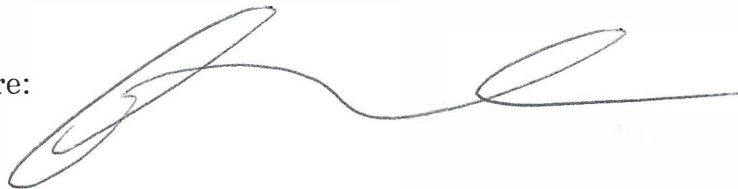


J. E. Young Academic Center

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 Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Table of Contents	
Topic	Details
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>
Plan Partnership	<i>Assurances for Comprehensive Support and Improvement Schools (CSI)</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

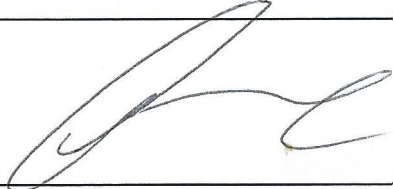

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 Involvement 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 Single 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 –Gail Neufeld, Teacher		X			
3. Fay Opoku, Teacher		X			
4. Adriana Alcocer, Teacher		X			
5. Barbara Bryan, Teacher		X	X		
6. Richard Hernandez, Campus Safety Assistant				X	
7. Ophelia Cerna, Parent				X	
8. Vincent Graves, Parent				X	
9. Sheryl Rowe, Parent				X	
10. Iris Herrera, Parent				X	
11. Iris Cisneros, Student					X
12. Martha Cerna, Student					X
13. Bryonna Rowe, Student					X
14. Kaylee Rowe, Student Alternate					X
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: Nov. 2018

Required Signatures

School Name:			
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Carson Wood		4-10-19
SSC Chairperson	Gail Neufeld		4-10-19

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 2019/20

JE Young - 0240

ON-SITE ALLOCATION

3010	Title I	\$21,138 *
7090	LCFF Supplemental & Concentration	\$72,992
7091	LCFF for English Learners	\$18,288
3182	Comprehensive Support and Improvement	<u>\$85,365</u>
TOTAL 2019/20 ON-SITE ALLOCATION		\$197,783

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$813
Remaining Title I funds are at the discretion of the School Site Council	<u>\$20,325</u>
Total Title I Allocation	<u>\$21,138</u>

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
 - CSI manager III assigned to school site to support CCI data monitoring.
 - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.

JE Young Academic High 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	18.702 %	17.969 %	2017-2018	24.969 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	7 %	1.6 %	2017-2018	8.6 %

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.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Attendance Policy - The attendance policy is followed and the process is effective for most students; however, poor attendance continues to be a factor of poor academic progress for some students.

Students not working outside of the classroom on course work - Many students, when they are not in school, are not regularly working on their coursework to recover credits which is also a factor of poor academic progress.

Enrollment dates - J.E. Young enrolls students year round, and depending on which courses they are most deficient in, the counselors will create a schedule which normally includes two core courses which may or may not include an ELA course. They also take two elective courses. Not having an ELA course may negatively affect their overall SBAC achievement results as they have not been working on specific ELA concepts.

Students may be far below grade level upon enrollment - Most students who enter J.E. Young are credit deficient due to an array of reasons, one being they are far below grade level in reading and writing which may have a negative impact on their SBAC assessment results.

Khan Academy - Khan Academy is being offered after school for students to attend for additional support in ELA and math; however, very few students are taking advantage of the opportunity to get the additional support.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

African American, Hispanic and EL students had a high % of not meeting or exceeding ELA standards. 87% of African American, 60% of Hispanic, and 59% of EL students did not meet or exceed standards on the 2018 SBAC ELA test.

Inequities - Some students do not have access to internet and/or technology at home which prevents them from working on their online course work when they are not at school. In an effort to close this inequity, J.E. Young checks out tablets to students as needed. In addition, they are given information about low-cost internet service. In an effort to eliminate the technology inequities, J.E. Young will invest on improving the technology infrastructure so that adequate technology is available to all students.

Students who enroll at J.E. Young are not always given an ELA class upon enrollment, so they may not be working on specific ELA standards when they take the ELA SBAC test.

In addition, transportation to and from J.E. Young, which is not a neighborhood school for most students, is an inequity. In an effort to support students getting to and from school, J.E. Young provides bus tokens to students.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

African American, Hispanic and EL students had a high % of not meeting or exceeding math

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Attendance Policy - The attendance policy is followed and the process is effective for most students; however, poor attendance continues to be a factor of poor academic progress for some students.

Students not working outside of the classroom on course work - Many students, when they are not in school, are not regularly working on their coursework to recover credits which is also a factor of poor academic progress.

Enrollment dates - J.E. Young enrolls students year round, and depending on which courses they are most deficient in, the counselors will create a schedule which normally includes two core courses which may or may not include a math course. They also take 2 elective courses. Not having a math course may negatively affect their overall SBAC achievement results as they have not been working on specific math concepts.

Students may be far below grade level upon enrollment - Most students who enter J.E. Young are credit deficient due to an array of reasons, one being they are far below grade level in math which may have a negative impact on their SBAC assessment results.

Khan Academy - Khan Academy is being offered after school for students to attend for additional support in both math and ELA; however, very few students are taking advantage of the opportunity to get the additional support.

standards. 100% of African American, 96% of Hispanic, and 94% of EL students did not meet or exceed standards on the 2018 SBAC Math test.

Inequities - Some students do not have access to internet and/or technology at home which prevents them from working on their online course work when they are not at school. In an effort to close this inequity, J.E. Young checks out tablets to students as needed. In addition, they are given information about low-cost internet service. In an effort to eliminate the technology inequities, J.E. Young will invest on improving the technology infrastructure so that adequate technology is available to all students.

Students who enroll at J.E. Young are not always given a math class upon enrollment, so they may not be working on specific Math standards when they take the Math SBAC test.

In addition, transportation to and from J.E. Young, which is not a neighborhood school for most students, is an inequity. In an effort to support students getting to and from school, J.E. Young provides bus tokens to students.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Administration attends the CCIS conference every year to stay up-to-date with alternative education changes. We will continue to attend the CCIS conference in 2019-2020 school year. In addition, there will be opportunities for professional development for teachers (trainings, conferences)

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

One change is that s'ts will be working with their mentor coach on academics, specifically core courses such as ELA and math. In addition, students struggling with ELA and math will utilize the after school Khan Academy online service that is overseen by a math and ELA teacher. These actions are noted in Goal 1, Action 1 and 2.

We will increase our A-G Requirements across all content areas.

5 new A-G course offerings will be added for the 2019-2020 school year.

- ERWC
- Statistics
- Chemistry and Physics
- Honors History or Race and Social Justice

CSI Targeted Plan

Work with the Cross-Functional Pivot Team and the CSI Manager to do a root case analysis of low graduation rate and to devise a plan to increase the graduation rate.

