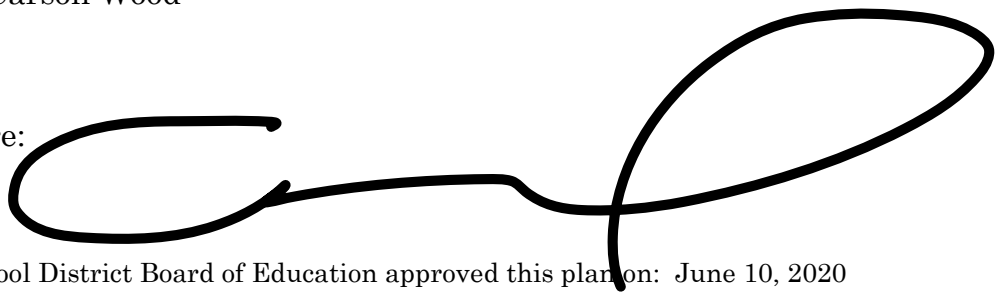
J. E. Young Academic Center

10621661030287

Principal's Name: Carson Wood

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Table of Contents

Topic	Details
Cover Page	*CDS Code with Signature*
Table of Contents	*Listing of SPSA Contents and District Goals*
Centralized Services	*N/A*
School Site Council Assurances	*Consolidated Program Assurances*
School Site Council (SSC)	*Members list*
Required Signatures	*Principal and SSC Chairperson*
Budget	*Site Allocations*
School Quality Review Process	• *Needs Assessment: Data Analysis and identification of needs and goals* • *Actions designed to meet needs and targeted goals* • *Budget allocations and planned expenditures*
Additional Documents	*SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum*

District Goals

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.

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

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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 Policy and the Parent-School Compact.
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.
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.

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		X			
3. Adriana Alcocer		X			
4. Barbara Bryan		X			
5. Fay Opoku		X			
6. Richard Hernandez			X		
7. Cyndi Nau				X	
8. Tracy Gonzales				X	
9. Vincent Graves				X	
10. Raquel Pineda				X	
11. Najee Jamison					X
12. Vincent Graves, Jr.					X
13. Ky-Nivia Pool					X
14.					
15.					

Check the appropriate box below:
□ **ELAC reviewed the SPSA as a school advisory committee.**
ELAC voted to consolidatewith the SSC. Date _____

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 School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Carson Wood**	Carson Wood	5-27-2020
SSC Chairperson	**Gail Neufeld**	Gail Neufeld	5-27-2020

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 2020/21

JE Young - 0240

ON-SITE ALLOCATION

3010	Title I	$25,020	*
7090	LCFF Supplemental & Concentration	$75,206	
7091	LCFF for English Learners	$12,192	
	TOTAL 2020/21 ON-SITE ALLOCATION	**$112,418**	

*	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	$834
	Remaining Title I funds are at the discretion of the School Site Council	$24,186
	Total Title I Allocation	$25,020

February 13, 2020

JE Young Academic High 2020-2021 - 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)	24.969 %	16.901 %	2018-2019	23.901 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	8.6 %	1.46 %	2018-2019	8.46 %

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 effect 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. Students are able to attend daily tutorial offered at J.E. Young through A4 office. In addition, students have access to utilize Khan Academy. Students are encouraged to come to school more frequently to work on their courses where they can get support from core content teachers.

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

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. 87.5% of African American Students, 59.8% of Hispanic students and 100% of EL students did not meet standards. on SBAC. 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 and provides Hotspots to students, when Hotspots are available. 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 standards. 100% of African American students and 92.1% of Hispanic students did not meet standards on the SBAC 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 and provides Hotspots to students, when Hotspots are

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 effect 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. Students are able to attend daily tutorial offered at J.E. Young through A4 office. In addition, students have access to utilize Khan Academy. Students are encouraged to come to school more frequently to work on their courses where they can get support from core content teachers.

available. 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 2020-2021 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.

St's will continue working with their mentor coach on academics, specifically core courses such as ELA and math. In addition, students struggling with ELA and math will be encouraged to attend tutorial that is provided to students each day from 8:30-12:30. These actions are noted in Goal 1, Action 1 and 2. Counselors will continue to enroll students in A-G requirements across all content areas, including the new high level A-G courses ERWC Statistics Chemistry and Physics Honors History or Race and Social Justice that JEY began offering in 2019-2020.

