school extended learning opportunities
4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically
6. Parent Communication
7. Academic Counseling
8. Opportunities for students to feel more connected to school through school-wide activities
9. Parent Conferences
10. School Social Worker Referral as needed
11. Utilize instructional strategies that focus on improving EL students' language acquisition
12. Interact Fellows (pending EL allocation)
13. Teachers knowing who their EL students are so they can support them more effectively
14. Teachers will have dedicated monthly EL training that will support them when working with EL students.
15. EL's receive daily designated and integrated ELD that aligns to students' English language proficiency and provides language support and access to the standard curriculum.
16. EL data is reviewed at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.
17. Technology as needed: tablets, headphones, hotspots

#### Specify enhanced services for low-performing student groups:

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1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons.
2. Activate Background Knowledge.
3. Interact Fellows (pending EL allocation)
4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically
6. Parent Communication
7. Academic Counseling
8. Opportunities for students to feel more connected to school through school-wide activities
9. Parent Conferences
10. School Social Worker Referral as needed
11. Utilize instructional strategies that focus on improving students' academic performance.
12. Interact Fellows (pending EL allocation)
13. Teachers knowing who their EL students are so they can support them more effectively
14. Teachers will have dedicated monthly EL training that will support them when working with EL students.
15. Work with SPED team to progress monitor and provide interventions for identified special education students.
16. Create a communication loop between ISGI and teachers focused on transitioning and receiving students.
17. Technology as needed: tablets, headphones, hotspots

## Action 2

**Title:** Decrease off-track 9-11th grade students - High School

#### Action Details:

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By the end of the 2021-2022 school year, we will decrease by 10% the number of 9-11th grade students who are off-track based on the number of total off-track 9-11th grade students throughout the school year.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

Total credits at the beginning of the school year.

Total credits at each reporting period.

Number of students attending the after school extended learning session.

Counselor to monitor monthly off-track progress of 9th-11th grade students.

Counselor/Admin to have meetings w/students and parents of off-track 9th-11th grade students.

Edgenuity Online Data

Winter Session

Extension of Summer School sessions from 3 up to 4 sessions (pending approval)

Dual Enrollment (11th grade)

Students will increase time working in core courses alongside their mentor coach during Monday's Community Leadership class as well as advisory class.

Progress reports and report cards will be distributed or mailed on a mid-quarter and quarterly basis. There will be communication to families by advisory teacher, counseling team or admin team, and all communication logged into Atlas regarding students academic progress.

Use internal dashboard as well as the data collected from Equity and Access such as formative and summative assessment data such as SBAC, iReady, credits, attendance, etc.

Owner(s):

Administration: C. Wood, Principal ; R.Day, Vice-Principal; D. Gardner, Office Manager

Counselors: A Santillan, J. Silva

Online Manager: Thomas Nixon

All certificated teachers

Timeline:

August 2021 to June 2022

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

JEY's Tier 1 approach to instructional services is our Independent Study Instructional Model (ISIM) scheduling and course sequencing using the GVC (Edgenuity), as well as mentor coaching.

JEY's Tier 2 approach to instructional services is offering traditional independent study(ISP) course scheduling and support using the GVC (Edgenuity) as well as mentor coaching.

JEY's Tier 3 approach to instructional services is that the site transition team will determine appropriate placement. Teachers will have dedicated monthly EL training. Teachers will know who their EL students are so they can support their EL students more effectively.

JEY's Tier 4 approach to instructional services is to provide extra opportunities for students to attain credits (Extended Learning Summer Sessions, Extended Learning Winter Sessions, After School Extended Learning Opportunities).

JEY's Tier 5 approach is to provide opportunities for student acceleration in courses, providing the opportunity for possible early graduation.

JEY's Tier 6 approach is using both short and long term goal setting cycles facilitated by advisory teachers.

Specify enhanced services for EL students:

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. After school extended learning opportunities

Specify enhanced services for low-performing student groups:

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons.
2. Activate Background Knowledge.
3. Interact Fellows (pending EL allocation)

4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically
6. Parent Communication
7. Academic Counseling
8. Opportunities for students to feel more connected to school through school-wide activities
9. Parent Conferences
10. School Social Worker Referral as needed
11. Utilize instructional strategies that focus on improving EL students' language acquisition
12. Interact Fellows (pending EL allocation)
13. Teachers knowing who their EL students are so they can support them more effectively
14. Teachers will have dedicated monthly EL training that will support them when working with EL students.
15. EL's receive daily designated and integrated ELD that aligns to students' English language proficiency and provides language support and access to the standard curriculum.
16. EL data is reviewed at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.

4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically
6. Parent Communication
7. Academic Counseling
8. Opportunities for students to feel more connected to school through school-wide activities
9. Parent Conferences
10. School Social Worker Referral as needed
11. Utilize instructional strategies that focus on improving students' academic performance.
12. Interact Fellows
13. Teachers knowing who their EL students are so they can support them more effectively
14. Teachers will have dedicated monthly EL training that will support them when working with EL students.
15. Work with SPED team to progress monitor and provide interventions for identified special education students.
16. Create a communication loop between ISGI and teachers focused on transitioning and receiving students.

### Action 3

Title: i-Ready ELA Diagnostic Assessments - Elementary

#### [Action Details:](#)

By the end of the 2021-2022 school year, JE Young elementary students will increase the the iReady diagnostic assessments in reading from the current 38% on grade level to 45% on grade level.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- . iReady assessment data for D1 and D2
- 2. Progress monitoring of grades
- 3. ELPAC testing for EL students
- 4. Attendance - Assignment Contracts
- 5. Teachers identifying weekly which students have not turned in any work.
- 6. Targeted teaching of lowest reading domains based on current iReady data
- 7. Social Emotional Support
- 8. Extra Support Fridays w/teacher on Math and/or ELA

Owner(s):

Administration: R. Coe, Director; C. Wood, Principal;  
R. Day, Vice-Principal; Office Manager, Dawn Gardner  
Counselors: A Santillan; J. Silva  
Attendance Clerk  
All teachers  
SSW

Timeline:

August 2021 to June 2022.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- 1. GVC - ELA, Math, Science, Social Science
- 2. Technology as needed: tablets, headphones, hotspots
- 3. Mini whiteboards for students
- 4. Direct Instruction 2x days a week
- 5. Extra Support Fridays w/teacher for Math and/or ELA

Specify enhanced services for EL students:

- 1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
- 2. Activate Background Knowledge.
- 3. Friday extended learning opportunities
- 4. Make instruction accessible with teacher
- 5. Use home language strategically
- 6. Parent Communication
- 7. Academic Counseling
- 8. Opportunities for students to feel more connected to school through school-wide activities
- 9. Parent Conferences
- 10. School Social Worker Referral as needed
- 11. Utilize instructional strategies that focus on improving EL students' language acquisition
- 12. Interact Fellows (pending EL allocation)
- 13. Teachers knowing who their EL students are so they can support them more effectively
- 14. Teachers will have dedicated monthly EL training that will support them when working with EL students.

Specify enhanced services for low-performing student groups:

- 1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
- 2. Activate Background Knowledge.
- 3. Friday extended learning opportunities
- 4. Make instruction accessible with teacher
- 5. Use home language strategically
- 6. Parent Communication
- 7. Academic Counseling
- 8. Opportunities for students to feel more connected to school through school-wide activities
- 9. Parent Conferences
- 10. School Social Worker Referral as needed
- 11. Utilize instructional strategies that focus on improving EL students' language acquisition
- 12. Interact Fellows (pending EL allocation)
- 13. Teachers knowing who their EL students are so they can support them more effectively
- 14. Teachers will have dedicated monthly EL training that will support them when working with EL students.



## Action 4

**Title:** i-Ready Math Diagnostic Assessment - Elementary

### Action Details:

By the end of the 2021-2022 school year, J.E. Young elementary will increase the i-Ready Math Diagnostic Assessments from the current 28% on grade level to 35% on grade level.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically monitor progress toward each indicator target

1. iReady assessment data for D1 and D2
2. Progress monitoring of grades
3. ELPAC testing for EL students
4. Attendance - Assignment Contracts
5. Teachers identifying weekly which students have not turned in any work.
6. Targeted teaching of lowest reading domains based on current iReady data
7. Social Emotional Support
8. Extra Support Fridays w/teacher on Math and/or ELA

#### Owner(s):

Administration: R. Coe, Director; C. Wood, Principal;  
R. Day Vice-Principal; D. Gardner, Office Manager  
  
Counselors: A. Santillan; J. Silva  
  
Attendance Clerk  
  
All teachers  
  
SSW

#### Timeline:

August 2021 to June 2022

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

1. GVC - ELA, Math, Science, Social Science
2. Technology as needed: tablets, headphones, hotspots
3. Mini whiteboards for students
4. Direct Instruction 2x days a week
5. Extra Support Fridays w/teacher for Math and/or ELA

#### Specify enhanced services for EL students:

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. Friday extended learning opportunities
4. Make instruction accessible with teacher
5. Use home language strategically
6. Parent Communication

#### Specify enhanced services for low-performing student groups:

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. Friday extended learning opportunities
4. Make instruction accessible with teacher
5. Use home language strategically
6. Parent Communication