Reviewing and identifying resource inequities

Identify evidence based interventions/strategies

Identify actions regarding use of data, plan implementation, plan monitoring, and evaluation of plan improvement efforts.

Professional Learning around the work specifically correlated to the CSI Identification.

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:

During the SSC meeting on 4/10/19 SSC reviewed the SPSA. The Principal shared the CSI status of JEY and that we missed the graduation rate by .7% and what that means for JEY. SSC was made aware of new higher level course offerings that will be offered to students beginning next school year. SSC was made aware of the cut in the FSU Teaching Fellows Program for the 19-20 school year. Data shows that students are earning very few credits from tutorial. Budgetary items that needed to be moved from one budget to another budget was explained to the SSC from the office manager. No SSC concerns or questions were raised by the SSC members.

2 ELAC:

ELAC is combined with SSC.

3 Staff:

The staff was able to review the SPSA during the staff meeting. Principal Wood reviewed the CSI status and that we missed the graduation rate by .7% which put us in CSI status. The staff was made aware of some higher level course offerings for the next school year. Staff was made aware of the cut in the FSU Teaching Fellows Program for the 19-20 school year. Data shows that students are earning very few credits from tutorial hours. No staff concerns or questions were raised by the staff.

Action 1

Title: Increase % of st's meeting/exceeding ELA standards on SBAC

Action Details:

By the end of the 2019-2020 school year, we will increase the percentage of students meeting or exceeding the ELA SBAC standards from the current 18.7% to 24.9%

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. Counselors will identify students based on graduation requirement to be placed in an ELA class.
2. Counselors will review monthly, students' ELA progress through online courses.
3. Progress reports and report cards will be distributed on a mid-quarter and quarterly basis by advisory teachers and contact to parents will be made and logged into Atlas regarding student's academic progress.
4. Students will sign-in and attend weekly tutorial a minimum of 1 hour per week, including the use of Khan Academy for academic support.
5. Students will increase time working in core courses alongside their mentor coach during Monday's Community Leadership class.
6. Use internal dashboard as well as the data collected from Equity and Access such as formative and summative assessment data, credits and attendance, etc.
7. Partnership with Education Elements for Personalized Learning Initiative (PLI)
8. Feedback from the Cross-Functional Pivot Team and the CSI Manager assigned to J.E. Young.

Owner(s):

Administration: C. Wood; R. Day; R. Santos
Counselors: A. Santillan, J. Silva
Online Manager: Thomas Nixon
All certificated teacher
Ryan Coe - FUSD - PLI TSA
Education Elements
Cross-Functional Pivot Team
CSI Manager

Timeline:

August, 2019 through June, 2020.

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, 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.

Targeted CSI Plan:

- Partnership with Anthony Muhammad from Solution Tree as well as sending teachers to the Solution Tree PLC Conference to help build the capacity of our mentor coaches to implement better strategies to empower students' academic achievement.
- There will be a commitment to reassess how time during professional learning communities is spent.
- Staff will work with Cross-Functional Pivot Team to identify root causes from student achievement data. Once the PLC's are established and root causes are identified, PLC's will use the four foundational grounding questions to drive their instructional decisions to improve academic achievement.
- Another focus of PLC's will be to build in strategies to address the academic gaps into the Project-Based Learning projects.
- Partnering w/stakeholders at the site level as well as the district level (Cross-Functional Pivot Team, CSI Manager assigned to J.E. Young).
- Reviewing/Identifying resource inequities
- Actions regarding use of data, plan implementation, plan monitoring, and evaluation of plan improvement efforts
- Professional learning rooted in the work specifically correlated to the CSI identified student groups.
- Weekly coaching/support/monitoring of SPSA by supervisor

Supports Include:

1. Purchase of online course licenses
2. Tablets are checked out to students based on student need
3. Mentor Coaching in Community Leadership Class
4. Project-Based Learning

5. Teaching Fellows Tutors
6. Khan Academy
6. Solution Tree
7. Data from Education Elements for PLI
8. Cross-Functional Pivot Team to support root cause analysis and actions for 6-8 week plan
9. CSI Manager assigned to J.E. Young to support CCI data monitoring
10. Data provided from Equity and Access as needed

Specify enhanced services for EL students:

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons
2. Activate Background Knowledge.
3. Daily tutorial through Teaching Fellows
4. Khan Academy tutorial offered 2 days a week after school
5. Make instruction accessible with teacher/mentor coach support
6. Use home language strategically
7. Parent Communication
8. Academic Counseling
9. Opportunities for students to feel more connected to school through school-wide activities
10. Parent Conferences
11. School Social Worker Referral as needed
12. Utilize instructional strategies that focus on improving EL students' language acquisition.
13. Cross-Functional Pivot Team to support root cause analysis for EL students and help with a plan to improve EL student achievement.
14. CSI Manager assigned to J.E. Young to support by providing CCI data monitoring for EL students.

Supports Include:

Weekly, students meet with their teachers to go over their goal setting sheets and discuss their academic progress and any modifications that need to be made.

Tutorial is offered daily.

Teachers work with students one-on-one in their ELA class.

Students get additional support during Advisory period as well as during mentor coaching through Community Leadership class.

Project-Based Learning

Monthly course completion updates

Specify enhanced services for low-performing student groups:

African American, Hispanic and EL students had a high % of not meeting or exceeding ELA standards. 87% of African American, 60% of Hispanic, and 59% of EL students did not meet or exceed standards on the 2018 SBAC ELA test. As these subgroups make up the majority of J.E. Young's low-performing student population, the services listed below will be used for all students.

1. Provide multiple exposures to vocabulary through the GVC and teacher generated lessons.
2. Activate Background Knowledge.
3. Khan Academy tutorial offered 2 days a week after school
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. Cross-Functional Pivot Team to support root cause analysis for low-performing student groups and help with a plan to improve low-performing student achievement.
13. CSI Manager assigned to J.E. Young to support by providing CCI data monitoring for low-performing student groups.

Supports Include:

Weekly, students meet with their teachers to go over their goal setting sheets and discuss their academic progress and any modifications that need to be made.

Tutorial is offered daily.

Teachers work with students one-on-one in their ELA class.

Progress reports

Individual counseling w/Academic Counselor

Quarter grades

Edgenuity provided disaggregated data

Apex provided disaggregated data

Data from Education Elements for PLI

Support from Cross-Functional Pivot Team to help determine root cause analysis of low-performing student groups and to help with a plan to improve low-performing student achievement

Support from CSI manager assigned to J.E. Young to provide data monitoring

Students get additional support during Advisory period as well as during mentor coaching through Community Leadership class.