Plan to remain out of CSI status: Work with the Cross-Functional Pivot Team and the CSI Manager to maintain and update the graduation plan to increase the graduation rate to 80%. 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:

Due to the COVID19 school closure, the March SSC meeting was not held to review and approve the 2020-2021 SPSA> However, during the SSC meeting on 2/27/20, the Principal shared that JEY is no longer in CSI status and that our graduation rate for 2018-2019 was 76.7%. SSC was made aware the A4 tutor that students have access to everyday at JEY from 8:30-12:30. The after school tutorial

2 ELAC:

ELAC is combined with SSC.

3 Staff:

The staff to review has not been able to review the 2020-2021 SPSA due to the COVID19 school closure. Principal Wood shared that JEY is no longer in CSI status and that our graduation rate for 2018-2019 was 76.7%. Staff was made aware the A4 tutor that students have access to everyday at JEY from 8:30-12:30.

that was being held by a JEY credentialed teacher was not successful, with data showing that vey few credits were earned 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.

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 16.9% to 23.9%

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 st's academic progress.
4. Students will increase time working in core courses alongside their mentor coach during Monday's Community Leadership class.
5. Students will be encouraged to attend tutorial which is provided daily from 8:30-12:30.
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 Director

Education Elements

Cross-Functional Pivot Team

CSI Manager

Timeline:

August, 2020 through June, 2021.

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.

Plan to remain out of CSI status:

- Partnership with Solution Tree by sending the remaining J.E. Young 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. Purchase of more technology for student use
2. Tablets are checked out to students based on student need
3. Mentor Coaching in Community Leadership Class
4. Project-Based Learning
5. A4 Tutor
6. Khan Academy
7. Use 2020-2021 budget to pay for a 3rd session of summer school for the 2019-2020 school year if needed.
8. Solution Tree
9. Data from Education Elements for PLI
10. Cross-Functional Pivot Team to support root cause analysis and actions for 6-8 week plan.
11. CSI Manager assigned to J.E. Young to support CCI data Monitoring
12. 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 for all students through A4 tutor assigned to JEY
4. Make instruction accessible with teacher/mentor coach support
5. Use home language strategically

Specify enhanced services for low-performing student groups:

African American, Hispanic and EL students had a high % of not meeting or exceeding ELA standards. 87.5% of African American Students, 59.8% of Hispanic students and 100% of EL students did not meet standards. on SBAC. 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.

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. Cross-Functional Pivot Team to support root cause analysis for EL students and help with a plan to improve EL student
13. 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.

A4 Tutorial is offered daily to all students

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

Progress reports

Individual counseling w/Academic Counselor

Quarter grades

Edgenuity 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 to provide data monitoring as needed

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

2. Activate Background Knowledge.
3. A4 Tutoring provided Mon - Fri 8:30-12:30 for all students.
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.

A4 tutorial is offered daily from 8:30-12:30 for all students.

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

Progress reports

Individual counseling w/Academic Counselor

Quarter grades

Edgenuity 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

Describe Professional Learning related to this action:

1. Back to School Night
    - Qtr. 1 Academic Awards Celebration
    - 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. Qtr. 2 Academic Awards Celebration throughout the day for parents to attend.
3. Open House Night
    - Qtr. 3 Academic Awards Celebration
    - 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.
    - Presentations and/or have a booths for parents to learn about specialized programs and resources available throughout the district and community.
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.
    - 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 University provides parent modules on topics such as "Transitioning to College" for parents of seniors. "Transitioning into 12th grade" for parents of juniors.

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.

Action 2

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

Action Details:

By the end of the 2020-2021school 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. A4 tutorial provided everyday from 8:30-12:30 for all students.

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

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

8. 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, 2020- June, 2021

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.

Plan to remain off of CSI status: Partnership with 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 s 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. A4 Tutorial is provided everyday from 8:30-12:30 for all students.
6. Khan Academy
7. Use 2020-2021 budget to pay for a 3rd session of summer school for the 2019-2020 school year if needed.
8. Solution Tree PLC Conference to support PLC improvements
9. 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. A4 tutorial offered everyday from 8:30-12:30 for all students.
4. Students have access to Khan Academy
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.

A4 tutorial is offered everyday from 8:30-12:30 for all students.

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

Data from Education Elements for PLI

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 students and 92.1% of Hispanic students did not meet standards on the SBAC 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. A4 tutorial provided everyday from 8:30-12:30 for all students.
4. Khan Academy is available to all students.
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.