7. Academic Counseling

8. Opportunities for students to feel more connected to school through school-wide activities

9. Parent Conferences

10. School Social Worker Referral as needed

11. Utilize instructional strategies that focus on improving EL students' language acquisition

12. Interact Fellows (pending EL allocation)

13. Teachers knowing who their EL students are so they can support them more effectively

14. Teachers will have dedicated monthly EL training that will support them when working with EL students.

7. Academic Counseling

8. Opportunities for students to feel more connected to school through school-wide activities

9. Parent Conferences

10. School Social Worker Referral as needed

11. Utilize instructional strategies that focus on improving EL students' language acquisition

12. Interact Fellows (pending EL allocation)

13. Teachers knowing who their EL students are so they can support them more effectively

14. Teachers will have dedicated monthly EL training that will support them when working with EL students.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0240 JE Young Independent Study (Locked)

### G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Direct-Graph			JEY Direct Graphics - Graduation Pamphlets	2,000.00
G1A1	One-Time School	Instruction	Nc-Equipment			: JEY Technology to replace missing or broken technology to ensure the reopening of school goes smoothly	5,000.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			: eLearn Academy Technology	5,000.00

**\$12,000.00**

**Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness		8.44 %	2019-2020	15 %
Student-centered real world learning experience - Site Defined		0 %	2020-2021	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**College/Career Readiness**

**CTE:** Social Media Marketing (Elective):

JE Young replaced the Pre-Employment Preparation course two years ago with the Social Media Marketing (SMM) course providing students the opportunity to gain marketable skills in communication through an online presence. Students promote events on and off campus through social media via photo/video announcements, Instagram posts, and classroom presentations, which prepares them for work in almost any business/industry and allows them to promote their own interests via branding and entrepreneurial ventures. Students improve their video editing skills by using adobe software. In the first year of the program (2019-20), the SMM course was considered a Regional Occupational Program (ROP) course, supported by the Fresno County Office of Education. This designation required that students attend 5 days a week in a block schedule format. Most JE Young students come to school 2-3 days per week and were not inclined to attend a 5 day/week course. To increase enrollment, the decision was made to offer SMM as a 2 day per/week course. Also, a google form has been created and implemented for students to indicate preference for elective courses/program opportunities, SMM being one of the options.

**DUAL ENROLLMENT:**

JE Young has a well-established dual enrollment program which allows students to enroll in college courses at Fresno City College while completing high school graduation requirements. Students have two options for dual enrollment: Option 1 is a Business Technology (BT) certificate program comprised of three business technology courses, two courses in Microsoft Word and the third course in 21<sup>st</sup> Century Workforce Skills. Option 2 is an Advance to College (ATC) focus comprised of three courses, two counseling courses are College and Life Management and Career Planning and Development, and the third course is Introduction to Online Learning at the college level. All completed courses result in both college unit and high school elective credit attainment for students.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

**College/Career Readiness**

**CTE:**

**Social Media Marketing (Elective):** This was a new CTE course first offered during the 2019-2020 school year. As this was a learning year for the students, when the school closure happened due to COVID and students were doing work through distance learning, students were not able to utilize the SMM tools during semester 2 to get the full experience of Social Media Marketing. This was still true for the 2020-2021 school year due to distance learning.

**Dual Enrollment:** Dual Enrollment has had a higher percentage of Hispanic and African American students than any other ethnic background. For the current school year, there are 19 Hispanic, 2 African American, 3 White and 1 Asian students enrolled in Dual Enrollment. However, this year has a lower enrollment of African American students than in years past.

**Job Development:** During the 2019-2020 school year the job developer provided classroom presentations around resume writing and work permits. During the 2020-2021 school year, the job developer was able to do a few virtual classroom presentations, but not as many as when students were physically at school. There has not been a large increase in the number of students requesting work permits during the 2020-2021 school year (24) compared to the 2019-2020 school year (27). With the implementation of AB 908 which took away the G.P.A requirement to get a work permit, we would have thought there would be a significant increase in the number of work permits issued which would allow more students to get jobs to help support themselves/family during the COVID pandemic. Prior to COVID, students who did not meet the minimum G.P.A requirements did not have the opportunity to get a job to help support themselves/family.

Also, COVID prevented in-person college field trips and in-person guest speakers. Virtual college field trips and guest speakers were not scheduled during the 2020-2021 school year.

Partnering with Fresno City College's Dual Enrollment, Business Education and Counseling departments, JE Young worked to increase student enrollment, number of courses taken, course completion percentages, and college units/high school credits earned. During the 2020-21 school year, all dual enrollment courses were offered 100% online and the matriculation process was completed virtually for all students.

Fall 2020 data indicates that the dual enrollment programs are a continued success. BT program data reflects a 100% (12 students) completion of one or more college courses with 83% of the students completing all three courses. ATC program data reflects a 100% (22 students) completion of two or more college courses with 73% of the students completing all three courses. Spring 2021 midterm data suggests continued success with the dual enrollment programs. Spring enrollment increased by 26% from Fall 2020 as 18 students are enrolled in BT courses and 25 students are enrolled in ATC courses.

The success and effectiveness of the dual enrollment program can be attributed to the continued implementation of a dual enrollment coordinator/liaison who works directly with Fresno City College and JEY students and staff to oversee recruitment and matriculation process and paperwork submission. The coordinator also serves in a mentor role, working directly with the BT instructor and the students to monitor and support student achievement and completion of courses. In addition, the dual enrollment coordinator is the college instructor for the two college counseling courses allowing for the monitoring of ATC students to support student achievement and completion of courses.

**Job Development and Work Experience:** JEY also has a job developer who provides services such as resume writing, getting a job and work permit, virtual and in-person college field trips as well scheduling guest speakers related to careers. Students are able to participate in career fairs as well as job shadowing opportunities. When students receive a job permit, the counselor enrolls students in the Work Experience Course where the teacher of record monitors students' job performance as well as uses the online platform IMAGO for career based lessons which helps students understand the work performance standards. Students also earn credits for the IMAGO lessons they complete. J.E. Young students have earned over 490 credits from the 2017-2021 school years. This is an average of 122.5 credits per year.

#### **Student-centered real world learning experience - Site Defined**

J.E. Young, in prior years has engaged in Project Based Learning opportunities such as food insecurities in which JE Young partnered with several departments at Fresno State University. Students were able to take a field trip to Fresno State and were able to see different agricultural crops from the field all the way until they went to the Gibson Market on Fresno State's campus. In addition, as part of the PBL, students were able to work at Fresno State's Food Pantry where Fresno State students can go to pick up food and personal necessities. Due to the COVID school closure, there was no Project-Based Learning for the 2020-2021 school year.

In addition, when students get a work permit, they are enrolled in the work experience course where they are monitored by the work experience teacher. One issue with enrolling students in the work experience course has been that not all students who have jobs get a work permit because they are 18 years old. Therefore, not all students get the extra support through the work experience class and they don't get additional elective credits that they may need.

#### **Student-centered real world learning experience - Site Defined**

J.E. Young's PBL projects in the 2018-2019 school year included 100% of J.E. Young's student body. Many students learned about food insecurities, nutrition, healthy vs. not healthy food choices, as well as learned where local farmer's markets were located around Fresno as well as where the Fresno Food Bank would pass out food for free. Students were able to share this information with their families and were encouraged to seek out healthy food options for family meals. Without this PBL project, many students would not know about the abundance of healthy, fresh food choices available to them.

### **Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.**

**CTE - Social Media Marketing (Elective):** Distance Learning, negatively impacted the SMM enrollment during the 2020-21 school year. In the past, interest in SMM spread via word of mouth and seeing what was going on at the campus on a daily basis with the planning, preparation, and memorializing of events. During distance learning, students were enrolled in only one class session per week.

**Dual Enrollment:** Distance Learning, beginning in March 2020, adversely affected the dual enrollment recruitment process. Recruiting was delayed until summer 2020 and was conducted virtually which resulted in decreased ability for student outreach and decreased enrollment numbers for the Fall 2020 semester. Also, the move to 100% online courses affected success as college courses, in the past, were offered in a traditional, face to face setting: BT students (3 sessions/week, 4.5 hours) and ATC students (2 sessions/week, 3 hours). Additionally, one instructor used to teach all three BT courses. However, during the Spring 2021 semester, three separate instructors are teaching the BT courses. It is anticipated that there will be a reduced rate in all areas being measured, resulting from the key factors identified above.

**Job Development:** Prior to 2020-2021 school year, there were more opportunities for students to participate in job related activities such as career fairs, in-person resume writing with the job developer and attend guest speaker presentations as well as in-person job shadowing opportunities. However, due to the 2020-2021 COVID school closure, few virtual classroom presentations and no in-person meetings took place. Students did reach out when they needed to get a work permit or needed virtual support writing their resume. For the upcoming 2021-2022 school year, the counselor, job developer and work experience teacher will work to try and identify all students, including those who are 18 and don't need a work permit, so they can be enrolled in the work experience class.

**Real-World Learning** - Prior to 2020-2021 school year, J.E. Young partnered with Michael Niehoff on Project-Based Learning. Our intention for the 2020-2021 school year was to continue the PBL partnership with Michael Niehoff; however, due to school closure,

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

**CTE - Social Media Marketing (Elective):** In direct response to the key factors that affected student achievement and success in the SMM program, promotion of SMM will begin during the 4<sup>th</sup> quarter of the 2021 school year. Students will be recruited for 2-3 days per week in an on campus model, and announcements will be taped weekly along with promotion for events on campus. these changes can be found in Goal 2 under Action 3

**Dual Enrollment:** In direct response to the key factors that affected student achievement and success in the dual enrollment programs, the following will be re-instituted and/or implemented for the Fall 2021-22 school year to increase both program enrollment as well as outcome data in course completion and college unit/high school elective credit attainment. The following changes can be found in Goal 2 under Action 1

- Dual enrollment recruitment will begin during the 4<sup>th</sup> quarter of the 2020-21 school year via counselor generated lists, teacher recommendations, virtual announcements, informational videos, and in-person meetings with students and families.
- One BT instructor will teach all three BT courses. The BT instructor and high school support mentor will improve and expand on existing process/agreements/relationship for full support of student achievement.
- While college courses will remain online for at least the fall 2021 semester, students will attend in person, with instructor/and or mentor, multiple class periods per week as demonstrated in the 2021-22 master schedule.
- Dual Enrollment Program process/stages will be reviewed quarterly for effectiveness.
- JE Young will continue to work directly with the Dual Enrollment, Business Education, and Counseling departments to build upon existing program and strengthen the college and high school relationship.