Project-Based Learning

Monthly course completion updates

Progress reports

Individual counseling w/Academic Counselor

Quarter grades

Edgenuity provided disaggregated data

Apex provided disaggregated data

Data from Education Elements for PLI

Support from Cross-Functional Pivot Team to help determine root cause analysis of low-performing student groups and to help with a plan to improve low-performing student achievement

Support from CSI manager assigned to J.E. Young to provide data monitoring

Explain the actions for Parent Involvement (required by Title I):

1. Back to School Night

- Qtr 1 Grade Distribution Night for students and parents.
- Parents meet with teachers to discuss their student's progress and ways to improve student's academic achievement if they are not making academic progress.
- Presentation and/or have a booth for parents to learn about specialized programs.
- Parents are provided with Online Learning brochure.

2. Open House

- Qtr 3 Grade Distribution Night for students and parents
- Parents meet with teachers to discuss their student's progress and ways to improve student's academic achievement if they are not making progress towards graduation.
- Presentation and/or have a booth for parents to learn about specialized programs.

3. Counselor Conferences

- Counselors meet with students individually each quarter to review the student's transcript.
- Counselors send out at-risk letters to parents notifying them of the lack of academic progress their student is making (including with online courses).
- Counselors hold at-risk conferences with parents and students who are not making academic progress, and discuss the student's academic plan to help them get back on course towards graduation.
- Group and individualized orientations are provided for all incoming students to discuss academic programs and school expectations, as well as other site-based services.
- Counselors hold senior meetings as well as individual conferences to discuss progress towards graduation.

4. Monthly Parent Luncheons

- Discuss academic programs offered
- Counseling updates such as progress reporting periods, what parents should look for, graduation requirements, as well as strategies for parents to support student achievement.

Describe Professional Learning related to this action:

1. Professional Learning includes all three JEY programs: JEY-Abby, eLearn Satellites eLearn Academy. PLC's are focused around student achievement (data analysis, strategies, SEL)
2. JEY's 4-day content-based master schedule (Tues-Friday) allows for Monday's Community Leadership class to be broken up into personalized curriculum and strategies for success. During this time, teachers incorporate mentoring and goal setting strategies as well as extra time for students to work on courses they need to focus on with the support of their mentor coach. Teachers plan real-world, project-based learning projects for students that include problem-solving and critical thinking skills around real-world problems.
3. During PLC's teachers create, maintain and adjust the skill-based lessons as needed throughout the school year to meet the needs of students.
4. JEY is working to include an online PLC for the eLearn Satellites so the JEY off-site staff are a PLC.
5. JEY is going to partner with Education Elements with the professional learning initiative. This partnership will help all PLC's focus on identifying key data within all platforms to identify areas to attack with the most potential to increase student achievement. This partnership will also provide various professional development to help increase specific needs across all PLC's.
6. Teachers will participate in professional learning provided by the online learning manager.
7. Teachers will participate in professional learning provided by online learning on Buyback days at the beginning of the school year.
8. Teachers will participate in professional learning provided through their content-based PLC's.
9. California Consortium for Independent Study (CCIS) Conference/Travel
10. Professional Learning Training/Conferences
10. Teacher subs for Professional Development
11. Supplemental Contracts
12. Professional Learning for site leaders and teachers focused on CSI identified student groups.

- Information around social-emotional resources/services.
- Presentations by students on their project-based learning projects.

5. Academic presentations to parents from Parent University staff.

- Parents are informed about how to use the parent portal, edutext, parent modules on topics such as "Transitioning to College" for parents of seniors. "Transitioning into 12th grade" for parents of juniors.

Action 2

Title: Increase % of st's meeting/exceeding Math standards on SBAC

Action Details:

By the end of the 2019-2020 school year, we will increase the percentage of students meeting or exceeding the Math SBAC standards from the current 7% to 8.6%.

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. Counselors will identify students based on graduation requirement to be placed in a math class.
2. Counselors will review monthly, students' math progress through online courses.
3. Progress reports and report cards will be distributed on a mid-quarter and quarterly basis by advisory teachers and contact to parents will be made and logged into Atlas regarding st's academic progress.
4. Students will sign-in and attend weekly tutorial a minimum of 1 hour per week, including the use of Khan Academy for academic support.
5. Students will increase time working in core courses alongside their mentor coach during Monday's Community Leadership class.
6. Use internal dashboard as well as the data collected room Equity and Access such as formative and summative assessment data, credits and attendance, etc.
7. Partnership with Education Elements for Personalized Learning Initiative (PLI)

Owner(s):

Administration: C. Wood; R. Day; R. Santos
Counselors: A. Santillan, J. Silva
Online Manager: Thomas Nixon
All certificated teachers

Timeline:

August, 2019 - June, 2020

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, 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.

Targeted CSI approach: Partnership with Anthony Muhammad from Solution Tree to help build the capacity of our mentor coaches to implement better strategies to empower students' academic achievement. There will be a commitment to reassess how time during professional learning communities is spent. Staff will identify root causes from student achievement data. Once the PLC's are established and root causes are identified, PLC's will use the

four foundational grounding questions to drive their instructional decisions to improve academic achievement. Another focus of PLC's will be to build in strategies to address the academic gaps into our Project-Based Learning projects.

Supports Include:

1. Purchase of online course licenses
2. Tablets are checked out to students based on student need
3. Mentor Coaching in Community Leadership Class
4. Project-Based Learning
5. Teaching Fellows Tutors
6. Khan Academy
6. Solution Tree PLC Conference to support PLC improvements
7. Data from Education Elements for PLI

Specify enhanced services for EL students:

1. Provide multiple exposures to math vocabulary/concepts
2. Activate Background Knowledge.
3. Daily tutorial offered.
4. Khan Academy offered 2 days a week after school.
5. Make instruction accessible with teacher/mentor coach support.
6. Use home language strategically.
7. Parent Communication
8. Academic Counseling
9. Opportunities for students to feel more connected to school through school-wide activities.
10. Parent Conferences
11. School Social Worker Referral as needed
12. Utilize instructional strategies that focus on improving EL students' language acquisition.
13. Cross-Functional Pivot Team to support root cause analysis for EL students and help with a plan to improve low-performing student achievement.
14. CSI Manager assigned to J.E. Young to support by providing CCI data monitoring of EL students.

Supports Include:

Weekly, students meet with their teachers to go over their goal setting sheets and discuss their academic progress and any modifications that need to be made.

Tutorial is offered daily.

Teachers work with students one-on-one in their math class.

Specify enhanced services for low-performing student groups:

African American, Hispanic and EL students had a high % of not meeting or exceeding Math standards. 100% of African American, 96% of Hispanic, and 100% of EL students did not meet or exceed standards on the 2018 SBAC Math test. As these subgroups make up the majority of J.E. Young's low-performing student population, the services listed below will be used for all students.