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.

A4 tutorial is offered everyday from 8:30-12:30 to all students.

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

Data from Education Elements for PLI

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

1. Back to School Night
   - Qtr. 1 Academic Awards Celebration
   - 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. Qtr. 2 Academic Awards Celebration throughout the day for parents to attend.
3. Open House Night
   - Qtr. 3 Academic Awards Celebration
   - 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.
   - Presentations and/or have a booths for parents to learn about specialized programs and resources available throughout the district and community.
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.
   - 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 University provides parent modules on topics such as "Transitioning to College" for parents of seniors. "Transitioning into 12th grade" for parents of juniors.

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

2020-2021 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	Mat & Supp			: Materials and Supplies - **NO FOOD OR INCENTIVES**	4,186.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors - Site provides the substitutes	595.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental to support EL Students	2,440.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology	4,157.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation / Parent Luncheons / Other Items and Needs to initiate and increase parent participation	5,000.00

$16,378.00

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	35.267 %	46.382 %	2018-2019	53.382 %

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

J.E. Young has continued to increase Goal 2 opportunities for student involvement, as well as to increase parent. participation as recommended by the WASC visiting committee during the 2015 Self-Study WASC visit. Both have been increased. 1. 62.8% of J.E. Young students are have been involved in goal 2 activities during the 2019-2020 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, academic awards celebrations, etc.

For the 2020-2021 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

During the 2019-2020 school year, J.E. Young had a significant number of Goal 2 opportunities for students to participate in which closed the inequalities for all students, not just low-performing student groups. 62.8% of J.E. Young students participated in Goal 2 activities. 80% African American students; 60.4% Hispanic students and 54.5% of EL students participated in Goal 2 activities. School-wide activities were increased during the 2019-2020 school year, and were held on Mondays, which is the day all students were on campus. Having a day that all students were on campus allowed all students to participate in Goal 2 activities if they choose to. 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 as needed. We will continue to reach out to all parents in their home language to include them in all parent engagement events. We will continue to have quarterly awards celebrations and invite families to attend. In addition, parents gave feedback about possibly video-taping the parent luncheons and uploading it to the JEY website, so that parents who cannot attend, can still get the information being provided, and can submit their questions/suggestions electronically, JEY will continue to look for ways to include more parents in JEY activities.

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 2019-2020 than from the previous year, and we are continuing to provide more Goal 2 opportunities for students during the 2020-2021 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:

Due to the COVID19 School Closure, the March SSC meeting to review and appove the SPSA was not held to get feedback and suggestions form the SSC committee.

2 ELAC:

ELAC is combined with SSC

3 Staff:

Due to the COVID19 School Closure, a staff meeting was not held to get feedback and suggestions for Goal 2.

Action 1

Title: Increase Goal 2 Opportunities.

Action Details:

By the end of the 2020-2021 school year we will increase Goal 2 opportunities from the current participation rate of 62.86% to 75% participation rate.

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. 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, 2020 and continue through June, 2021.

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.

Plan to stay off of CSI status: 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

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. During the 2019-2020 school year, 80% of the African American students, 60.43% of the Hispanic students, and 54.55% of the EL students participated in Goal 2 Activities which included: field trips, clubs, College trips, A4 Advisory Program, Guest Speakers, etc.

Supports including:

Survey Data

Various opportunities for student and parent input around Goal 2

SSW as needed

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

Qtr. 2 Academic Awards Celebration throughout the day for parents to attend.

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, 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

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.

*suicide awareness

*JEY Social Media Updates

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	14.541 %	5.376 %	2018-2019	12.376 %
College/Career Readiness	10.383 %	9.266 %	2018-2019	12.266 %

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.

College/Career Readiness

JEY has a partnership with Fresno City College that allows students to be in a dual-enrollment program. Students take classes at JEY and FCC. During the 2019-2020 school year, JEY with the FCC partnership was able to offer three Business Technology courses on the JEY campus. In addition, students took classes on the FCC college campus from FCC instructors. This partnership has been a tremendous success and will continue in 2020-2021.

CTE Enrollment

During 2019-2020 a Social Media Marketing course was offered; the teacher of the SMM class will continue to recruit students for the course. The course has given students opportunities to learn about SMM and to practice what they learned by video-taping the JEY weekly announcements, taking pictures of JEY Goal 2 activities and uploading them to the JEY Website. The SMM teacher will continue recruiting to increase enrollment in the 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.