**Job Development:** In addition to CTE, the job developer will be able to schedule more in-person, job-related activities for students to participate in. The number of classroom presentations related to CTE events and programs as well as job-related presentations will be a focus for 2021-2022 school year. These changes can be found in Goal 2 under Action 2

**Real-World Learning:** During the 2020-2021 school year, due to the COVID pandemic, Project-Based Learning was not incorporated into distance learning. However, for the upcoming 2021-2022 school year Project-Based Learning will be part of the educational process at J.E. Young. We will again work with Michael Niehoff and our Lead Teachers to work on a PBL project that projects real-world learning. These changes can be found in Goal 2 under Action 2.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

SSC had no comments or suggestions for this goal.

**2** ELAC:

ELAC is part of the SSC.

**3** Staff:

Staff had no specific comments or suggestions for this goal.

**Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Student-centered real world learning experience - Site Defined**

For the 2020-2021 school year, there was no planned student centered and real-world learning experiences provided, other than what individual teachers may have incorporated into their lessons.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

**Student-centered real world learning experience - Site Defined**

The inequity of Goal 2 is that there were no targeted student centered and real-world learning experiences provided, other than what individual teachers may have incorporated into their lessons.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There was no intended or actual implementation of actions around Goal 2 for the 2020-2021 school year since this was a brand new program.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

For the 2021-2022 school year, Goal 2 will be implemented by working with Michael Niehoff on Project-Based Learning opportunities appropriate for elementary school students.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

**2** ELAC:

**3** Staff:

SSC had no comments or suggestions for this goal.

ELAC is combined with SSC.

Teachers are excited to bring PBL into the curriculum. They feel giving students real-world problems to try and solve will be very engaging for students. Since e-Learn Elementary is an online program, it was brought up that for parents who don't want to bring their student one day a week to school for PBL, how will those students be able to participate.



## Action 1

**Title:** Dual Enrollment - High School

### [Action Details:](#)

By the end of the 2021-2022 school year, J.E. Young student enrollment and course completion numbers in dual enrollment courses will increase by 10%.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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### **Explain the Progress Monitoring and data used for this Action**

#### [Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Enrollment numbers: Dual Enrollment Rosters for Fall 2021 and Spring 2022.

College units/high school elective credits: Dual Enrollment Grades for Fall 2021 and Spring 2022.

Dual Enrollment Data Summary provided to administration at the end of each semester.

Weekly grade review/progress in Business Technology (BT) and Advanced to College (ATC) courses - FCC Canvas

#### [Owner\(s\):](#)

Principal - C. Wood; Vice-Principal - R. Day

Teacher - J. Garabedian

J. Silva - Academic Counselor

#### [Timeline:](#)

August 2021 - June 2022

### [Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

Books and access codes are purchased for Fresno City College adopted curriculum for BT and counseling courses.

Mentor coaching

#### [Specify enhanced services for EL students:](#)

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. After school extended learning opportunities
4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically
6. Parent Communication
7. Academic Counseling
8. Opportunities for students to feel more connected to school through school-wide activities
9. Parent Conferences
10. School Social Worker Referral as needed
11. Utilize instructional strategies that focus on improving EL students' language acquisition
12. Interact Fellows (pending EL allocation)

#### [Specify enhanced services for low-performing student groups:](#)

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. After school extended learning opportunities
4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically
6. Parent Communication
7. Academic Counseling
8. Opportunities for students to feel more connected to school through school-wide activities
9. Parent Conferences
10. School Social Worker Referral as needed
11. Utilize instructional strategies that focus on improving EL students' language acquisition
12. Interact Fellows (pending EL allocation)

- 13. Teachers knowing who their EL students are so they can support them more effectively
- 14. Teachers will have dedicated monthly EL training that will support them when working with EL students.
- 15. EL's receive daily designated and integrated ELD that aligns to students' English language proficiency and provides language support and access to the standard curriculum.
- 16. EL data is reviewed at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.

- 13. Teachers knowing who their EL students are so they can support them more effectively
- 14. Teachers will have dedicated monthly EL training that will support them when working with EL students.

## Action 2

**Title:** Job Development and Project Based Learning - High School

### Action Details:

By the end of the 2021-2022 school year 100% of J.E. Young students will participate in at least one school-wide Project Based Learning opportunity. In addition, the job developer will increase the number of career related presentations and events by 10%.

<b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically monitor progress toward each indicator target

PBL Planning/Implementation/Community Resources

Community feedback for PBL Projects

PBL Grades

CCR Data

Teams attendance rosters (for # of students attending)

Job Developer sign in sheets when working with students on resumes, etc.

#### Owner(s):

Administration: C. Wood, Principal; R. Day, Vice-Principal; D. Gardner, Office Manager

J. Silva, Academic Counselor

M. Niehoff, PBL Specialist

#### Timeline:

August 2021 to June 2022

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Gold Standard by PBL Works

ILT created PBL lessons/projects

Work Permits

Flyers for presentations/events

Virtual Job Board to be created/updated by Job Developer

Materials/Supplies/Books/Technology

[Specify enhanced services for EL students:](#)

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. After school extended learning opportunities
4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically
6. Parent Communication
7. Academic Counseling
8. Opportunities for students to feel more connected to school through school-wide activities
9. Parent Conferences
10. School Social Worker Referral as needed
11. Utilize instructional strategies that focus on improving EL students' language acquisition
12. Interact Fellows (pending EL allocation)
13. Teachers knowing who their EL students are so they can support them more effectively
14. Teachers will have dedicated monthly EL training that will support them when working with EL students.
15. EL's receive daily designated and integrated ELD that aligns to students' English language proficiency and provides language support and access to the standard curriculum.
16. EL data is reviewed at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.

[Specify enhanced services for low-performing student groups:](#)

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. After school extended learning opportunities
4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically
6. Parent Communication
7. Academic Counseling
8. Opportunities for students to feel more connected to school through school-wide activities
9. Parent Conferences
10. School Social Worker Referral as needed
11. Utilize instructional strategies that focus on improving EL students' language acquisition
12. Interact Fellows (pending EL allocation)
13. Teachers knowing who their EL students are so they can support them more effectively
14. Teachers will have dedicated monthly EL training that will support them when working with EL students.

### Action 3

**Title:** Social Media Marketing and eDynamic (Electives)- High School

[Action Details:](#)

By the end of the 2021-2022 School year, SMM enrollment will increase by 10%. In addition, our goal is to have 10 students per section in the new split-funded eDynamic CTE elective.

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

Data used to monitor progress will come from Microsoft forms surveys as well as attendance and grade data.

Owner(s):

Administrators: C. Wood, Principal; P. Pulos, Principal (Cambridge H.S.); R. Day, Vice- Principal; Dawn Gardner, Office Manager

J. Silva, Academic Counselor

Jodie Garabedian, Teacher

Timeline:

August 2021 - June 2022

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Direct Instructional Services, Materials and Supplies consist of yearly Adobe software licenses, CMAC memberships, and materials and supplies for school events. Curriculum for the eDynamic elective course will be purchased from eDynamic Learning.

Specify enhanced services for EL students:

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. After school extended learning opportunities
4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically
6. Parent Communication
7. Academic Counseling
8. Opportunities for students to feel more connected to school through school-wide activities
9. Parent Conferences
10. School Social Worker Referral as needed
11. Utilize instructional strategies that focus on improving EL students' language acquisition
12. Interact Fellows (pending EL allocation)
13. Teachers knowing who their EL students are so they can support them more effectively
14. Teachers will have dedicated monthly EL training that will support them when working with EL students.
15. EL's receive daily designated and integrated ELD that aligns to students' English language proficiency and provides language support and access to the standard curriculum.
16. EL data is reviewed at every grading period. The Leadership Team evaluates data and prescribes the necessary interventions or programs.
17. Enhanced EL services will allow a wider range of students eligible for CTE. Services will provide a safety net of supports for students struggling in higher level courses.

Specify enhanced services for low-performing student groups:

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. After school extended learning opportunities
4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically
6. Parent Communication
7. Academic Counseling
8. Opportunities for students to feel more connected to school through school-wide activities
9. Parent Conferences
10. School Social Worker Referral as needed
11. Utilize instructional strategies that focus on improving EL students' language acquisition
12. Interact Fellows (pending EL allocation)
13. Teachers knowing who their EL students are so they can support them more effectively
14. Teachers will have dedicated monthly EL training that will support them when working with EL students.