1. Provide multiple exposures to math vocabulary/concepts.
2. Activate Background Knowledge.
3. Daily tutorial offered.
4. Khan Academy offered 2 days a week after school.
5. Make instruction accessible with teacher/mentor coach support.
6. Use home language strategically.
7. Parent Communication
8. Academic Counseling
9. Opportunities for students to feel more connected to school through school-wide activities.
10. Parent Conferences
11. School Social Worker Referral as needed
12. Utilize instructional strategies that focus on improving EL students' language acquisition.
13. Cross-Functional Pivot Team to support root cause analysis for low-performing student groups and help with a plan to improve low-performing student achievement.
14. CSI Manager assigned to J.E. Young to support by providing CCI data monitoring for low-performing student groups.

Students get additional support during Advisory period as well as during mentor coaching through Community Leadership class.

Project-Based Learning

Monthly course completion updates

Progress reports

Individual counseling w/Academic Counselor

Quarter grades

Edgenuity provided disaggregated data

Apex provided disaggregated data

Data from Education Elements for PLI

Supports Include:

Weekly, students meet with their teachers to go over their goal setting sheets and discuss their academic progress and any modifications that need to be made.

Tutorial is offered daily.

Teachers work with students one-on-one in their math class.

Students get additional support during Advisory period as well as during mentor coaching through Community Leadership class.

Project-Based Learning

Monthly course completion updates

Progress reports

Individual counseling w/Academic Counselor

Quarter grades

Edgenuity provided disaggregated data

Apex provided disaggregated data

Data from Education Elements for PLI

Explain the actions for Parent Involvement (required by Title I):

1. Back to School Night

- Qtr 1 Grade Distribution Night for students and parents.
- Parents meet with teachers to discuss their student's progress and ways to improve student's academic achievement if they are not making academic progress.
- Presentation and/or have a booth for parents to learn about specialized programs.
- Parents are provided with Online Learning brochure.

2. Open House

- Qtr 3 Grade Distribution Night for students and parents
- Parents meet with teachers to discuss their student's progress and ways to improve student's academic achievement if they are not making progress towards graduation.
- Presentation and/or have a booth for parents to learn about specialized programs.

3. Counselor Conferences

- Counselors meet with students individually each quarter to review the student's transcript.
- Counselors send out at-risk letters to parents notifying them of the lack of academic progress their student is making (including with online courses).
- Counselors hold at-risk conferences with parents and students who are not making academic progress, and discuss the student's academic plan to help them get back on course towards graduation.
- Group and individualized orientations are provided for all incoming students to discuss academic programs and school expectations, as well as other site-based services.
- Counselors hold senior meetings as well as individual conferences to discuss progress towards graduation.

4. Monthly Parent Luncheons

Describe Professional Learning related to this action:

1. Professional Learning includes all three JEY programs: JEY-Abby, eLearn Satellites eLearn Academy. PLC's are focused around student achievement (data analysis, strategies, SEL)
2. JEY's 4-day content-based master schedule (Tues-Friday) allows for Monday's Community Leadership class to be broken up into personalized curriculum and strategies for success. During this time, teachers incorporate mentoring and goal setting strategies as well as extra time for students to work on courses they need to focus on with the support of their mentor coach. Teachers plan real-world, project-based learning projects for students that include problem-solving and critical thinking skills around real-world problems.
3. During PLC's teachers create, maintain and adjust the skill-based lessons as needed throughout the school year to meet the needs of students.
4. JEY is working to include an online PLC for the eLearn Satellites so the JEY off-site staff are a PLC.
5. JEY is going to partner with Education Elements with the professional learning initiative. This partnership will help all PLC's focus on identifying key data within all platforms to identify areas to attack with the most potential to increase student achievement. This partnership will also provide various professional development to help increase specific needs across all PLC's.
6. Teachers will participate in professional learning provided by the online learning manager.
7. Teachers will participate in professional learning provided by online learning on Buyback days at the beginning of the school year.
8. Teachers will participate in professional learning provided through their content-based PLC's.
9. California Consortium for Independent Study (CCIS) Conference/Travel
10. Professional Learning Training/Conferences
10. Teacher subs for Professional Development

- Discuss academic programs offered
- Counseling updates such as progress reporting periods, what parents should look for, graduation requirements, as well as strategies for parents to support student achievement.
- Information around social-emotional resources/services.
- Presentations by students on their project-based learning projects.

5. Academic presentations to parents from Parent University staff.

- Parents are informed about how to use the parent portal, edutext, parent modules on topics such as "Transitioning to College" for parents of seniors. "Transitioning into 12th grade" for parents of juniors.

11. Supplemental Contracts

2019-2020 SPSA Budget Goal Subtotal

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

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Je Young Academic	0.1250	Prep Buyout for Kristie Braun ID# 1027352.	13,508.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Edgenuity - Tom Nixon: Split Funded 3010 - \$10,000 7090 - \$5,000 & 7091 - \$5,000	6,817.00
G1A1	ESSA School Imp	Instruction	Teacher-Subs			Substitute Teachers for Professional Development and Site Visit Coverage	23,528.00
G1A1	ESSA School Imp	Instruction	Mat & Supp			: Materials and Supplies needed for Teachers, Students and Parents to increase success of all students	11,208.00
G1A1	ESSA School Imp	Instruction	Travel			: Send 10 to PLC in Phoenix and 10 to PLC in Phoenix and other Professional Learning Opportunities to Increase Student Learning	45,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contract	2,013.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Edgenuity - Tom Nixon: Split Funded 3010 - \$10,000 7090 - \$5,000 & 7091 - \$5,000	8,183.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies / Bus Tokens / Gives Student Opportunity to Excel in All Subjects and Also Reduces Absenteeism	19,703.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology, PBL	19,843.00
G1A1	Sup & Conc	Instruction	Travel			CCIS Conference and Other PL for teachers and admin	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance Repairs	5,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher Subs for ELPAC Assessing	588.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts to support EL students	8,514.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Edgenuity - Tom Nixon: Split Funded 3010 - \$10,000 7090 - \$5,000 & 7091 - \$5,000	5,000.00

\$172,905.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	35.279 %	28.267 %	2017-2018	35.267 %

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.

Goal 2 Participation Rate

During J.E. Young's 2015 WASC Self-Study, the visiting committee made recommendations to increase Goal 2 opportunities for student involvement, as well as to increase parent

participation. Both have been increased.

1. 50% of J.E. Young students are have been involved in goal 2 activities during the 2018-2019 school year.