College/Career Readiness

J.E. Young's low-performing student groups are: African American, Hispanic, and EL students. The number of A-G courses was increased in 2019-2020. JEY is not a neighborhood school, and for many students, coming to school more frequently to be enrolled in dual enrollment, is a problematic even though students are provided bus tokens to get to and from school.

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. JEY continues to work with CCR to increase CTE offerings for students. JEY also continues to make sure that students who have a work permit and are working are enrolled in work experience, The job developer works to have career fairs, and guest speakers on Mondays, so that all students have the opportunity to participate if they choose.

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

The Social Media Marketing teacher will be working hard to put a recruitment process into place. She reaches out to the counselors and teachers for input on possible students for the course. The current SMM students will put recruiting blitz's in the weekly announcements. In addition, JEY will continue to promote CTE and CCR courses/opportunities at the parent luncheon, recruiting for all programs. The Dual Enrollment teacher 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) as well as presentations at the parent luncheon, informational booth at Back to School and Open House events. 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 is in place. We continue to look for ways 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:

Due to the COVID19 School Closure, the March SSC meeting to review and approve the SPSA was not held to get feedback and suggestions for Goal 3.

2 ELAC:

ELAC is combined with SSC.

3 Staff:

Due to the COVID19 School Closure, a staff meeting was not held to get feedback and suggestions for Goal 3.

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 2020-2021 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 electives.

2. Administration and counselors receive a monthly report detailing student progress in CTE electives.

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 electives within FUSD.

Owner(s):

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

Counselors: A. Santillan; J. Silva

CTE Teachers

Job Developer

Timeline:

August, 2020 through June, 2021

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

Quarter 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 electives provided they meet the CTE criteria.

Supports Included:

Attendance data

Progress grade reports

Quarter grade reports

Mentor Coaching

Khan Academy

A4 tutorial provided everyday from 8:3-12:30 for all students.

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 electives.

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 electives.

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

Qtr. 2 Academic Awards Celebration throughout the day for parents to attend.

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.)

Mentor CoachingDaily tutorial

Khan Academy

A4 tutorial provided everyday from 8:30-12:30 for all students.

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 electives.

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 electives.

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.

*topics generated by the parents

*Suicide Awareness

*Dual-Enrollment / CTE Presentations

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	77.154 %	44.257 %	2018-2019	42.257 %
Suspensions Per 100	2.306 %	4.531 %	2018-2019	3.531 %
Graduation Rate	67.443 %	76.111 %	2018-2019	80 %

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% positive during the 19-20 school year, to currently an average of 76% positive each month of actual students attending school. The Current Target % and Actual % as noted in the metrics, is based on ADA, not physical attendance.

Graduation Rate

J.E. Young's goal is to help students recover credits and return to their comprehensive high school if they choose too. During the 2019-2020 school year, J.E. Young's graduation rate rose to 76.7%. which took J.E. Young out of CSI status. This graduation rate is based on the students who actually stayed at J.E. Young and graduated, and does not count the students who got back on track for graduation and returned to their comprehensive high school.

Suspensions Per 100

J.E. Young's increase in Goal 2 activities helps students feel connected to school which we attribute to having a low suspension rate. In addition, having a focus on SEL such as Breaking Down the Walls, and having a full-time social worker who works with students on coping strategies for anger, etc. This is also evidenced by the Climate and Culture survey. We also focused staff (classified and certificated) PL around improving climate and culture. All of these proactive interventions attributed to keeping the suspension rate low for the 19-20 school year.

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

Graduation Rate

J.E. Young increased the number of higher level A-G Requirement courses during the 19-20 school year. 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.

Suspensions Per 100

During the 2019-2020 school year, there was a higher suspension rate among the African American subgroup and the subgroup labeled "other" than any other ethnicities.

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

We have increased the number of A-G Requirements across all content areas.

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

- ERWC, Statistics, Chemistry and Physics, AP History and Race and Social Justice.

Plan To Stay Out Of CSI Status: Work with the Cross-Functional Pivot Team and the CSI Manager to continue analyzing data in order to continue to grow the graduation rate and continue adapting the graduation plan as needed to increase the graduation rate. We will continue 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 help remain out of CSI status.

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.

Continue to increase Goal 2 Activities in order to increase attendance, and decrease suspensions. Continue to analyze senior data such as credits earned, attendance, etc. in order to continue increasing the graduation rate.