## Action 4

**Title:** Project Based Learning - High School

### [Action Details:](#)

By the end of the 2021-2022 school year, J.E. Young students will participate in at least one Project Based Learning opportunity per semester.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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### **Explain the Progress Monitoring and data used for this Action**

#### [Details: Explain the data which will specifically monitor progress toward each indicator target](#)

PBL Planning/Implementation/Community Resources

Community feedback for PBL Projects

PBL Grades

#### [Owner\(s\):](#)

Administration: C. Wood, Principal; R. Day, Vice-Principal; D. Gardner, Office Manager

J. Silva, Academic Counselor

Certificated Teachers

M. Niehoff, PBL Specialist

#### [Timeline:](#)

August 2021 to June 2022

### [Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

Gold Standard by PBL Works

Teacher created PBL lessons/projects in conjunction with Michael Niehoff for age appropriate projects.

Completed PBL projects

#### [Specify enhanced services for EL students:](#)

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. After school extended learning opportunities
4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically
6. Parent Communication
7. Academic Counseling
8. Opportunities for students to feel more connected to school through school-wide activities
9. Parent Conferences
10. School Social Worker Referral as needed
11. Utilize instructional strategies that focus on improving EL students' language acquisition

#### [Specify enhanced services for low-performing student groups:](#)

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. After school extended learning opportunities
4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically
6. Parent Communication
7. Academic Counseling
8. Opportunities for students to feel more connected to school through school-wide activities
9. Parent Conferences
10. School Social Worker Referral as needed
11. Utilize instructional strategies that focus on improving EL students' language acquisition

12. Interact Fellows (pending EL allocation)

13. Teachers knowing who their EL students are so they can support them more effectively

12. Interact Fellows (pending EL allocation)

13. Teachers knowing who their EL students are so they can support them more effectively

## Action 5

**Title:** Project Based Learning - Elementary

### Action Details:

By the end of the 2021-2022 school year, J.E. Young elementary students will participate in at least one Project Based Learning opportunity per semester.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically monitor progress toward each indicator target

PBL Planning/Implementation/Community Resources

Community feedback for PBL Projects

PBL Grades

#### Owner(s):

Administration: C. Wood, Principal; R. Day, Vice-Principal; R. Coe, Director; D. Gardner, Office Manager

J. Silva, Academic Counselor

Certificated Teachers

M. Niehoff, PBL Specialist

#### Timeline:

August 2021 to June 2022.

### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Gold Standard by PBL Works

Teacher created PBL lessons/projects in conjunction with Michael Niehoff for age appropriate projects.

Completed PBL projects

#### Specify enhanced services for EL students:

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. After school extended learning opportunities
4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically
6. Parent Communication
7. Academic Counseling
8. Opportunities for students to feel more connected to school through school-wide activities

#### Specify enhanced services for low-performing student groups:

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. After school extended learning opportunities
4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically
6. Parent Communication
7. Academic Counseling
8. Opportunities for students to feel more connected to school through school-wide activities

9. Parent Conferences

10. School Social Worker Referral as needed

11. Utilize instructional strategies that focus on improving EL students' language acquisition

12. Interact Fellows (pending EL allocation)

13. Teachers knowing who their EL students are so they can support them more effectively

9. Parent Conferences

10. School Social Worker Referral as needed

11. Utilize instructional strategies that focus on improving EL students' language acquisition

12. Interact Fellows (pending EL allocation)

13. Teachers knowing who their EL students are so they can support them more effectively

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0240 JE Young Independent Study (Locked)

### G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Bks & Ref			JEY Edgenuity \$20,000 /Fresno City for Dual Enrollment Books \$15,000	35,000.00
G2A2	Sup & Conc	Instruction	Bks & Ref			JEY Books and other reference material for job development and work experience	5,000.00

**\$40,000.00**



**Goal 3 - STUDENTS: Increase student engagement in their school and community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		70.92 %	2020-2021	68.92 %
Suspensions students with 1 or more		0.2 %	2020-2021	0.2 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Chronic Absenteeism**

**J.E. Young High School** - Based on the attendance policy that has been in place for a few years, (daily phone calls, attendance letters, CWA calls/doing home visits,) J.E. Young's attendance for the past two school years, 2018-2019 a 2019-2020 had been around 74% positive attendance which was based on daily hand-calculations of the number of students physically sitting in classes each day. However, this method of calculating attendance was not sustainable once we went into distance learning.

**Suspensions students with 1 or more**

**J.E. Young High School** - During the 2019-2020 school year, there were 9 suspension w/8 unique students for a total of 18 days suspension. During the 2020-2021 school year, there was only one suspension for a total of 1.5 days. This decrease in suspensions can be correlated to distance learning in which students were working from home.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

**Chronic Absenteeism**

**J.E. Young High School** - Due to distance learning for the 2020-2021 school year, we were no longer able to hand calculate the daily, positive attendance. As an Independent Study school, we use the ADA model which is the number of hours of work a student completes that calculates into the number of positive attendance. For the upcoming 2021-2022 school year, chronic attendance will be calculated by the number of zero assignment contracts which depicts students who completed no work during a three week contract time period.

**Suspensions students with 1 or more**

**J.E. Young High School:** The suspension rate of 1 student for 2020-2021 school year isn't enough data to identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

**J. E. Young High School:** For the 2020-2021 school year, the chronic absenteeism was not hand-calculated as it had during the previous few years, based on the number of students physically sitting in class due to distance learning. Since J.E. Young is an independent study school, students don't attend school every day, so daily attendance for every student is not taken; it is only taken on the days they are scheduled to attend school. Our intended attendance implementation, had we not been in distance learning, would have been to continue calculating daily attendance by hand; however, due to distance learning, this was not done.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

**J.E. Young High School:** For the 2021-2022 school year, chronic absenteeism will be calculated by the number of zero assignment contracts submitted which reflects zero work completed during each contract time period. Zero contracts will be tracked by attendance clerk. Zero contracts will trigger an additional phone call home to discuss academic progress. Tracking the zero contracts will not only allow us to monitor academic progress, it will allow us to quickly identify students who repeatedly have zero contracts. In addition, we will expand our master schedule with a 6th dual enrollment class as well as potentially add an ethnic studies class in preparation for the upcoming changes to the FUSD graduation requirement which will have a positive effect on attendance and student engagement.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Feedback provided:

6th dual enrollment and Ethnic Studies are new courses.

**2** ELAC:

Feedback provided:

ELAC is combined with SSC.

**3** Staff:

Feedback provided:

6th dual enrollment and Ethnic Studies are new courses that staff had not heard of yet.

**Goal 3 - STUDENTS: Increase student engagement in their school and community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		86.49 %	2020-2021	84.49 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Chronic Absenteeism**

There is no 2019-2020 chronic attendance data for J.E. Young Elementary, as the program did not start until the 2020-2021 school year.

**Suspensions students with 1 or more**

There is no 2019-2020 suspension data for J.E. Young Elementary as the program did not start until the 2020-2021 school year.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

**Chronic Absenteeism**

J.E. Young Elementary is a brand new program for the 2020-2021 school year so there is no previous attendance data for the 2019-2020 school year. Parents were notified of students who were not attending their virtual class meetings with their teacher. J.E. Young Elementary is an independent study program where students meet virtually with their teacher 2x a week with an option of attending Friday for reteach, extension, or to make up a class session they missed. Attendance for the elementary program is calculated by the number of hours of work completed during a contract time period, which is then calculated into the number of ADA reported in the Atlas Attendance tool by the attendance clerk. Attendance is not calculated by physical attendance. Due to teachers learning how to complete the the attendance contracts, and the program enrollment expanding weekly, chronic attendance was captured by teachers notifying the vice-principal who then made home phone calls, or the CWA was sent to do home visits. This method was not sustainable for the VP to make daily/weekly phone calls to every family whose student missed both class sessions of the week. However as the program began growing, a daily attendance document was created for teachers to mark their daily attendance which in turn was used by a "borrowed" CWA from DPI to support making daily attendance calls. As this is a new and growing program, policies and processes are constantly being monitored to make adjustments/changes as needed. In addition, parents, even though it was explained to them, didn't understand the importance of signing the assignment contracts every 3 weeks which is a state mandate for independent study programs in California.

**Suspensions students with 1 or more**

No suspensions were given during the 2020-2021 school year.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to this program being new in 2020-2021, there is no previous implementation of actions. J.E. Young Elementary being an Independent Study school, attendance is calculated by the work completed, not physical attendance. This program has been 100% online for the 2020-2021 school year. Many students are not completing and submitting their work. Many phone calls, messages, parent conferences, as well as home visits by the CWA have been made to address students not attending and/or completing and submitting work.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

For the 2021-2022 school year, chronic absenteeism will be calculated by the number of zero assignment contracts submitted which reflects zero work completed during each contract time period. Zero contracts will be tracked by student. Zero contracts will trigger an additional phone call home to discuss academic progress. Tracking the zero contracts will not only allow us to monitor academic progress, it will allow us to quickly identify students who repeatedly have zero contracts. For the 2021-2022 school year, it will be important for us to share with all families the importance of why they must sign the assignment contracts every 3 weeks. In addition, by adding more student engagement opportunities, this will have a positive effect on attendance. Changes can be found in Goal 3, Action 1.

Due eLearn Elementary being a new program, COVID restrictions and students being 100% in distance learning, no student engagement activities were completed during the 2020-2021 school year. For the upcoming 2021-2022 school year, a minimum of one student engagement activity per month will be planned.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

More student engagement activities may increase positive attendance and more work completion.

**2** ELAC:

ELAC is combined with SSC.

**3** Staff:

Student attendance and the lack of student work completion has been a frustration for teachers. Getting parents to sign the assignment contracts electronically has proved to be challenging because parents don't seem to fully understand the importance of signing them.