- Field Trips
- Service Learning Projects
- Clubs
- School-wide activities - Harvest Fest, Club Rush

2. Parent engagement has increased through

- Monthly parent luncheons
- Back to School and Open House events
- SSC
- WASC parent group

For the 2019-2020 school year, we will continue to grow opportunities for parent involvement as well as more opportunities for students to participate in Goal 2 activities.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

Previous to the 2018-2019 school year, J.E. Young did not have a significant number of Goal 2 opportunities for students to participate in which contributed to the disproportionality to all students, not just low-performing student groups. Any activity that was held, was did not allow for all students to participate because students were not all at school at the same time.

For the 2018-2019 school year, a change to the master schedule was made so that all students come to school on Monday. This also allows JE Young to have school-wide activities so that all students can participate if they choose which closes the disproportionality for all students.

Parent engagement has increased; however due to the time of the parent luncheon, not all parents are able to attend. Personal phone calls are made in the home language, inviting parents to the parent luncheons as well as all parent engagement events.

Spanish and Hmong interpreters are at each parent engagement event to support our non-English speaking parents. We will continue to reach out to all parents in their home language to include them in all parent engagement events.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were more Goal 2 opportunities for students in 2018-2019 than from the previous year, and we are continuing to provide more Goal 2 opportunities for students during the 2019-2020 school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Provide more Goal 2 opportunities for students as outlined in Goal 2, Step 2 of the SPSA

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:

Do a student survey to get student interests for student activities.
Not all parents can attend the Parent Luncheon, Back to School Night and Open House. What other ways can you get information to families about what is going on at the school?

2 ELAC:

ELAC is combined with SSC

3 Staff:

Like that there is more activities for students; the students enjoy the activities.
It seems like there were more student activities in the green space last year (2017-18) than there was this year (2018-19).

Action 1

Title: Increase Goal 2 Opportunities.

Action Details:

By the end of the 2019-2020 school year we will increase Goal 2 opportunities from the current participation rate of 28% to 35% participation rate.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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. Quarterly and weekly review of enrollment by school site and program
2. Event Participation Data (sign in sheets) and enter into Goal 2 Engagement Tool
3. Grade and Attendance Review by counselor's administration and teachers
4. Completion of yearly culture climate surveys
5. Safe and Civil Team meetings
6. Admin Meetings to discuss Goal 2 funds
7. Program meetings to evaluate program data and success or opportunities for improvements
8. Various on-site surveys
9. Provide opportunities for all students to participate in Goal 2 activities

Owner(s):

Administration- C. Wood; R. Day; R. Santos;
Counselors - A. Santillan; J. Silva;
All J.E. Young Certificated Teachers

Timeline:

To begin August, 2019 and continue through June, 2020.

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. Also, teachers apply SEL strategies into the day to day instruction.

JEY's Tier 2 approach to instructional services is offering traditional independent study (ISP) course scheduling and support. Teachers apply SEL strategies when they meet one-on-one with students.

JEY's Tier 3 approach to instructional services is a deep dive from the transition team to determine appropriate placement. The leadership team, when determining possible student transitions to a different JEY program or to a different site, evaluates the social emotional needs of students to make sure the transition placement is appropriate for the needs of the student.

Targeted CSI approach: Through the implementation of the variety of Goal 2 activities, along with the partnership with the Goal 2 office, J.E. Young will decrease the overall suspension and chronic absenteeism rate by increasing student engagement opportunities which may positively impact academic achievement. In addition we will work with the Cross Functional Pivot Team as well as Equity and Access to analyze data to determine whether increasing student engagement has a positive effect on students feeling connected to school which will then have a positive impact on academic progress.

Supports including:

District Surveys

Various student/staff/parent handbooks

Safe and Civil training

School Site Council Training

ASB training

Campus Culture Director training/meetings

School-wide opportunities for students to be involved in activities.

Cross-Functional Pivot Team

CSI Manager assigned to J.E. Young

Equity and Access

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 in place to support EL learning needs, as well monitoring achievement levels on both the District Interim and SBAC assessment data. In addition, encouraging students to get involved in school activities will help students feel more connected to school.

Supports including:

Survey Data

Various opportunities for student and parent input around Goal 2

SSW as needed

Academic Counselors - progress monitoring

Teachers - progress monitoring and encouraging students through mentor coaching to participate in school activities

One on One student success plan w/mentor coaches

Feedback from Cross-Functional Pivot Team and CSI Manager re: how Goal 2 activities are having a positive impact on EL students' academic performance.

Explain the actions for Parent Involvement (required by Title I):

Back to School

- Quarter 1 grade distribution to parents and students
- Parents can meet with student's teachers and discuss student's progress and if needed, ways to improve student progress.
- Student incentives

Open House

- Quarter 3 grade distribution to parent and student
- Parents can meet with student's teachers and discuss student's progress and if needed, ways to improve student progress.
- Student incentives

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 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.

Supports including:

Survey Data

Various opportunities for student and parent input around Goal 2

SSW as needed

Academic Counselors - progress monitoring

Teachers - progress monitoring and encouraging students through mentor coaching to participate in school activities

One on One student success plan w/mentor coaches

Feedback from Cross-Functional Pivot Team and CSI Manager re: how Goal 2 activities are having a positive impact on low-performing students' academic performance.

Describe Professional Learning related to this action:

1. Staff will continue SEL training with the district culture and climate office for professional development.
2. School Site Council Training for new SSC.
3. District Safe and Civil training for team members.
4. All JEY teachers in all three JEY programs will be included in JEY professional development opportunities.

Parent/Student Orientation

- Counselors hold a weekly orientation for new, in-coming students and their parents.
- Counselors tailor the orientation to the various J.E. Young programs.
- Counselors review student transcripts, Master Agreement, student schedule, graduation requirements, community service opportunities, Dual Enrollment Programs, on-line courses, ROP courses, as well as the overall expectations of J.E.Young.

Parent/Teacher Administration Conferences

- Parent/Teacher/Admin conferences will be held when a student is not progressing academically so that the parents are kept up-to-date on their student's academic progress.

Parent/Student Handbook

- During the parent/student orientation, counselors hand out a copy of the parent/student handbook to the parent and student. The counselor reviews, in detail, the academic and behavioral expectations.

Monthly Parent Luncheon

- Parent Luncheons include topics such as:
 - *how parents can help their child be academically successful
 - *graduation requirements
 - *college application process and deadlines
 - *information regarding upcoming events (Back to School, Open House, SSC, etc.)
 - *topics generated by the parent interest
 - *suicide awareness
 - *JEY Social Media Updates

WASC Parent Focus Group

2019-2020 SPSA Budget Goal Subtotal

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

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	ESSA School Imp	Instructional Supervision & Admir	Crt Supr-Sub			Admin Subs for Professional Learning, WASC, site visits and other off site meetings. *Supports all goals.	5,629.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs - Professional Learning and WASC. *Supports all goals.	2,009.00

\$7,638.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
CTE Enrollment	10.689 %	7.541 %	2017-2018	14.541 %
College/Career Readiness		7.383 %	2017-2018	10.383 %

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.