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 February, 2020 SSC meeting, members were given information about J.E. Young's improved graduation rate of 76.7% which took J.E. Young out of CSI status. No concerns/questions regarding attendance, graduation or suspension rates 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 during monthly staff meeting. Staff has input on how to improve attendance and graduation rates as well as input on how to decrease suspensions. Staff was made aware of the increased graduation rate of 76.7% which took J.E. Young out of CSI status.

Action 1

Title: Increase Graduation Rate

Action Details:

By the end of the 2020-2021 school year, J.E. Young will increase the graduation rate from the current 76.7% to 80% by the end of the 2020-2021 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, 2020 through June, 2021

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

Students are enrolled in online Edgenuity 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.

A4 tutorial is provided everyday from 8:30-12:30 for all students.

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.

Plan to remain out of CSI Status:

J.E. Young will partner with 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 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.

A4 tutorial is provided daily from 8:30-4:30 for all students.

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 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.

A4 tutorial is provided daily from 8:30-4:30 for all students.

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).

Information provided to parents at the monthly parent luncheon.

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.

4. Climate and Culture team meet monthly to discuss attendance process and make changes as needed.

2020-2021 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	Title 1 Basic	Instruction	Bks & Ref			Edgenuity - Online Learning Contract -Split Funded 3010/7090 Total $30,000	20,000.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation / Materials and Supplies - **NO FOOD OR INCENTIVES**	834.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Professional Learning / Meetings / Conferences / Teacher Collaboration	4,092.00
G4A1	Sup & Conc	Instruction	Bks & Ref			$10,000.00 - Dual Enrollment / Books / Fresno City College	10,000.00
G4A1	Sup & Conc	Instruction	Bks & Ref			: Edgenuity - Online Learning Contract -Split Funded 3010/7090 Total $30,000	10,000.00
G4A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies / Bus Tokens/ Gives Student Opportunity to Excel in all Subjects and also reduces absenteeism	10,000.00
G4A1	Sup & Conc	Instruction	Nc-Equipment			Technology	20,000.00
G4A1	Sup & Conc	Instruction	Travel			CCIS, CASCWA, SOLUTION TREE AND OTHER PROFESSIONAL DEVELOPMENT for Admin and Teachers	10,000.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance for Student Computer Repairs and other related needs.	5,000.00
G4A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics	2,000.00
G4A1	Sup & Conc	Instruction	Communicatio			Postage and Communications	1,500.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Incentives/Parent Involvement	2,614.00

$96,040.00

2020-2021 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	Mat & Supp			: Materials and Supplies - **NO FOOD OR INCENTIVES**	4,186.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors - Site provides the substitutes	595.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental to support EL Students	2,440.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology	4,157.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation / Parent Luncheons / Other Items and Needs to initiate and increase parent participation	5,000.00
G4A1	Title 1 Basic	Instruction	Bks & Ref			Edgenuity - Online Learning Contract -Split Funded 3010/7090 Total $30,000	20,000.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation / Materials and Supplies - **NO FOOD OR INCENTIVES**	834.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Professional Learning / Meetings / Conferences / Teacher Collaboration	4,092.00
G4A1	Sup & Conc	Instruction	Bks & Ref			$10,000.00 - Dual Enrollment / Books / Fresno City College	10,000.00
G4A1	Sup & Conc	Instruction	Bks & Ref			: Edgenuity - Online Learning Contract -Split Funded 3010/7090 Total $30,000	10,000.00
G4A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies / Bus Tokens/ Gives Student Opportunity to Excel in all Subjects and also reduces absenteeism	10,000.00
G4A1	Sup & Conc	Instruction	Nc-Equipment			Technology	20,000.00
G4A1	Sup & Conc	Instruction	Travel			CCIS, CASCWA, SOLUTION TREE AND OTHER PROFESSIONAL DEVELOPMENT for Admin and Teachers	10,000.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance for Student Computer Repairs and other related needs.	5,000.00
G4A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics	2,000.00
G4A1	Sup & Conc	Instruction	Communicatio			Postage and Communications	1,500.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Incentives/Parent Involvement	2,614.00
							$112,418.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$25,020.00
Sup & Conc	7090	$75,206.00
LCFF: EL	7091	$12,192.00
Grand Total		**$112,418.00**

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	$16,378.00
G4 - All students will stay in school on target to graduate	$96,040.00
Grand Total	**$112,418.00**