## Action 1

**Title:** Student Engagement- High School

### Action Details:

By the end of the 2021-2022 school year, we will increase student engagement/participation from the current 63% in 2020-2021 to 70%.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically monitor progress toward each indicator target

Atlas Engagement Tool

Student Sign-in Sheets

Student Conference Enrollments

ASB

Quarterly and weekly review of enrollment by school site and program

Grade and Attendance Review by counselor's, teachers and administration

Completion of yearly Culture and Climate surveys

#### Owner(s):

Administration: C. Wood, Principal; R. Day Vice-Principal; D. Gardner, Office Manager

Counselor - J. Silva

Jodie Garabedian, Campus Culture Director

Certificated Teachers

Classified Staff

#### Timeline:

August, 2021 to June, 2022.

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Extra Pay contracts for CCD and club sponsors

CCD meetings/trainings

Club supplies such as art supplies, headsets for eSports, Award Certificates, postage for home mailers,

Transportation for field trips

SEL strategies

EL strategies

PAC/RSJ Committee - ASB & A4

CCST team

Goal 2 funds

Academic Awards

FCC enrollments

College Field trip (in-person and virtual)

School Clubs

Provide opportunities for all students to participate in Goal 2 activities

Continue some virtual student activities on Teams

Parenting Class -Connecting with students

Campus Culture Director provides a monthly report on unique students and event data

Final monitoring through end of year school by school and region comparison data

Career Fairs

School Choice Expo

College Night

Other materials/supplies/technology/contracts/subs to support this action

Specify enhanced services for EL students:

Among academic needs, the social emotional needs of an EL student are evaluated to determine the proper academic placement. During the leadership team meetings, when evaluating EL students, multiple measures such as: ensuring students are enrolled in grade-level courses, monitoring success in their courses, determining whether appropriate supports are in place to support EL learning needs, as well as monitoring achievement levels on both the iReady district assessment and SBAC assessment data. In addition, encouraging EL students to get involved in school activities will help them feel more connected to school. 37% (19) EL students were involved in student engagement activities during the 2020-2021 school year.

Specify enhanced services for low-performing student groups:

J.E. Young's low performing sub-groups are African American, Hispanic and EL students. Among academic needs, the social emotional needs of low-performing students are evaluated to determine the proper placement. During the leadership team meetings, when evaluating low-performing students, multiple measures such as: ensuring students are enrolled in grade-level courses, monitoring success in their courses, determining whether appropriate supports are in place to support EL learning needs, as well as monitoring achievement levels on both the iReady district assessment and SBAC assessment data. In addition, encouraging EL students to get involved in school activities will help them feel more connected to school. During the 2020-2021 school year, 218 of the 406 students enrolled were not involved in an student engagement activities. 36% (12) African American; 42% (124) Hispanic; 37% (19) of EL; 38% (3) Homeless; 44% (158) of Socioeconomically disadvantaged students. Special Education students will also be a target for improvement. Generally SPED students transition to JEY on a social emotional or academic referral. Both require various interventions to help students get back on track.

**Action 2**

**Title:** Student Engagement - Elementary

Action Details:

By the end of the 2021-2022 school year, student engagement activities will be increased to a minimum of one per month. Our goal is that by having monthly student engagement activities, students will feel more connected to school which will have a positive impact on attendance and academic achievement.

<b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

Atlas Engagement Tool  
Student Sign-in Sheets  
Student Conference Enrollments  
Quarterly and weekly review of enrollment  
Grade and Attendance Review by counselor's, teachers and administration  
Completion of yearly Culture and Climate surveys  
CCST team (to be created for the 2021-2022 school year)  
Goal 2 funds  
Academic Awards  
School Clubs  
Provide opportunities for all students to participate in Goal 2 activities  
Campus Culture Director provides a monthly report on unique students and event data  
Final monitoring through end of year school by school and region comparison data  
School Choice Expo  
Other materials/supplies/technology/contracts/subs to support this action

Owner(s):

Administration: C. Wood, Principal; R. Day Vice-Principal; R. Coe, Director; D. Gardner, Office Manager  
Counselor - J. Silva  
Certificated Teachers

Timeline:

August, 2021 to June, 2022.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Extra Pay contracts for club sponsors  
CCD meetings/trainings  
Club supplies such as art supplies, Award Certificates, postage for home mailers,  
Transportation for field trips  
SEL strategies  
EL strategies

Specify enhanced services for EL students:

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. Friday extended learning opportunities
4. Make instruction accessible with teacher
5. Use home language strategically
6. Parent Communication
7. Academic Counseling

Specify enhanced services for low-performing student groups:

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. Friday extended learning opportunities
4. Make instruction accessible with teacher
5. Use home language strategically
6. Parent Communication
7. Academic Counseling

8. Opportunities for students to feel more connected to school through school-wide activities
9. Parent Conferences
10. School Social Worker Referral as needed
11. Utilize instructional strategies that focus on improving EL students' language acquisition
12. Interact Fellows (pending EL allocation)
13. Teachers knowing who their EL students are so they can support them more effectively

8. Opportunities for students to feel more connected to school through school-wide activities
9. Parent Conferences
10. School Social Worker Referral as needed
11. Utilize instructional strategies that focus on improving EL students' language acquisition
12. Interact Fellows (pending EL allocation)
13. Teachers knowing who their EL students are so they can support them more effectively



**Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Staff Goal - Site Defined**

**J.E. Young High School** currently has 32 full-time teachers. 20 Female; 12 Male. We have 6 Hispanic, 2 Asian, 2 African American, 22 White. We currently have 4 who speak Spanish. The administration, classified and other support staff are comprised of: 12 Hispanic, Asian, 1 African American, 6 White. 4 speak Spanish fluently, and 2 who speak Hmong fluently.

As we enter the 2021-2022 school year, we need to focus on hiring, retaining and building the capacity of a staff that reflects the diversity of our students. We serve the most underserved students enrolling them from our comprehensive high schools across all regions of FUSD. We must have a staff that has understanding, patience, experience, empathy and reflects the diversity of our students.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

**Staff Goal - Site Defined**

Currently, many of J.E. Young teachers utilize the CWA's for Spanish translation phone calls, or they utilize one of the Office Assistants for Spanish and Hmong phone calls.

There are some staff who are involved in student engagement opportunities as well as a few who are members of the Campus, Culture and Safety Team (CCST). Many who are club advisors are also the staff members who are on the CCST. There are many staff members who are not involved with any school activities.

We also serve the most underserved students in our district that come from all regions within the Fresno Unified School District. We must have a staff that has understanding, patience, experience, empathy and reflects the diversity of our students.

During the COVID pandemic beginning in March, 2019, Fresno Unified, made a commitment to make sure every student in FUSD had an electronic device to use at home for distance learning. J.E. Young gave out all of our site-based devices and had to get more from the district in order to have a one-to-one ratio of devices for students. We continued to allocate funding to purchase more technology such as devices and headphones.

There was a district shortage of Hotspots for students to check out, which created inequities for students whose families could not pay for internet WIFI services.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

For the 2020-2021 school year, we added two new teachers to replace two teachers who retired. At the end of the 2019-2020 school year, and we also had one classified staff who retired at the end of the 2019-2020 school year which was also filled. There will be two retirements at the end of the 2020-2021, and one teacher leaving FUSD. These three positions will also be filled; however, one of the positions will be split funded with CHS to add an

additional CTE course - eDynamic Learning.

1. J.E. Young will participate in all FUSD teacher recruitment fairs.
2. We will continue to network and build relationships with university and other community partnerships.
3. Create a work environment that provides a learning community that ensures high quality instruction and promotes student ownership.
4. Build a professional learning community committed to fostering confidence and hope, so that students graduate and aspire to greatness.
5. Build a culture where all people are valued and included in the process of decision making.
6. Build a campus culture where inclusion is the norm and organically grown.
7. Build a culture where all staff has the opportunity to take part in site, district, and out of area professional learning.
8. Ensure that there is a culture where all employees have the necessary tools to be successful.
9. Professional Development to improve instructional practices designed to improve academic literacy, attendance, and graduation opportunities for all students.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

In order to build leadership capacity within our teachers, we are creating some leadership opportunities to increase leadership capacity within our teaching staff. Possible leadership opportunities will include: testing coordinator, campus culture, professional learning, internal IS attendance audit, communication, IPG focus standards, and PBL which will be a focus for the ILT.

J.E. Young will have a monthly PL focused around English Language Learners and/or Cultural Proficiency.

Teachers will have opportunities to engage in Professional learning through the school site and/or district throughout the school year.