CTE Enrollment

2017-2018 was the implementation year of CTE for the work experience program at J.E. Young. The % of students participating in CTE was low.

Pre-employment has been a continued program through the 2018-2019 school year. However, as of 2019-2020 a Social Media Marketing course will take the place of the pre-employment course.

The CTE and Pre-Employment classes have been effective. There was a high % of students who completed the courses.

College/Career Readiness

Recruiting for the new Social Media Marketing course.

Increase awareness about work experience through media blitz, announcements with the job developer as well as the work experience teacher.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

CTE Enrollment

J.E. Young's low-performing student groups are: African American, Hispanic, and EL students.

Due to a smaller master schedule, the number of CTE course offerings is limited.

College/Career Readiness

J.E. Young's low-performing student groups are: African American, Hispanic, and EL students.

We have noticed the need to increase the total number of A-G courses in all core content areas.

There is a lack of awareness of the work experience program.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There has not been a significant recruitment process for the pre-employment course except for at the inception of the course.

There will be a recruitment process put into place to recruit for the Social Media Marketing course such as: a vetting process getting teacher input via a counselor list. In addition, we will promote the CTE courses at the parent luncheon, recruiting for all programs.

We will continue the process of recruiting for Dual Enrollment from a counselor list, vetting from counselors and teachers, matriculation process (online app, parent approval, registration by FCC Dual Enrollment). Due to the increase in student enrollment, there will be an increase in the cost to purchase books.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We are looking to keep our Dual Enrollment completion rate high. In order to achieve this, a built in instructor and mentor approach to address student success and completion for Dual Enrollment.

We are looking to increase our CTE enrollment by beginning the recruitment process during the 4th quarter before the new school year.

We will work with the Cross-Functional Pivot Team and CSI Manager to identify other ways to get more students involved in CTE courses..

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:

At the 4/10/19 SSC meeting, SSC members were made aware of the high completion rate of students enrolled in the FCC Dual Enrollment courses - 176 FCC College units were earned by J.E. Young students during the 1st semester of the school year. They were informed that a new course beginning 19-20 school year (Social Media Marketing) will replace the current Pre-Employment Course explaining that the Social Media marketing will give students some of the pre-employment classes' skills, but will include a lot more to help students be college and career ready graduates. No questions or concerns were raised by the SSC.

2 ELAC:

ELAC is combined with SSC.

3 Staff:

Staff were informed of the continued high completion rate of students enrolled in the FCC Dual Enrollment Courses - 176 FCC college units were earned by J.E. Young students during the 1st semester of the school year. They were informed that a new course beginning 19-20 school year (Social Media Marketing) will replace the current Pre-Employment Course explaining that the Social Media marketing will give students some of the pre-employment classes' skills, but will include a lot more to help students be college and career ready graduates. No questions or concerns were raised by the staff.

Action 1

Title: Workplace Success

Action Details:

J.E. Young currently has a 7.54% participation rate in CTE; we will increase CTE participation to 14.54% participation rate during the 2019-2020 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

1. Counselors will identify students who could be successful in CTE courses.
2. Administration and counselors receive a monthly report detailing student progress in CTE courses.
3. CTE teacher will meet weekly with students to discuss progress.
4. CTE teacher will go to each student's job-site to monitor and evaluate that student is meeting the CTE competencies.
3. Progress Reports will be completed on a quarterly basis by teachers and contact to parents will be made and logged on Atlas.
4. Job Developer to monitor work permit status.
5. Coordinate with College and Career Readiness to evaluate J.E. Young's program success in comparison to other CTE courses within FUSD.

Owner(s):

- Administration: C. Wood; R. Day; R. Santos
- Counselors: A. Santillan; J. Silva
- CTE Teachers
- Job Developer

Timeline:

August, 2019 through June, 2020

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 to determine if CTE or Social Media Marketing are possible course options for students.

JEY's Tier 2 approach to instructional services is offering traditional independent study (ISP) course scheduling and course sequencing to determine if CTE or Social Media Marketing are possible course options for students.

JEY's Tier 3 approach to instructional services is a deep dive from site transition team to determine appropriate placement through scheduling and course sequencing. If a student is transitioning to a different JEY program, counselors will determine if CTE or Social Media Marketing are possible course options for students.

Targeted CSI Approach: With the increased number of students enrolled in CTE courses, more students will be labeled prepared in the college and career indicator. J.E. Young will work to find ways to engage more students, including EL and Low-Performing students to enroll in CTE courses.

Supports Included:

CTE Competencies

Social Media Marketing curriculum

Mentoring from instructors

J.E. Young purchases the FCC Dual Enrollment books for students so they have access to the college materials.

Specify enhanced services for EL students:

As with all JEY students, English Learner students have the option to take CTE courses provided they meet the CTE criteria.

Supports Included:

Attendance data

Progress grade reports

Specify enhanced services for low-performing student groups:

All JEY students, including low-performing students (African American, Hispanic and EL students), have the option to take CTE courses provided they meet the CTE criteria.

Supports Included:

Attendance data

Progress grade reports

Quarter grade reports

Mentor Coaching

Khan Academy

Cross-Functional Pivot Team to support root cause analysis for EL students and help with a plan to improve EL student achievement in order to support more students in CTE courses.

CSI Manager assigned to J.E. Young to support by providing CCI data monitoring for EL students in order for the site to create a plan to increase the number of EL students taking CTE courses.

Explain the actions for Parent Involvement (required by Title I):

Back to School

- Quarter 1 grade distribution to parents and students
- Parents can meet with student's teachers and discuss student's progress and if needed, ways to improve student progress.
- Student incentives

Open House

- Quarter 3 grade distribution to parent and student
- Parents can meet with student's teachers and discuss student's progress and if needed, ways to improve student progress.
- Student incentives

Parent/Student Orientation

- Counselors hold a weekly orientation for new, in-coming students and their parents.
- Counselors tailor the orientation to the various J.E. Young programs.
- Counselors review student transcripts, Master Agreement, student schedule, graduation requirements, community service opportunities, Dual Enrollment Programs, on-line courses, CTE courses, as well as the overall expectations of J.E.Young.

Parent/Teacher Administration Conferences

- Parent/Teacher/Admin conferences will be held when a student is not progressing academically so that the parents are kept up-to-date on their student's academic progress.

Parent/Student Handbook

- During the parent/student orientation, counselors hand out a copy of the parent/student handbook to the parent and student. The counselor reviews, in detail, the academic and behavioral expectations.

Monthly Parent Luncheon

- Parent Luncheons include topics such as:
 - *how parents can help their child be academically successful
 - *graduation requirements
 - *college application process and deadlines
 - *information regarding upcoming events (Back to School, Open House, SSC, etc.)
 - *topics generated by the parents

Quarter grade reports

Mentor CoachingDaily tutorial

Khan Academy

Cross-Functional Pivot Team to support root cause analysis for low-performing student groups and help with a plan to improve low-performing student achievement in order to support more low-performing students in CTE courses.

CSI Manager assigned to J.E. Young to support by providing CCI data monitoring for low-performing students in order for the site to create a plan to increase the number of low-performing students taking CTE courses.

Describe Professional Learning related to this action:

CTE teachers know the CTE expectations and competencies and participate in professional development opportunities through CTE.

JEY staff is in-serviced by the JEY CTE teacher on the competencies and placements of students.

The CTE teachers market their CTE courses twice a year to parent groups in the fall and spring.

*Suicide Awareness

*Dual-Enrollment / CTE Presentations

WASC Parent Focus Group

2019-2020 SPSA Budget Goal Subtotal

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

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Bks & Ref			: Dual Enrollment - Books Fresno City College	8,000.00

\$8,000.00

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	62.344 %	79.154 %	2017-2018	77.154 %
Suspensions Per 100	13.498 %	3.306 %	2017-2018	2.306 %
Graduation Rate		66.443 %	2017-2018	67.443 %

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.

Chronic Absenteeism

Based on the attendance policy put into place: daily phone calls, attendance letters, CWA making home visits, etc, the positive attendance rate at J.E. Young has increased from an average of 74% during the 18-19 school year, to currently an average of 76% each month.

Suspensions Per 100

During the previous school year, JEY put the JEY ROAR (Respect, Ownership, Attitude, Responsibility) expectations into place. Students were recognized for following these expectations by good behavior/character tickets that could be turned in when a recognition event (snow cones, pizza, etc.) was held. All staff was able to give out tickets to students showing good character/behavior. We also focused staff (classified and certificated) PL around climate and culture. J.E. Young also received a full-time School Social Worker which helped students by being able to go to the SSW and for the SSW to work with students giving them strategies to cope with their anger, etc.

All of these proactive interventions attributed to lowering the suspension rate for the 18-19 school year.

Graduation Rate

J.E. Young's goal is to help students recover credits and return to their comprehensive high school if they choose too. J.E. Young missed the 17-18 graduation rate by .7%, thus putting J.E. Young in CSI status. J.E. Young's graduation rate is based on the students who actually stay at J.E. Young and graduate, but does not count the students who got back on track for graduation and returned to their comprehensive high school.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

Students not living near the school and are having to travel from all seven FUSD regions.

School busses are not provided for JE Young students

JE Young's independent study model increased the number of instructional days that students are required to attend school.

Many students who attend JE Young come to us behind in credits because of their attendance.

Medical/social emotional needs can potentially lead to more absences for many JE Young students.

The Hispanic subgroup is disproportionately higher than any other subgroup; however our enrollment of Hispanic students is significantly higher than all other subgroups.

Suspensions Per 100

The suspension rate was 22.63% in 2015-2016, but dropped 8% to 14.50% during the 2016-2017 school year.

During the 2016-17 school year, there was a higher suspension rate with foster and homeless youth than non-foster and non-homeless youth.

During the 2016-2017 school year, there was a higher suspension rate among the African American subgroup and the subgroup labeled "other" than any other ethnicities.

Graduation Rate

We will increase the number of A-G Requirement courses. Providing non-traditional curriculum engagement through Project-Based Learning, Mentor Coaching and Personalized Learning Initiative, will increase student

attendance, thus increasing student engagement and course completions.

We will work with Equity and Access pivot department to work with the state of California in including the graduating transitioned students to the DASS accountability model.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We will increase our A-G Requirements across all content areas.

5 new A-G course offerings will be added for the 2019-2020 school year.

- ERWC
- Statistics
- Chemistry and Physics
- AP History

CSI Targeted Plan

Work with the Cross-Functional Pivot Team and the CSI Manager to do a root case analysis of low graduation rate and to devise a plan to increase the graduation rate.

Reviewing and identifying resource inequities

Identify evidence based interventions/strategies

Identify actions regarding use of data, plan implementation, plan monitoring, and evaluation of plan improvement efforts.

Professional Learning around the work specifically correlated to the CSI Identification.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Increase our site allocation for Edgenuity.

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:

During the SSC meeting on 4/10/19, SSC members were given information about the CSI status of J.E. Young. Mr. Wood also shared that J.E. Young's graduation number is close to the district's graduation number. No concerns/questions were raised by the SSC

2 ELAC:

ELAC is combined with SSC.

3 Staff:

Staff is made aware of the monthly attendance rate and suspension data at the staff meeting. At the April 3 staff meeting, staff was made aware of the CSI status based on missing the graduation rate by .7%. No concerns/questions were raised by the staff.

members.

Action 1

Title: Increase Graduation Rate

Action Details:

By the end of the 2019-2020 school year, J.E. Young will increase the graduation rate from the current 66.4% to 69% by the end of the 2019-2020 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

1. Counselors monitor academic progress toward graduation.
2. Counselors send out on track and off track to graduation letters.
3. Counselors host senior meetings w/ seniors and parents.
4. Counselors have individual meetings w/seniors and parents as needed.
5. Counselors have financial aid workshops for senior students/parents.
6. FCC provides advising sessions to seniors on J.E. Young's campus.
7. SSW makes parent/student contact as needed re: Social Emotional needs that may be effecting academic progress towards graduation.
8. Teachers call home regarding missing work that may effect academic progress towards graduation.
9. Students will be enrolled in summer school as needed prior to graduation year.
10. Attendance clerk will monitor student attendance.
11. CWA's will follow-up on chronic absenteeism which may have a negative effect on academic progress towards graduation.
12. Cross-Functional Pivot Team and CSI Manager

Owner(s):

Administration: C. Wood; R. Day, R. Santos

Counselors: A. Santillan; J. Silva

Online Learning Manager: T. Nixon

All Certificated Teachers

Attendance Clerk

CWA's

Timeline:

August, 2019 through June, 2020

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

Students are enrolled in online Edgenuity and/or APEX courses

Teachers monitor course progress and through mentor coaching work with students to complete courses needed for graduation.

Teachers make phone calls to parents re: academic progress.

Advisory teachers monitor the number of credits students are earning and have one-on-one conversations w/students.

Counselors monitor academic progress/course completions.

Counselors hold college workshops for students to enroll into college.

Counselors hold financial aid workshops.

FCC holds advising sessions at J.E. Young.

Climate and Culture Surveys

Graphics Department will be used for senior meeting flyers, financial aide meeting flyers, as well as the printing of the graduation programs.