There will also be opportunities for teachers to take on teacher leader roles at J.E. Young in the upcoming 2021-2022 school year.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Increased SE Supports for students  
College field trips  
Additional School Activities

**2** ELAC:

ELAC is combined with SSC

**3** Staff:

Professional Learning for staff  
Hiring of qualified staff of all races, gender, etc.  
Continue to celebrate diversity  
Continue to recruit from FSU, FPU, as well as FUSD job fairs.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0240 JE Young Independent Study (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Bks & Ref			: eLearn Academy Books & Reference Materials / Site Licenses and other needs	3,006.00
G3A1	Title 1 Basic	Instruction	Mat & Supp			: eLearn Academy Materials and Supplies-No Food or Incentives	3,000.00
G3A1	Title 1 Basic	Instruction	Nc-Equipment			: JEY Student Technology	2,900.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: eLearn Academy Materials and Supplies for students and classrooms	20,000.00
G3A1	Sup & Conc	Instruction	Nc-Equipment			: eLearn Academy Technology for Students and Classrooms	27,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			: eLearn Academy Direct Maintenance	5,000.00
G3A1	Sup & Conc	Instruction	Bks & Ref			: JEY \$10,000.00 for Edgenuity Contract / \$5,000.00 for other resource materials and site licenses	15,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			JEY - Materials and Supplies	17,000.00
G3A1	Sup & Conc	Instruction	Nc-Equipment			JEY -Technology to allow students to allow student engagement	30,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			JEY Funds to fix broken student devices and other technology	3,336.00
G3A1	LCFF: EL	Instruction	Bks & Ref			: eLearn Academy Books and References	1,000.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: eLearn Academy Materials and Supplies	2,500.00
G3A1	LCFF: EL	Instruction	Student Incenti			: eLearn Academy Student and Parent Incentives	2,500.00
G3A1	LCFF: EL	Instruction	Nc-Equipment			JEY - LCFF - Technology	5,200.00
G3A1	One-Time School	Instruction	Mat & Supp			: JEY Materials & Supplies needed for the re-opening of schools	1,100.00
G3A2	One-Time School	Instruction	Mat & Supp			: eLearn Academy Materials & Supplies for School Re-Opening	3,680.00

**\$142,222.00**

**Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Staff Goal - Site Defined**

**J.E. Young Elementary** currently has a total of 8 full-time teachers and 2 long-term subs. 8 Female; 2 Male. There are 3 Hispanic, 1 African American, 5 White, and one Middle Eastern. We have 3 who speak Spanish. All support staff for J.E. Young High School support J.E. Young Elementary.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

**Staff Goal - Site Defined**

Currently, many of J.E. Young Elementary teachers utilize the J.E. Young High School CWA's for Spanish translation phone calls, or they utilize one of the Office Assistants for Spanish and Hmong phone calls. We have 3/10 elementary teachers who speak Spanish and none who speak Hmong.

As the elementary program grew, we had to add teachers which meant student movement from one teacher to another. This caused some frustration from both teachers and parents. Teachers' enrollment past what they were told it would be. When there was a teacher change for students, the new teacher tried to keep the same schedule a student was on with the previous teacher; however, it wasn't always possible, making it frustrating for families. In addition, students build a rapport with their teacher, and when the teacher changes, the student has to start all over with a new teacher trying to build a rapport. For the younger elementary students, change wasn't always so easy for them.

J.E. Young elementary also serves some of the most underserved students in our district that come from all regions within the Fresno Unified School District. We must have a staff that has understanding, patience, experience, empathy and reflects the diversity of our students. Our goal is to make sure that we have a staff that reflects the diversity of our student body in the eLearn Elementary program.

During the COVID pandemic, Fresno Unified, made a commitment to make sure every student in FUSD had an electronic device to use at home for distance learning. J.E. Young elementary gave out all of its devices and had to get more from the district in order to have a one-to-one ratio of devices for our elementary students. We continued to allocate funding to purchase more technology such as devices and headphones.

There was a district shortage of Hotspots for students to check out, which created inequities for students whose families could not pay for internet WiFi services.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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The 2020-2021 school year was the first year of the eLearn Elementary program at J.E. Young. We started the program with two long-term subs and over the course of the school year, have added 8 FTE. What was intended was that we could be able to have a teacher for each grade level; however as we enrolled new students, we noticed there were more students in certain grade levels enrolling and the enrollment was not balanced across all grade levels. We ended up having a few teachers teach 2 to 3 grade levels which was particularly challenging. When we were able to hire new teachers, we had to move students from one teacher to another in order to alleviate the number of students teachers had on their caseload. We have continued to keep the long term subs along with the 8 teachers. We are losing 2 of the 8 full-time teachers at the end of the 2020-2021 school year. Those positions, as long as student enrollment doesn't decrease, will be filled for the 2021-2022 school year.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

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We strive to do the following for the 2021-2022 school year in order to grow the elementary program.

1. J.E. Young Elementary will strive to maintain a 1-26 ratio for teachers.
2. J.E. Young Elementary will participate in all FUSD teacher recruitment fairs.
3. We will continue to network and build relationships with university and other community partnerships.
4. Create a work environment that provides a learning community that ensures high quality instruction and promotes student ownership.
5. Build a professional learning community committed to fostering confidence and hope, so that students are academically successful and aspire to greatness.
6. Build a culture where all people are valued and included in the process of decision making.
7. Build a campus culture where inclusion is the norm and organically grown.
8. Build a culture where all staff has the opportunity to take part in site, district, and out of area professional learning.
9. Ensure that there is a culture where all employees have the necessary tools to be successful.
10. Professional Development to improve instructional practices designed to improve academic literacy, math literacy as well as positive attendance, for all students.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

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**1** SSC:

Having students change teachers after they had built a relationship with them, was difficult for students and the teachers.

**2** ELAC:

ELAC is combined with SSC.

**3** Staff:

Having students change teachers as the program was growing was difficult for students.

## Action 1

**Title:** Teacher Recruitment and Retention - High School

### Action Details:

By the end of the 2021-2022 school year 100% of J.E. Young staff will be trained in Cultural Proficiency as well as monthly EL training opportunities, and will continue to build a sense of community.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically monitor progress toward each indicator target

Digital Expo

Speaking Engagements at various events talking about the variety of programs offered at J.E. Young

Administration Networking

Average longevity of teachers currently working at J.E. Young

Extra Pay contracts for teachers being club advisors, etc.

Teacher engagement in student activities

Administrators Data Dashboard

#### Owner(s):

Administration: C. Wood, Principal; R. Day, Vice-Principal; D. Gardner, Office Manager

Certificated Teachers

#### Timeline:

August, 2021 to June, 2022

#### Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

##### Student Academics:

- PL for teachers
- PLC meetings
- Academic Standards for content areas and ELD
- Monthly EL training
- GVC
- Interact Fellow
- Technology
- Academic Data to support learning gaps

**Student Centered and Real-World Learning:**

- Job developer to push into classes giving presentations
- Job developer to create a virtual job board
- Job developer to support with helping students get work permits
- Work Experience Teacher to support students while working
- Work Experience Teacher to provide IMAGO activities as part of the work experience program

**Student Engagement:**

- CCST
- Campus Culture Director
- Teachers involved in student activities
- SEL strategies to support students
- Partnership with Climate and Culture Office (pending approval)

Specify Professional Development or Staff Services to support EL students:

- Targeted Monthly EL training opportunities
- Targeted EL professional learning will be offered each month as both part of site-based training and various optional training opportunities
- JEY admin team will include EL specific feedback during IPG walks focused on professional learning implementation
- SEL training
- Book Studies, professional readings, discussions
- PLC - data discussions
- Teacher involvement in student engagement activities
- CCST meetings
- ILT meetings
- District Led Professional Learning opportunities
- Staff Meetings and PL
- Partnership with Climate and Culture Office (pending approval)
- ELD Standards

Specify Professional Development or Staff Services to support low-performing student groups:

- Targeted Monthly EL training opportunities
- SEL training
- Book Studies, professional readings, discussions
- PLC - data discussions
- Subs/Contracts
- Teacher involvement in student engagement activities
- CCST meetings
- ILT meeting
- District Led Professional Learning opportunities
- Staff meetings and PL
- Partnership with Climate and Culture Office (pending approval)

**Action 2**

**Title:** Teacher Recruitment and Retention - Elementary

Action Details:

By the end of the 2021-2022 school year, J.E. Young Elementary will strive to have all full-time teachers that teach no more than one grade level.

<b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

Administration Networking

Average longevity of teachers currently working at J.E. Young

Extra Pay contracts for teachers being club advisors, etc.

Teacher engagement in student activities

Owner(s):

Administration: C. Wood, Principal; R. Day, Vice-Principal; D. Gardner, Office Manager

Certificated Teachers

Timeline:

August, 2021 to June, 2022

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

**Student Academics:**

- PL for teachers
- PLC meetings
- Academic Standards for grade level content areas and ELD
- GVC
- Interact Fellow
- Technology
- Academic Data to support learning gaps

**Student Centered and Real-World Learning:**

- Project-Based Learning - Work with Michael Niehoff on real-world learning opportunities.

**Student Engagement:**

- Teachers involved in student activities
- SEL strategies to support students
- Partnership with Climate and Culture Office (pending approval)

Specify Professional Development or Staff Services to support EL students:

- SEL training
- Book Studies, professional readings, discussions
- PLC - data discussions
- Teacher involvement in student engagement activities
- Lead Teacher Regional Meetings
- ILT meetings
- District Led Professional Learning opportunities
- Staff Meetings and PL
- Partnership with Climate and Culture Office (pending approval)
- Content Standards and ELD Standards

Specify Professional Development or Staff Services to support low-performing student groups:

- SEL training
- Book Studies, professional readings, discussions
- PLC - data discussions
- Teacher involvement in student engagement activities
- Lead Teacher Regional Meetings
- ILT meetings
- District Led Professional Learning opportunities
- Staff Meetings and PL
- Partnership with Climate and Culture Office (pending approval)
- Content Standards and ELD Standards



## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0240 JE Young Independent Study (Locked)

### G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Subs			eLearn Teacher PL/Meetings/Classroom Walks- No IEPs	5,269.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			eLearn Elementary Subs - Teacher Development / Meetings / Classroom Walks	5,857.00
G4A1	Sup & Conc	Instruction	Travel			: eLearn Academy - Travel / Meetings / PL / Classroom Walks	10,224.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			JEY Subs for Professional Development / Meetings / Class Walks and Etc...for Teachers	5,000.00
G4A1	Sup & Conc	Instruction	Travel			JEY Conferences/Trainings for Staff and Admin	5,000.00

**\$31,350.00**

**Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		99.22 %	2019-2020	100 %
Parent Survey - Safe and secure		99.22 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Family Goal - Site Defined**

**JEY High School:**

The family goal for the 2021-2022 school year is to increase all areas of the Climate and Culture Family survey by at least 3% positivity, and to not decline in the areas where there was a 100% positivity rate on the 2020-2021 survey. In addition, we will increase the % of parents participating in our monthly parent meetings, Back to School Night, Open House, as well as any awards celebrations. Prior to the school closure in March, 2020, our average attendance at the monthly parent meeting was 17. During the school closure in 2020-2021, our average, virtual parent meeting has been 8. For our Back to School Night and Open House events, our average was about 30; however during the school closure in the spring of 2020 and the fall of 2020, these events had an average of less than 10 parents who joined virtually.

**Parent Survey - Respected and welcomed**

**JEY High School:**

The Climate & Culture Family survey results for the spring of 2020 shows a 6% increase in positivity, from 93% in the spring of 2019 to 99% in the spring of 2020. Families have a positive sense of being accepted, valued and included by others. The spring 2021 survey results also show 99% of the families feel accepted and valued by others.

**Parent Survey - Safe and secure**

**JEY High School:**

The Climate and Culture Family survey results for the spring of 2020 shows a 6% increase in positivity, from

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

**Family Goal - Site Defined**

**JEY High School:**

Although the Climate & Culture Family survey data shows an increase in positivity, from the spring 2020 survey to the spring 2021 survey, there was a difference of 127 fewer surveys completed in the spring of 2021 than that of 2020. We believe this is due to the survey being done during the school closure due to COVID in the spring of 2021, where there was not as much family follow-up by JEY Staff to complete the surveys. In addition, with schools beginning to reopen in a phased-in approach, we expect to see an increase in parent participation in our monthly parent meetings, as well as our Back to School and Open House Events. We are also hoping to welcome parents back to physically attend our Qtr awards celebrations. We will especially target low-performing families for all events like EL, SPED and off-track students. In addition, not all parents had direct communication with their child's teacher if there was a language barrier which resulted in a translator having to call the parent to review academic progress, attendance, as well as general positive phone calls re: student improvement, etc.

**Parent Survey - Respected and welcomed**

**JEY High School:**

Although the Family survey data shows an increase in positivity, from the spring 2020 survey to the spring 2021 survey, there was a difference of 127 fewer surveys completed in the spring of 2021 than that of 2020. We believe this is due to the survey being done during the school closure due to COVID in the spring of 2021, where there was not as much family follow-up by JEY Staff to complete the surveys. In addition, although families rated feeling respected and welcome on campus, there was a decline in parent participation in the virtual events due to the school closure.

76% in 2019 to 82% in the spring of 2020 with regards to families feeling safe at the school and around the school. The parent survey for the spring of 2021 shows a 13% increase (100%) in positivity with regards to families feeling safe at the school and around the school.

**Parent Survey - Safe and secure**

**JEY High School:**

Although the parent survey data shows an increase in positivity, from the spring 2020 survey to the spring 2021 survey, there was a difference of 127 fewer surveys completed in the spring of 2021 than that of 2020. We believe this is due to the survey being done during the school closure due to COVID in the spring of 2021, where there was not as much family follow-up by JEY Staff to complete the surveys. Also, families rated feeling safe at and around school even during the school closure.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

**JE Young High School:**

JE Young staff normally follows up with families who did not complete the Climate and Culture Family survey to encourage them to complete it. However, due to the school closure, the office was minimally staffed which prevented those phone calls from being made as they had been in the prior years. This resulted in 127 fewer surveys completed by families.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

**J.E. Young High School:**

For the 2021-2022 school year, there will be time scheduled for the Office Assistant as well as the CWA to make phone calls to be made to families who do not complete the survey to encourage them to complete the survey. The goal is to increase the number of completed family surveys by a minimum of 50%. In addition, we hope to begin re-instating in-person parent engagement opportunities during the 2021-2022 school year and increase family participation by 15% from the 2020-2021 school year.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1 SSC:**

SSC had no comments or feedback for changes.

**2 ELAC:**

ELAC and SSC are combined meetings.

**3 Staff:**

Incentives, Food, Raffles

Go back to paper surveys vs electronic surveys. Parents are not completing the electronic surveys.

**Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Family Goal - Site Defined**

The family goal for the 2021-2022 school year is to increase all areas on the Climate and Culture Family survey that are less than 100% positivity by at least 3% positivity, and to not decline in the areas where there was a 100% positivity rate on the 2020-2021 survey. In addition, we will increase the % of parents participating in our monthly parent meetings, Back to School Night, Open House, as well as any student celebrations such as academic, attendance, etc. During the 2020-2021 school year, JEY Elementary was a new program. Prior to the 2020-2021 school year, there was no survey data since the program was not in existence.

**Parent Survey - Respected and Welcomed**

The Climate and Culture Family survey results for the spring of 2021 shows 93% of the families feel a Sense of Belonging compared to the district average of 92%. There was no data prior to the spring of 2021 for JEY Elementary.

**Parent Survey - Safe and Secure**

The Climate and Culture Family survey results for the spring of 2021 shows 100% of the families feel safe and secure when coming on campus compared to the district average of 93%. There was no data prior to the spring of 2021 for JEY Elementary.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

**Family Goal - Site Defined**

There was no previous Climate & Culture Family Survey data prior to the 2020-2021 school year. The number of completed Climate & Culture Surveys for the spring 2021 was very low with only 28 responses. For the 2021-2022 school year, there will be more processes put into place to encourage families to fill out the survey (personal phone calls, school messengers, emails, announcement at parent meetings, website).

**Parent Survey - Respected and Welcomed**

There was no previous Climate & Culture Family Survey data prior to the 2020-2021 school year. The number of completed Climate & Culture Surveys for the spring 2021 was very low with only 28 responses. For the 2021-2022 school year, there will be more processes put into place to encourage families to fill out the survey (personal phone calls, school messengers, emails, announcement at parent meetings, website).

**Parent Survey - Safe and Secure**

There was no previous Climate & Culture Family Survey data prior to the 2020-2021 school year. The number of completed Climate & Culture Surveys for the spring 2021 was very low with only 28 responses. For the 2021-2022 school year, there will be more processes put into place to encourage families to fill out the survey (personal phone calls, school messengers, emails, announcement at parent meetings, website).

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Since J.E. Young elementary just opened in 2020-2021, there was no intended/actual implementation of actions for the current year. However, there were only 28 family surveys were completed, which is far fewer than what was anticipated. This is a problem of practice to address in the upcoming 2021-2022 school year. We will review the process that was used during this school year and make changes to the process so we can get better parent participation in completed the survey.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

A goal of 90% completion of the Climate and Culture Family Survey will be implemented for the 2021-2022 school year. There will be a targeted plan to encourage families to fill out the family survey (personal phone calls, school messengers, emails, announcing at parent meetings, post on the website).

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

SSC had no comments or suggestions.

**2** ELAC:

ELAC is combined with SSC.

**3** Staff:

Not many families completed the survey even after many attempts to contact and encourage families.

## Action 1

**Title:** Increase % of Family Engagement Opportunities- High School

### Action Details:

By the end of the 2021-2022 school year, we will increase parent engagement activities to a minimum of one per month for both J.E. Young High and J.E. Young Elem.

<b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically monitor progress toward each indicator target

Site- based data (sign-in sheets) from monthly parent meetings, back to school night, open house, qtrly awards celebrations, virtual meeting participation (if we are still having virtual meetings)

Individual parent meetings to discuss student's academic achievement, attendance, etc.

Climate and Culture survey data

#### Owner(s):

Administration- C. Wood, Principal; R.Day, Vice-Principal; R. Coe, Director;

Counselor - J. Silva; A Santillan,

All Certificated Teachers

#### Timeline:

To begin August 2021 through June 2022.

### Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

#### J.E. Young High School:

- **Student Academics:** Individual parent meetings with administrators/counselors to discuss student's academic progress. Monthly parent meetings will have a student academics component outlining where students should be with regards to credits at each quarter, by grade level. as well as any extra support/tutorial offerings that students can utilize. For students with SpEd services, IEP meetings and testing services as needed/requested. EL Resources such as the Interact Fellows will be utilized at an estimated cost of \$17,000 per year as needed.
- **Student Centered and Real-World Learning:** The job developer will provide opportunities for students to engage in job shadowing days, on campus career days, support with filling out job applications and completing resumes, and issuing work permits. The job developer will create both a physical job board as well as a virtual job board updating it with new job posting. Students will also have the opportunity to explore careers on Xello with the assistance of the job developer. In addition, military presentations will be scheduled so that students have an opportunity to learn more about the different military units, and will have the opportunity to take the ASVAB test. The work experience coordinator will work with students and their employers making sure students meet the work place competencies, as well as go to the job sites where students are employed to meet with the employer and observe the student. Materials and Supplies needed: Varies depending on the opportunities. If the engagement opportunities are under College & Career Readiness, CCR will fund the student engagement activity. In addition, Elisa Dealba from DPI has been very active in our parenting program. She visits the class every other week online. She would also bring supplies to the teen moms/dads for them to pick-up. She makes home visits to check in with the teen parents and gives the extra support they need.
- **Student Engagement:** J.E. Young students have had the opportunity to participate in a variety of clubs over the past couple of years. During the school closure in 2020-2021 due to COVID, a few clubs continued virtually (Asian Club, Art Club, Minecraft Club and BSU). Materials and Supplies needed: Varies depending on the student engagement activity.
- **Parent Engagement Opportunities:** Monthly Parent Meetings, Back to School, Open House, Qtrly awards celebrations, individual parent meetings w/admin and/or counselors to discuss academic progress, attendance, behavior. Materials and Supplies needed: Food for monthly parent meetings, back to school, open house and awards celebrations.