Targeted CSI Approach:

J.E. Young will partner with Anthony Muhammad from Solution Tree, as well as sending teachers to the Solution Tree PLC Conference, in an effort to move J.E. Young's PLC's to be more focused on root cause analysis on student achievement data to determine instructional decisions to improve student achievement.

Work with Cross-Functional Pivot Team and the CSI Manager assigned to J.E. Young to discuss root cause analysis in order to make a plan to improve the graduation rate.

Partnering with all the stake-holders (site, district, community)

Specify enhanced services for EL students:

Students are enrolled in online Edgenuity and/or APEX courses.

Teachers monitor progress of all students, including EL students' academic progress.

Mentor Coaches work with all students, including EL to provide extra academic support.

All students, including EL, receive academic counseling re: academic progress towards graduation.

All senior students, including EL, participate in college financial aid workshops, FCC college advising sessions, as well as student/parent senior meetings.

All students' attendance, including EL is monitored by the attendance clerk.

Any student who has chronic absenteeism is monitored by the CWA's so they can get the supports to get back on track so their attendance doesn't negatively effect their academic progress towards graduation.

The SSW works with students as needed to support their social emotional needs in order to prevent the social emotional needs negatively effecting their academic progress towards graduation.

Cross-Functional Pivot Team to support root cause analysis for EL students and help with a plan to improve EL student achievement in order to increase EL student graduation rate.

CSI Manager assigned to J.E. Young to support by providing CCI data monitoring for EL students so the site can create an action plan to increase EL student graduation rate.

Specify enhanced services for low-performing student groups:

JE Young's low-performing student groups are: African American, Hispanic and EL students. Since these student groups make up the majority of J.E. Young's student population, and services listed below will be for all J.E. Young students.

Students are enrolled in online Edgenuity and/or APEX courses.

Teachers monitor progress of all students, including low-performing students' academic progress.

Mentor Coaches work with all students, including low-performing students, to provide extra academic support.

All students, including low performing students, receive academic counseling re: academic progress towards graduation.

All senior students, including low-performing students, participate in college financial aid workshops, FCC college advising sessions, as well as student/parent senior meetings.

All students' attendance, including low performing students is monitored by the attendance clerk.

Any student who has chronic absenteeism is monitored by the CWA's so they can get the supports to get their attendance back on track so it doesn't negatively effect their academic progress towards graduation.

The SSW works with students as needed to support their social emotional needs in order to prevent the social emotional needs negatively effecting their academic progress towards graduation.

Cross-Functional Pivot Team to support root cause analysis for low-performing student groups and help with a plan to improve low performing student achievement in order to increase low-performing student graduation rate.

CSI Manager assigned to J.E. Young to support by providing CCI data monitoring for low-performing student groups so the site can create an action plan to increase low-performing student graduation rate.

Explain the actions for Parent Involvement (required by Title I):

Phone calls to parent re: academic progress is made every 4 1/2 weeks at progress reporting periods.

Progress reports and report cards are mailed home to parents.

Parent/student conferences are held for students who are not making academic progress towards graduation.

Parent/student senior meetings are held so parents know what to expect during the upcoming months before graduation.

Parents are advised of poor attendance that may have a negative impact on progress towards graduation (phone calls, letters, home visits, parent/student/VP meetings)

Describe Professional Learning related to this action:

1. Attendance team creates a monthly attendance and suspension analysis and presents to the staff at the staff meeting.
2. Classified training on ATLAS reports, School Messenger and Customer Service.
3. JEY participates in a professional development around positive behavior supports with the Climate and Culture Office.

2019-2020 SPSA Budget Goal Subtotal

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

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,300.00
G4A1	Sup & Conc	Instruction	Communicatio			: Postage and Communication	1,441.00
G4A1	Sup & Conc	Parent Participation	Direct-Graph			Direct Graphics - Printing of materials to be sent to parents	1,500.00
G4A1	LCFF: EL	Parent Participation	Mat & Supp			EL Parent Participation	4,186.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies - Parent Participation **NO FOOD, NO INCENTIVES**	813.00

\$9,240.00

2019-2020 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	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Je Young Academic	0.1250	Prep Buyout for Kristie Braun ID# 1027352.	13,508.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Edgenuity - Tom Nixon: Split Funded 3010 - \$10,000 7090 - \$5,000 & 7091 - \$5,000	6,817.00
G1A1	ESSA School Imp	Instruction	Teacher-Subs			Substitute Teachers for Professional Development and Site Visit Coverage	23,528.00
G1A1	ESSA School Imp	Instruction	Mat & Supp			: Materials and Supplies needed for Teachers, Students and Parents to increase success of all students	11,208.00
G1A1	ESSA School Imp	Instruction	Travel			: Send 10 to PLC in Phoenix and 10 to PLC in Phoenix and other Professional Learning Opportunities to Increase Student Learning	45,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contract	2,013.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Edgenuity - Tom Nixon: Split Funded 3010 - \$10,000 7090 - \$5,000 & 7091 - \$5,000	8,183.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies / Bus Tokens / Gives Student Opportunity to Excel in All Subjects and Also Reduces Absenteeism	19,703.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology, PBL	19,843.00
G1A1	Sup & Conc	Instruction	Travel			CCIS Conference and Other PL for teachers and admin	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance Repairs	5,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher Subs for ELPAC Assessing	588.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts to support EL students	8,514.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Edgenuity - Tom Nixon: Split Funded 3010 - \$10,000 7090 - \$5,000 & 7091 - \$5,000	5,000.00
G2A1	ESSA School Imp	Instructional Supervision & Admir	Crt Supr-Sub			Admin Subs for Professional Learning, WASC, site visits and other off site meetings. *Supports all goals.	5,629.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs - Professional Learning and WASC. *Supports all goals.	2,009.00
G3A1	Sup & Conc	Instruction	Bks & Ref			: Dual Enrollment - Books Fresno City College	8,000.00
G4A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,300.00
G4A1	Sup & Conc	Instruction	Communicatio			: Postage and Communication	1,441.00
G4A1	Sup & Conc	Parent Participation	Direct-Graph			Direct Graphics - Printing of materials to be sent to parents	1,500.00
G4A1	LCFF: EL	Parent Participation	Mat & Supp			EL Parent Participation	4,186.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies - Parent Participation **NO FOOD, NO INCENTIVES**	813.00

\$197,783.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$21,138.00
ESSA School Imp	3182	\$85,365.00
Sup & Conc	7090	\$72,992.00
LCFF: EL	7091	\$18,288.00
Grand Total		\$197,783.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$172,905.00
G2 - All students will engage in arts, activities, and athletics	\$7,638.00
G3 - All students will demonstrate the character and competencies for workplace success	\$8,000.00
G4 - All students will stay in school on target to graduate	\$9,240.00
Grand Total	\$197,783.00