#### J.E. Young Elementary:

- **Student Academics:** Teachers have parent/teacher conferences to review students' academic progress with parents. Monthly, in-person parent meetings will begin in 2021-2022 and will have components around student academics, training for parents on specific platforms such as iReady, Atlas Parent Portal, Teams, Sora Digital Library, etc. For students with SpEd services, IEP meetings and testing services as needed/requested. EL resources from EL Services as needed. Focus on ELA and Math standards.
- **Student Centered and Real-World Learning:** Job Developer will work with the elementary teachers on student centered and real-world learning using the CCR curriculum for elementary.
- **Student Engagement:** J.E. Young elementary students will have the opportunity to participate in a variety of student activities throughout the school year such as: PBL projects, possibly clubs, and academic celebrations.

[Specify Direct Service and Opportunities for parents and families to support EL students:](#)

1. Parent Communication in the preferred language
2. Parent translation at meetings to support parents understanding how their student is doing academically.
3. Provide information about the services Parent University offers families.
4. Provide information about what the district EL department provides families.
4. EL services provided to students by Interact Fellows.
5. Parent conferences as needed.

[Specify Direct Service and Opportunities for parents and families to support low-performing student groups:](#)

J.E. Young's low performing sub-groups are: African American, Hispanic, and EL students. Among academic needs, the social emotional needs of low-performing students are evaluated to determine the proper academic placement. During the leadership team meetings, when evaluating low-performing students, multiple measures such as: ensuring students are enrolled in grade-level courses, monitoring success in their courses, determining whether appropriate supports in place to support their academic needs, as well monitoring achievement levels on both the District Interim and SBAC assessment data. In addition, encouraging low-performing students to get involved in school activities will help students feel more connected to school. During the 2020-2021 school year, between Aug and March, 35.3% (down 38% from previous year) of African American students, 42.33 (down 18% from previous year) of the Hispanic students, and 36.5% (down 19% from previous year) of the EL students participated in Goal 2 activities which included: clubs, CADA Conference, SAB, Pumpkin Carving Contest, Virtual Club Rush, Academic Awards Celebrations, FCC Workshops and Scholarship application work, in addition to dual enrollment recruitment process.

**Action 2**

**Title:** Family - Elementary

[Action Details:](#)

By the end of the 2021-2022 school year, a minimum of one family engagement activity per month will be held.

<b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

- In-Person meeting sign-in sheets
- Virtual meeting attendance
- Back to School and Open House attendance
- Monthly Parent meetings
- Awards and other celebration activities

[Owner\(s\):](#)

- Administration: R. Coe, Director; C. Wood Principal, Rhonda Day, Vice-Principal
- J. Silva, Counselor
- Certificated teachers

[Timeline:](#)

August 2020 to June 2021

[Describe Direct Services and Opportunities for parents and families, including materials and supplies required \(curriculum and instruction\) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:](#)

- **Student Academics:** Teachers have parent/teacher conferences to review students' academic progress with parents. Monthly, in-person parent meetings will begin in 2021-2022 and will have components around student academics, training for parents on specific platforms such as iReady, Atlas Parent Portal, Teams, Sora Digital Library, etc. For students with SpEd services, IEP meetings and testing services as needed/requested. EL resources from EL Services as needed. Focus on ELA and Math standards.
- **Student Centered and Real-World Learning:** Job Developer will work with the elementary teachers on student centered and real-world learning using the CCR curriculum for elementary.
- **Student Engagement:** J.E. Young elementary students will have the opportunity to participate in a variety of student activities throughout the school year such as: PBL projects, possibly clubs, and academic celebrations.

Specify Direct Service and Opportunities for parents and families to support EL students:

1. Parent Communication in the preferred language
2. Parent translation at meetings to support parents understanding how their student is doing academically.
3. Provide information about the services Parent University offers families.
4. Provide information about what the district EL department provides families.
4. EL services provided to students by Interact Fellows.
5. Parent conferences as needed.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

1. Parent Communication in the preferred language
2. Parent translation at meetings to support parents understanding how their student is doing academically.
3. Provide information about the services Parent University offers families.
4. Provide information about what the district EL department provides families.
4. EL services provided to students by Interact Fellows.
5. Parent conferences as needed.



## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0240 JE Young Independent Study (Locked)

### G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			JEY Parent Engagement - No Food or Incentives	1,844.00
G5A1	Sup & Conc	Instruction	Communicatio			JEY Parent Communication - Mailings and Flyers	3,500.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			JEY Materials and Supplies for parent engagement	2,614.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			JEY Materials & Supplies other incentives to ensure parent involvement	5,000.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			: eLearn Academy Parent Engagement-No Food or Incentives	525.00
G5A2	Sup & Conc	Instruction	Direct-Graph			: eLearn Academy - Direct Graphics	3,000.00
G5A2	Sup & Conc	Instruction	Communicatio			: eLearn Academy Communication / mailings / flyers	5,000.00

**\$21,483.00**

## 2021-2022 Budget for SPSA/School Site Council

### State/Federal Dept 0240 JE Young Independent Study (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Direct-Graph			JEY Direct Graphics - Graduation Pamphlets	2,000.00
G1A1	One-Time School	Instruction	Nc-Equipment			: JEY Technology to replace missing or broken technology to ensure the reopening of school goes smoothly	5,000.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			: eLearn Academy Technology	5,000.00
G2A1	Title 1 Basic	Instruction	Bks & Ref			JEY Edgenuity \$20,000 /Fresno City for Dual Enrollment Books \$15,000	35,000.00
G2A2	Sup & Conc	Instruction	Bks & Ref			JEY Books and other reference material for job development and work experience	5,000.00
G3A1	Title 1 Basic	Instruction	Bks & Ref			: eLearn Academy Books & Reference Materials / Site Licenses and other needs	3,006.00
G3A1	Title 1 Basic	Instruction	Mat & Supp			: eLearn Academy Materials and Supplies-No Food or Incentives	3,000.00
G3A1	Title 1 Basic	Instruction	Nc-Equipment			: JEY Student Technology	2,900.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: eLearn Academy Materials and Supplies for students and classrooms	20,000.00
G3A1	Sup & Conc	Instruction	Nc-Equipment			: eLearn Academy Technology for Students and Classrooms	27,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			: eLearn Academy Direct Maintenance	5,000.00
G3A1	Sup & Conc	Instruction	Bks & Ref			: JEY \$10,000.00 for Edgenuity Contract / \$5,000.00 for other resource materials and site licenses	15,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			JEY - Materials and Supplies	17,000.00
G3A1	Sup & Conc	Instruction	Nc-Equipment			JEY -Technology to allow students to allow student engagement	30,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			JEY Funds to fix broken student devices and other technology	3,336.00
G3A1	LCFF: EL	Instruction	Bks & Ref			: eLearn Academy Books and References	1,000.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: eLearn Academy Materials and Supplies	2,500.00
G3A1	LCFF: EL	Instruction	Student Incenti			: eLearn Academy Student and Parent Incentives	2,500.00
G3A1	LCFF: EL	Instruction	Nc-Equipment			JEY - LCFF - Technology	5,200.00
G3A1	One-Time School	Instruction	Mat & Supp			: JEY Materials & Supplies needed for the re-opening of schools	1,100.00
G3A2	One-Time School	Instruction	Mat & Supp			: eLearn Academy Materials & Supplies for School Re-Opening	3,680.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs			eLearn Teacher PL/Meetings/Classroom Walks- No IEPs	5,269.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			eLearn Elementary Subs - Teacher Development / Meetings / Classroom Walks	5,857.00
G4A1	Sup & Conc	Instruction	Travel			: eLearn Academy - Travel / Meetings / PL / Classroom Walks	10,224.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			JEY Subs for Professional Development / Meetings / Class Walks and Etc...for Teachers	5,000.00

G4A1	Sup & Conc	Instruction	Travel	JEY Conferences/Trainings for Staff and Admin	5,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	JEY Parent Engagement - No Food or Incentives	1,844.00
G5A1	Sup & Conc	Instruction	Communicatio	JEY Parent Communication - Mailings and Flyers	3,500.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	JEY Materials and Supplies for parent engagement	2,614.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	JEY Materials & Supplies other incentives to ensure parent involvement	5,000.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp	: eLearn Academy Parent Engagement-No Food or Incentives	525.00
G5A2	Sup & Conc	Instruction	Direct-Graph	: eLearn Academy - Direct Graphics	3,000.00
G5A2	Sup & Conc	Instruction	Communicatio	: eLearn Academy Communication / mailings / flyers	5,000.00
					<b>\$247,055.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$56,544.00
Sup & Conc	7090	\$164,531.00
LCFF: EL	7091	\$16,200.00
One-Time School	7099	\$9,780.00
<b>Grand Total</b>		<b>\$247,055.00</b>

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$12,000.00	
G2 - Expand student-centered and real-world learning experiences	\$40,000.00	
G3 - Increase student engagement in their school and community	\$142,222.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$31,350.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$21,483.00	
<b>Grand Total</b>		<b>\$247,055.00</b>